

# **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 through Multi-Tiered Systems of Support (MTSS)
2. CJUSD students will be College and Career ready through Multi-Tiered Systems of Support (MTSS) Actions/Services
3. CJUSD students and families will be engaged and informed regarding the educational process and opportunities through Multi-Tiered Systems of Support (MTSS)

## **BOARD OF TRUSTEES REGULAR MEETING**

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

**Wednesday, January 17, 2018 - 6:00 p.m.**

### **STATUS**

- |                                                                                      |             |
|--------------------------------------------------------------------------------------|-------------|
| <b>I. CALL TO ORDER &amp; ROLL CALL - 5:30 p.m.</b>                                  |             |
| <b>II. ANNOUNCEMENT OF ITEMS TO BE DISCUSSED IN CLOSED SESSION</b>                   |             |
| 1. Conference with Labor Negotiator, (David Grimes), Re: CSEA & CUTA (G.C. §54957.6) |             |
| 2. Student Expulsions/Readmissions (G.C. §54962)                                     |             |
| <b>III. PUBLIC COMMENTS REGARDING ITEMS TO BE DISCUSSED IN CLOSED SESSION</b>        |             |
| <b>IV. CLOSED SESSION - 5:30 p.m.</b>                                                |             |
| <b>V. OPEN SESSION - CALL TO ORDER - 6:00 p.m.</b>                                   |             |
| <b>VI. FLAG SALUTE</b>                                                               |             |
| <b>VII. ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION</b>                           | Info/Action |
| <b>VIII. ADOPTION OF AGENDA</b>                                                      | Action      |
| <b>IX. STUDENT BOARD REPRESENTATIVE REPORTS (3 minutes each)</b>                     | Info        |
| 1. Center High School - Marissa Davis                                                |             |
| 2. McClellan High School - Chris Sill                                                |             |

*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. COMMITTEE UPDATES</b> (8 minutes each)	Info
Facilities & Op.	1. Facilities Update - Craig Deason	
	<b>XII. REPORTS/PRESENTATIONS</b> (8 minutes each)	Info
Facilities & Op.	1. Bond Oversight Committee Annual Report - 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 December 13, 2017 Regular Meeting	
Personnel	2. Approve Classified Personnel Transactions	
↓	3. Approve Certificated Personnel Transactions	
Business	4. Approve CSEA/CJUSD Employee Salary & Benefit Compensation, 2017-2018 and 2018-2019 and AB 1200 Public Disclosure	
Personnel	5. Approve Classified Employees - Tentative Agreement and Memorandum of Understanding with CSEA: Compensation for 2017/18 and 2018/19	
↓	6. Approve CSEA, Certificated and Classified Substitutes, and Noon Duty Salary Schedules for 2017/2018 and 2018/2019	
Curr & Instr	7. Ratify Field Trip: CHS Wrestling Team at Wrestling Tournament in Aptos, CA	
↓	8. Approve Field Trip: 5th Grade Alliance Redwoods Trip - North Country	
Facilities & Op.	9. Approve 2017-2018 Safe School and Emergency Preparedness Plan - Spinelli	
↓	10. Approve 2017-2018 Safe School and Emergency Preparedness Plan - McClellan	
↓	11. Approve 2017-2018 Safe School and Emergency Preparedness Plan - North Country	
↓	12. Approve Amendment #1 to CCTR-7183, Local Agreement for Child Development Services	
↓	13. Approve Contract Amendment #1, Center High School Intercom and Master Clock System Upgrade	
↓	14. Approve Developer Agreement with HBT or Riolo Vineyards, LLC for SMUD Substation Site	
↓	15. Approve Resolution #12/2017-18: Troxel Agreement for Acquisition of Chromebooks Under Public Contract Code Section 20118	
↓	16. Approve Donation of \$5,000.00 from the Winn Foundation for CHS Geometry and Construction Program	
Business	17. Approve Resolution #11/2017-18: State of California Purchase Card (CAL-Card) Program	
↓	18. Approve Payroll Orders: July - December 2107	
↓	19. Approve Supplemental Agenda (Vendor Warrants): December 2017	



## **XVI. BUSINESS ITEMS**

Business	<b>A.</b>	<b><u>Audit Report for Fiscal Year 2016-17</u></b> Public school districts are mandated to have an independent agency audit the financial statements for the preceding fiscal year. The District's annual audit has been prepared by Crowe Horwath, LLP.	Action
Facilities & Op.	<b>B.</b>	<b><u>Agreement for Real Property Purchase</u></b> The District is requesting approval of the agreement between CJUSD and HPT of Riolo Vineyards LLC for the purchase of real property for the purpose of acquiring land for the SMUD substation site.	Action
Governance	<b>C.</b>	<b><u>Discussion - Naming of Future School Sites</u></b> The Board will discuss BP 7310 - Naming of Facility	Discussion
↓	<b>D.</b>	<b><u>Discussion - Naming of Next Elementary School</u></b>	Discussion
↓	<b>E.</b>	<b><u>First Reading: Board Policies/Regulations/Exhibits</u></b>  <b>BP 0400 - Comprehensive Plans</b> (BP revised) Policy updated to include the local control and accountability plan (LCAP) as a comprehensive plan of the district and to emphasize the need for consistency among the documents that set direction for the district.  <b>BP/AR 0420.4 - Charter School Authorization</b> (BP/AR revised) Policy updated to delete material regarding the conversion of a low-performing school into a charter school when petitioned by parents/guardians under the Parent Empowerment Act, and to add requirement that accountability measures in an approved charter include student outcomes aligned with state priorities in the local control and accountability plan. Regulation updated to reflect <b>NEW LAW (AB 1360)</b> which provides that a charter petition may include admission preferences, including, but not limited to, priority for siblings of admitted or enrolled students and children of the school's staff and founders, provided that the admission preferences are approved by the district board, are nondiscriminatory, and do not require parent/guardian volunteer hours. Regulation also reflects requirement of AB 1360 that suspension/expulsion procedures included in the charter petition specify how the school will comply with due process requirements.  <b>BP/AR 0460 - Local Control and Accountability Plan</b> (BP/AR revised) Policy and regulation updated to delete references to 5 CCR 15497.5 (repealed) which formerly contained the LCAP template. The LCAP template continues to be approved by the State Board of Education and is available on the California Department of Education (CDE) web site. Policy also adds a definition of "numerically significant student subgroups" whose needs must be addressed in the LCAP. Regulation also deletes requirement to use the state's Academic Performance Index (API) as a measure of student achievement, as the API has been replaced by a new state accountability system.  <b>BP 0500 - Accountability</b> (BP revised) Policy updated to reflect the new state accountability system (the California School Dashboard), which consists of both state and local indicators to assist districts in identifying strengths and areas in need of improvement in each priority area addressed by the LCAP.  <b>BP/AR 0520.2 - Title I Program Improvement Schools</b> (BP/AR deleted) Policy and regulation deleted as federal program improvement requirements have been suspended for the 2017-18 school year and will, beginning in the 2018-19 school year, be replaced by a new system of comprehensive and targeted improvement established by the Every Student Succeeds Act.	Action

## **First Reading: Board Policies/Regulations/Exhibits (continued)**

### **BP 0520.3 - Title I Program Improvement Districts**

(BP deleted)

Policy deleted as federal program improvement requirements have been suspended for the 2017-18 school year and will, beginning in the 2018-19 school year, be replaced by a new system of comprehensive and targeted improvement established by the Every Student Succeeds Act.

### **BP/AR 1113 - District and School Web Sites**

(BP/AR revised)

Policy updated to (1) clarify the district's responsibility to make district and school web sites accessible to individuals with disabilities; (2) reflect laws prohibiting web site operators from using web site information to amass a profile about a student, engage in targeted advertising to students, or sell or disclose a student's information, including **NEW LAW (AB 2799, 2016)** which prohibits such activities for web sites used primarily for preschool and prekindergarten purposes; and (3) clarify options related to posting student photographs on district and school web sites together with their names. Regulation updated to (1) add section on "Design Standards," including standards for web site accessibility to individuals with disabilities; (2) reflect **NEW LAW (AB 2257, 2016)** which requires posting a prominent, direct link to the current board meeting agenda or to an integrated agenda management platform, effective January 1, 2019; and (3) clarify requirements related to posting copyrighted material.

### **BP 1325 - Advertising and Promotion**

(BP revised)

Policy updated to reflect **NEW LAW (AB 841)** which prohibits advertising of foods or beverages during the school day, including participation in a corporate incentive program that rewards students with free or discounted foods or beverages, unless the food or beverage complies with nutritional standards. Policy also clarifies court decisions regarding advertisements containing religious viewpoints.

### **BP 3100 - Budget**

(BP revised)

Policy updated to reflect **NEW LAW (SB 751)** which provides that, if the amount of monies in the state Public School System Stabilization Account is three percent or more of the combined total of general fund revenues appropriated for school districts and allocated local proceeds of taxes, the district's combined assigned or unassigned ending general fund balance must not exceed 10 percent of those funds in the immediately following fiscal year, unless the district is a basic aid district, is a district with average daily attendance of 2,500 or less, or is exempted by the county superintendent of schools under extraordinary fiscal circumstances.

### **BP 3280 - Sale or Lease of District-Owned Real Property**

(BP revised)

Policy updated to delete the requirement to first offer surplus property to a charter school with at least 80 students. Material regarding the appointment of the district advisory committee expanded to specify the circumstances under which the district is not required to appoint a committee, including the exception for the sale, lease, or rental of excess property to be used for teacher or other employee housing pursuant to **NEW LAW (AB 1157, 2017)**. Policy expands section on "Use of Proceeds" to reflect additional legal requirements, and deletes the authority (repealed) to use the proceeds from the sale of surplus property for any one-time general fund purpose provided that the district adopted a plan and made certain certifications to the State Allocation Board.

### **BP 3513.4 - Drug and Alcohol Free Schools**

(BP added)

New policy prohibits the possession, use, or sale of drugs or alcohol by any person on district property and addresses enforcement and discipline for violations of this policy. Policy also reflects **NEW LAW (Proposition 64, 2016)** which prohibits any person from possessing, smoking, or ingesting cannabis on school grounds while children are present.

## **First Reading: Board Policies/Regulations/Exhibits (continued)**

### **AR 3515.6 - Criminal Background Checks for Contractors**

(AR revised)

Regulation updated to reflect NEW LAW (AB 949, 2017) which requires criminal background checks for sole proprietors who contract with the district to provide specified services, if they will have contact with children, and provides that it is the responsibility of the district to prepare and submit the fingerprints of the sole proprietor to the Department of Justice. Regulation also reorganized to clarify criminal background check requirements applicable to entities contracting for construction, reconstruction, rehabilitation, or repair of a school facility.

### **BP 3515.7 - Firearms on School Grounds**

(BP revised)

Policy updated to reflect NEW LAW (AB 424) which eliminates the authority of the superintendent or designee to permit a person with a concealed weapons permit to possess a firearm on school grounds. Exhibits deleted as they applied to the possession of firearms on school grounds and are now unnecessary.

### **BP/AR 3517 - Facilities Inspection**

(BP deleted; AR added)

Policy deleted and contents moved to AR. Regulation expanded to more directly reflect law regarding the conditions that must be inspected pursuant to the Office of Public School Construction's facilities inspection tool. Regulation reflects NEW LAW (AB 10) which requires a school that serves any of grades 6-12 and is a high-poverty school, as defined, to stock 50 percent of its restrooms with feminine hygiene products and to make such products available free of charge to students. Regulation also adds recommendation for lead testing and describes the circumstances under which drinking water is required to be tested for lead, including a requirement of NEW LAW (AB 746) for testing of school buildings constructed before January 1, 2010.

### **BP 4119.21/4219.21/4319.21 - Professional Standards**

(BP revised)

Policy updated to reflect NEW LAW (AB 500) which requires any district that has an employee code of conduct addressing employee interactions with students to post that section of its code of conduct on each school's web site (or on the district web site if a school does not maintain one) and to provide it to parents/guardians at the beginning of the school year.

### **BP 4140/4240/4340 - Bargaining Units**

(BP revised)

Policy updated to reflect NEW LAW (SB 285, 2017) which prohibits districts from deterring or discouraging employees from becoming or remaining members of an employee organization. Policy also reflects NEW LAW (AB 119, 2017) which requires districts to provide employee organizations with specified contact information for new employees in the bargaining unit and to give employee organizations access to new employee orientations (limited in scope to onboarding sessions where newly hired employees are advised of their employment status, rights, benefits, duties, responsibilities, or any other employment-related matters).

### **AR 4144/4244/4344 - Complaints**

(AR revised)

Regulation updated to delete outdated reference to the use of Williams uniform complaint procedures for complaints alleging the failure to provide intensive instruction to students who did not pass the high school exit exam by the end of grade 12. Regulation reorganized to clarify circumstances that require the use of an alternate complaint procedure.

### **BP/AR 4200 - Classified Personnel**

(BP/AR revised)

Policy updated to add material formerly in AR regarding the employment of substitute or short-term employees and to clarify that the length of service of a short-term employee must be no longer than 195 days per year. Regulation updated to reflect NEW LAW (AB 670) which makes playground aide positions part of the classified service in non-merit system districts.

## **First Reading: Board Policies/Regulations/Exhibits (continued)**

### **BP/AR 5113.1 - Chronic Absence and Truancy**

(BP/AR revised)

Policy updated to reflect the inclusion of a chronic absence indicator in the California School Dashboard effective in the fall of 2018, add examples of interventions for attendance problems, and delete section on "School Attendance Review Board" since that material is now covered in BP/AR 5113.12 - District School Attendance Review Board. Regulation updated to delete references to 5 CCR 15497.5 (repealed), which formerly contained the LCAP template that is now available on the CDE web site, and to delete section on the appointment and general duties of attendance supervisors, now covered in AR 5113.11 - Attendance Supervision.

### **BP/AR 5113.12 - District School Attendance Review Board**

(BP/AR added)

New policy and regulation are for use by districts that have established their own local school attendance review board (SARB), and reflect the basic purposes, functions, and operations of the SARB.

### **BP/AR 5117 - Interdistrict Attendance**

(BP/AR revised)

Policy updated to reflect NEW LAW (AB 99, 2017) which makes a number of changes to the school district of choice program, including (1) requiring a participating district to register as a school district of choice with the Superintendent of Public Instruction and the county board of education by July 1, 2018; (2) expanding the factors that must not be considered by districts in the selection process; and (3) revising the requirements for annually reporting the disposition of transfer requests. Regulation updated to reflect provisions of AB 99 related to public announcements regarding the program, priorities for admission, and the timeline for notification of a student's provisional acceptance or rejection. Regulation also reflects NEW LAW (SB 344, 2017) which gives the county board in a class 1 county, as defined, 60 calendar days to decide an appeal when a district denies a transfer under an interdistrict attendance agreement. Section on "Transfers Out of the District" moved from BP to AR, and revised to reflect NEW LAW (AB 2659, 2016) which provides that a district must not prohibit the transfer of a child of a military family to any district that approves the transfer.

### **AR 5125.2 - Withholding Grades, Diploma or Transcripts**

(AR revised)

Regulation updated to clarify the circumstances under which the district may withhold a student's grades, diploma, and/or transcripts until the student's parents/guardians have paid for the damages to or loss of district property willfully caused by the student. Regulation also clarifies the student's due process rights, as well as the requirement to continue to withhold the grades, diploma, and/or transcripts when such a student transfers from one district to another.

### **BP 5131.6 - Alcohol and Other Drugs**

(BP revised)

Policy updated to reflect the goals and purposes of the federal Student Support and Academic Enrichment Grants program, as established by the Every Student Succeeds Act. Policy also deletes material on drug and alcohol master plans and county primary prevention programs, since the related laws repealed on their own terms.

### **E 5131.63 - Steroids**

(E deleted)

Exhibit deleted since the California Interscholastic Federation provides the sample agreement that student athletes and parents/guardians must sign to promise that the student will not use steroids or banned dietary supplements.

### **BP 5144 - Discipline**

(BP revised)

Policy updated to reflect NEW LAW (SB 250) which requires districts to ensure that any discipline imposed on a student does not result in the denial or delay of a nutritionally adequate meal to the student.

## **First Reading: Board Policies/Regulations/Exhibits (continued)**

### **BP/AR 5144.1 - Suspension and Expulsion/Due Process**

(BP/AR revised)

Policy updated to add homeless students as one of the numerically significant student subgroups for whom the district must monitor suspension/expulsion data, and to add board review of disaggregated suspension/expulsion data for the purpose of identifying any disparities in the imposition of discipline. Updated regulation revises the grounds for suspension and expulsion to more directly reflect law which separates out aiding or abetting a crime of physical violence from causing, attempting to cause, or threatening physical violence. Regulation also adds definition of cyber sexual bullying as a ground for suspension/expulsion and reflects NEW LAW (AB 667) which requires a student to be informed, during the informal conference required prior to suspension, of the other means of correction that were attempted before suspension.

### **AR 5148.2 - Before/After School Programs**

(AR revised)

Regulation updated to reflect NEW LAW (AB 830) which deletes the requirement that a program operating under the 21st Century High School After School Safety and Enrichment for Teens Program (ASSETs) include preparation for the high school exit exam, as that exam has been eliminated.

### **BP/AR 6020 - Parent Involvement**

(BP/AR revised)

Policy and regulation updated to reflect requirements for parent involvement in schools receiving federal Title I, Part A funding, as amended by the Every Student Succeeds Act, including expanding activities to include engagement of family members. Policy also reflects parent involvement as a state priority that must be addressed in the district's LCAP.

### **AR 6112 - School Day**

(AR revised)

Regulation updated to reflect NEW LAW (AB 99, 2017) which permits districts to maintain kindergarten or transitional kindergarten classes for different lengths of time during the school day, either at the same or different school sites. Regulation also reflects provision of AB 99 which allows districts to schedule classes in an early college high school or middle college high school so that students attend classes for at least 900 minutes during any five school day period or 1,800 minutes during any 10 school day period.

### **BP 6153 - School-Sponsored Trips**

(BP revised)

Policy updated to reflect NEW LAW (AB 341, 2017) which eliminates the prohibition against the use of district funds to pay for the expenses of students participating in field trips or excursions to another state, to the District of Columbia, or to a foreign country.

### **BP/AR/E 6162.52 - High School Exit Examination**

(BP/AR/E(1)/E(2) deleted)

Policy, regulation, and exhibits deleted since NEW LAW (AB 830) repeals the requirement to pass the high school exit exam as a condition of graduation.

### **BP 6170.1 - Transitional Kindergarten**

(BP revised)

Policy updated to reflect NEW LAW (AB 99, 2017) which permits districts to maintain transitional kindergarten classes for different lengths of time during the school day, either at the same or different school sites, provided that the length of the school day complies with legal requirements related to the minimum and maximum length of the school day.

### **AR 6173.1 - Education for Foster Youth**

(AR revised)

Regulation updated to reflect the Every Student Succeeds Act, which amends the definition of a foster youth's "best interest" and requires districts and child welfare agencies to come to an agreement as to how transportation will be provided to enable foster youth to attend their school of origin.

## **First Reading: Board Policies/Regulations/Exhibits (continued)**

### **BP/AR 6173.2 - Education of Children of Military Families (BP/AR revised)**

Policy updated to reflect the Every Student Succeeds Act, which provides that military-connected students will be assigned a national identification number to facilitate monitoring of their academic progress and requires districts to issue an annual report card that includes state achievement results for such students. Policy also adds optional language on collaborating with the military's school liaison officers and providing staff development related to the educational rights of military-connected students. Regulation updated to add material regarding the transfer of course credits, exemption from local graduation requirements when a student transfers after the completion of the second year of high school, and use of the uniform complaint procedures for allegations of noncompliance by the district, pursuant to **NEW LAW (AB 365, 2017)**. Regulation also reflects **NEW LAW (SB 455, 2017)** which provides that a student will be deemed to meet district residency requirements if his/her parent/guardian is transferred or is pending transfer to a military installation within the state, and **NEW LAW (AB 2659, 2016)** which provides that districts must not prohibit the transfer of a military-connected student out of the district regardless of whether the district has an interdistrict transfer agreement with another district.

### **BB 9150 - Student Board Members (BB revised)**

Bylaw updated to reflect **NEW LAW (AB 261 and SB 468)** which eliminates the requirement that students petition in order to receive preferential voting rights for student board members. Bylaw also reflects requirement of SB 468 that the district provide student board members with materials and briefings, except those related to closed session, at the same time as other board members.

- |               |                                                                                                                                                                          |        |
|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| <b>XVII.</b>  | <b>ADVANCE PLANNING</b>                                                                                                                                                  | Info   |
| a.            | <i>Future Meeting Dates:</i>                                                                                                                                             |        |
|               | i. <i>Regular Meeting: Wednesday, February 21, 2018 @ 6:00 p.m. - District Board Room - Room 503, located at Riles Middle School, 4747 PFE Road, Roseville, CA 95747</i> |        |
| b.            | <i>Suggested Agenda Items:</i>                                                                                                                                           |        |
| <b>XVIII.</b> | <b>CONTINUATION OF CLOSED SESSION (Item IV)</b>                                                                                                                          | Action |
| <b>XIX.</b>   | <b>ADJOURNMENT</b>                                                                                                                                                       | Action |

### **CJUSD Mission:**

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

# Center Joint Unified School District

**AGENDA REQUEST FOR:**

**Dept./Site:** Facilities & Operations Department

**To:** Board of Trustees

**Action Item** \_\_\_\_\_

**Date:** January 17, 2018

**Information Item** X

**From:** Craig Deason, Assist. Supt.

**# Attached Pages** 1

**Assist. Supt. Initials:** CD

**SUBJECT:**

**Bond Oversight Committee Annual Report**

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

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

## **Bond Oversight Committee**

# **Memorandum**

**Date:** January 18, 2017

**To:** CJUSD Board of Trustees

**From:** Cindy Brockway, CJUSD Bond Oversight Committee

**RE:** Annual Report

During the 2016 reporting period no bonds were sold and no expenditures incurred, and as such the Center Joint Unified School District Bond Oversight Committee has no activities to report to the Board.



## *Center Joint Unified School District*

<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> January 17, 2018	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:

December 13, 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, December 13, 2017

### MINUTES

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

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

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

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

1. Conference with Labor Negotiators, (David Grimes), Re: CSEA & CUTA (G.C. §54957.6)
2. Student Expulsions/Readmissions (G.C. §54962)
3. Public Employee Discipline/Dismissal/Release (G.C. §54957)

**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 Mike Jordan

**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:

2. Student Expulsions/Readmissions (G.C. §54962)  
Student Expulsion 17-18.05 – Recommendation approved.

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

**Vote:** General Consent

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

**Motion:** Anderson  
**Second:** Wilson

**Vote:** General Consent

## **STUDENT BOARD REPRESENTATIVE REPORTS**

1. Center High School – Marissa Davis

- finals are this week.

- today was Operation Santa at Spinelli. Student Council and Leadership students did activities with the kids. Tomorrow it will be held at Dudley.

- winter sports are starting off with preseason. League games haven't started yet; those won't start until about January.

2. McClellan High School – Christopher Sill was not available to report

## **ORGANIZATION REPORTS**

1. CUTA - Venessa Mason, President, was not available to report.

2. CSEA - Marie Huggins, President, was not available to report Mr. Loehr read the following report from Marie Huggins:

*"December 13th - the President's Report. On Friday, December 8th the Classified Tentative Agreement on Wages and Salaries passed and it was ratified. Officer and Negotiation Team elections for January 2018 through December 2019 were held and the President will be Marie Huggins (who will continue in that role), Secretary will be Bonnie Shiro, and two Negotiation Team spots were filled by Ms. Bernadette Poor from CHS and Rose Mendoza from CHS. CSEA Chapter 610 budgets for what they call Fair Share Donations for elementary schools in odd years and secondary schools in even years. They received requests from North Country Elementary for Take Flight School Tour, at the McClellan Air Force Base Museum, and Spinelli Elementary for Sly Park in May 2018. Each school received \$375 to use towards these events."*

Mr. Loehr joked that he told Marie that for the rest of her report he would report how great Mr. Loehr is and the Board is awesome.

## **COMMITTEE UPDATES**

**Facilities Update** - Craig Deason, Assistant Superintendent of Operations & Facilities, noted that they received their eligibility report from Caldwell Flores Winters. It was just received yesterday, so they have not had a chance to look it over yet. Next will be to develop a scope of work for each of our sites for modernization, using our facilities tool that CPM helped us to build. In January we will send out an RFP to our architect pool to choose an architect for those projects. After we choose an architect, we will have them do the design and submit it to DSA for approval. Once DSA approves those modernization drawings, we will then get in line with OPS for funding. Once we get funded, we will complete the projects. Trustee Kelley asked if the report that was just received from CFW was a result of the classroom inspections that were done last month. Mrs. Deason noted that she was correct; they walked every classroom to determine which ones are actually being used for classrooms (not the PTA room, music room, etc) because that helps determine what our eligibility is. We have a very clear number that we are using for the formulas for the modernization eligibility from those walks. Trustee Kelley asked what some of the modernization projects are at Oak Hill. Mr. Deason noted that after we find out what the funding is then we get the work backwards on the scope of what the modernization will be. We are required to do fire and life safety, ADA accessibility, and any required structural things first. We will have to see how much money that eats up, and then the money we have left will determine what the scope will be. Trustee Kelley asked if Oak Hill needs fencing, and would that be part of fire and life safety. Mr. Deason noted that it would not be part of fire and life safety, but Oak Hill is completely fenced in security wise. North Country qualifies for modernization funding and they could do fencing there if we so chose to do that.

**COMMITTEE UPDATES (continued)**

Summer 2018 Quick Strike Projects - they prioritized what they were going to do with the Facilities Committee, and got a nod from the Board that those were the areas that they wanted to focus on. There is the high school plaza project, Spinelli hard court replacement project, Dudley and Spinelli fencing, and the clock and intercom/bell replacement at CHS. They are trying to sneak in a phone system there as well. They are also trying to squeeze in a fiber backbone upgrade for the high school; there is some old fiber cable that we need to upgrade to the new type of fiber. We are able to use E-rate funds that will pay for 80% of the fiber and switches.

Next steps for the quick strike projects - the fencing and hard court projects have already been designed (because we were going to do them last summer and we weren't able to fit it into the budget). The plaza drawings went into DSA today. There should be about a 6 week turn around from DSA; when we get those back, if there are any comments we will have to respond back to those. Then we can move forward to putting the bid documents together so we can put them out to bid. If approved tonight (he has an engineering proposal on the Consent Agenda tonight), the engineer can start on the intercom, clock and bell project starting tomorrow.

As for the Prop 39 projects, the District Office is now finished with the LED lighting. The Oak Hill wireless programmable thermostats have been purchased, and starting on December 27th CCC will start installing those. We have 6 HVAC units that we will be replacing this summer; that will go out to bid soon. There is about \$1,020 left in the budget of about \$1.07 million to work on the LED lighting at Wilson Riles MS; we will see how far that goes with the CCC installs.

As for the Career Technical Ed Grant, it has been turned in. Mr. Deason thanked Mike Jordan, and Sue Lockington from CPM, for the work that they did on that grant; they worked really hard to get it done and turned in to CDE by the November 29th deadline. CDE will score it and let us know our score by February 14th. If we receive an above minimum score, we will file a State Allocation Board 5010 form with OPSC to request funding reimbursement for the project that we did at the theater and the video lab a few summers ago. If it all works out, we will get 50% of about \$583,000 back from OPSC.

Mr. Deason noted that next month he is going to bring back an updated developer agreement, along with a sales agreement, with Riolo Vineyards for the purchase of the SMUD site.

Lastly, the District turned in paperwork yesterday to CalAm Water for our lead testing. There were about 6 pages per school site. We needed to tell them about what type of lead pipes we had, when the buildings were each built, and other types of information. This was all needed before they would come test our water. Mr. Deason then shared some pictures of what the CHS campus could look like after we complete the plaza project.

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

Mr. Scott Loehr noted that an item came to us a couple days ago and he wanted to make to Board aware of it. The CHS Wrestling team is traveling to Aptos, CA for an overnight tournament. Board Policy says that we need Board approval. Mr. Klatt said that he blew it and missed the deadline. Mr. Loehr noted that he would not want the kids to go without approval. Unless he sees otherwise, he will give the approval to go and this will be ratified at the next meeting. It was noted that this is a trip that they have done before.

**BOARD/SUPERINTENDENT REPORTS**

**Mr. Wilson**

- wished everyone a very Merry Christmas.

**BOARD/SUPERINTENDENT REPORTS (continued)**

**Mrs. Kelley**

- wished everyone Happy Holidays and a Happy New Year.
- thanked everyone for they do.

**Mrs. Anderson**

- asked everyone to be safe and to enjoy their families.

**Mr. Hunt**

- said "ditto".

**Mrs. Pope**

- noted that she visited Spinelli Elementary. They briefly walked through their craft fair.
- noted that the staff has done some of their own beautification on the Spinelli campus; they have a little bit of their own art work in the cafeteria, cleaned it up, and it is bright and beautiful. Also, there was an Eagle Scout project of painted murals by the hard court area; that has brightened up that whole area.
- noted that the rumor is that Spinelli could also be having Project Lead The Way on its campus soon.
- wished everyone Happy Holidays and a Merry Christmas.

**Mr. Loehr**

- missed the Breakfast with Santa at North Country, but congratulated them on the well attended event.
- noted that with some of the one-time reserve, we are looking at moving more toward a one-to-one with our Chromebooks. Mr. Deason has gathered up some information; some of our schools are pretty close, if not already there. Once we are finished with that purchase, we can use the money that the Board allocates in the budget annually, to start doing a replacement plan of those. Very soon there will be a device in the hands of every student. The next push would be to see if we can allow the students to take them home.
- shared that Mayor Steinberg was at the meeting he was at today and he had noted that he wants to bring arts back to the schools in Sacramento County and has money with that.
- noted that Lisa Coronado, Craig Deason, and himself are going to San Francisco to meet with Moody's credit agency on Monday. Because of our healthy budget they are looking at helping us get a higher credit rating, which would give us a better interest rate on our bonds, and intimately saves the community money.
- noted that in January we will bring to the Board a discussion about the naming of the Rex Fortune school site.
- wished everyone a Merry Christmas.
- thanked Mr. Deason for everything he does.

**CONSENT AGENDA**

1. Approved Adoption of Minutes from November 15, 2017 Regular Meeting
2. Approved Classified Personnel Transactions
3. Approved Certificated Personnel Transactions
4. Ratified Professional Service Agreement: Laurie A. Clarcq
5. Approved Field Trip: CHS Dance Team to Competition at Anderson High School, Anderson, CA
6. Approved Single Plan for Student Achievement - Oak Hill
7. Approved Single Plan for Student Achievement - McClellan
8. Approved Single Plan for Student Achievement - Riles
9. Ratified SCOE Memorandum of Understanding - Agreement #1138, McGraw Hill's Study Sync ELA/ELD Curriculum Professional Development
10. Approved Notice of Completion - Rua & Son Mechanical, North Country Metal Roof System Overlay on CDC Rooms 2 and 3

**CONSENT AGENDA (continued)**

11. Approved Notice of Completion - BRCO Constructors, Inc., Campus Painting and Fencing Upgrades Project No. 17-03 - Oak Hill Elementary School
12. Approved Center High School Intercom Clock and Bell Replacement Project Design Proposal
13. Approved Payroll Orders: July - November 2107
14. Approved Supplemental Agenda (Vendor Warrants): November 2017

Mr. David Grimes, Director of Personnel & Student Services, noted that when the packet went out we originally had TBA listed for the Family Resource Center position. We now have a name and it is Ryan Miranda. He will be starting January 8th.

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

**Vote:** General Consent

**BUSINESS ITEMS**

**A. APPROVED - Annual Organizational Meeting for Governing Board**

Trustee Pope, Board President, opened the nominations for Officers of the Board for 2018.

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

**RECESS:** At 6:24p.m. Trustee Pope, President of the Board, called a recess of the regular meeting of the CJUSD Board of Trustees to convene the Organizational Meeting of the Board of Directors of the CJUSD Financing Corporation. The meeting of the CJUSD Financing Corporation was adjourned at 6:25 p.m., at which time the regular meeting of the Center Joint Unified Board of Trustees was reconvened.

Mr. Loehr presented Trustee Pope with a commemorative gavel that noted her 2 years as President, 2016 and 2017. Trustee Kelley thanked Trustee Pope.

**BUSINESS ITEMS (continued)****B. APPROVED - First Interim Report for Fiscal Year 2017/18**

Lisa Coronado, Director of Fiscal Services noted that the First Interim Report compares the current working budget to the budget that the Board adopted in June. She shared some slides with the Board, indicating a declining enrollment. There was a comparison of total unrestricted revenue, adopted budget versus first interim. She also compared the adopted budget versus first interim in total unrestricted expenditures/contributions. It was noted that we are spending about 84% on salaries and benefits. There was a comparison of unrestricted revenue versus expenditures/contributions. Our ending fund balance has slightly dropped from last year because of our spending the one-time money; it should go up slightly next year and keep going up. That is why Moody's loves us; because of our ending fund balance increases. The District and the Board need to decide what we want to do with the one-time money. Other funds covered were OPEB, Fund 25-Capital Facilities, and Fund 17. Trustee Wilson asked for clarification that the excess spending is not the normal spending but because we are trying to spend down the one-time funds; Mrs. Coronado agreed that it's because we are trying to spend it down. Trustee Kelley asked where the one-time money came from. Mrs. Coronado noted that it came from the state to be spent on mandated activities.

**Motion:** Wilson

**Vote:** General Consent

**Second:** Hunt

**C. APPROVED - Second Reading: Board Policies/Regulations/Exhibits**

BP/AR 0000 - Vision  
 E 0420.41 - Charter School Oversight  
 BP/AR 1312.3 - Uniform Complaint Procedures  
 BP 1340 - Access to District Records  
 BP 2121 - Superintendent's Contract  
 BP 2140 - Evaluation of the Superintendent  
 BP/AR 3551 - Food Service Operations/Cafeteria Plan  
 AR 3580 - District Records  
 AR 4112.2 - Certification  
 BP/AR 4112.61/4212.61/4312.61 - Employment References  
 BP/AR 4127/4227/4327 - Temporary Athletic Team Coaches  
 BP 4312.1 - Contracts  
 AR 5145.3 - Nondiscrimination/Harassment  
 BP 6142.93 - Science Instruction  
 BP 6145 - Extracurricular and Cocurricular Activities  
 BP/AR 6145.2 - Athletic Competition  
 BP/E 6161.1 - Selection and Evaluation of Instructional Materials  
 BP/AR 6178.1 - Work-Based Learning  
 BP 7212 - Mello-Roos Districts  
 BP 7214 - General Obligation Bonds  
 BB 9012 - Board Member Electronic Communications  
 BB 9121 - President  
 BB 9220 - Governing Board Elections  
 BB 9230 - Orientation

**Motion:** Kelley

**Ayes:** Anderson, Hunt, Kelley, Pope

**Second:** Anderson

**Noes:** Wilson

**ADVANCE PLANNING**

- a. *Future Meeting Dates:*
  - i. *Regular Meeting: Wednesday, January 17, 2018 @ 6:00 p.m. - District Board Room - Room 503, located at Riles Middle School, 4747 PFE Road, Roseville, CA 95747*
- b. *Suggested Agenda Items:*

**ADJOURNMENT – 6:36 p.m.**

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

**Vote:** General Consent

Respectfully submitted,

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

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Kelly Kelley, Clerk  
Board of Trustees

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Adoption Date



# Center Joint Unified School District

**AGENDA REQUEST FOR:**

**Dept./Site:** Personnel Department

**Action Item** X

**Date:** January 17, 2018

**Information Item**   

**To:** Board of Trustees

**# Attached Pages** 1

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

**Subject: Classified Personnel Transactions**

**New Hire**

Shawna Christian, Cafeteria Worker  
 Melody Wescott, Bus Driver  
 Manda May, Instructional Specialist PH/Autism  
 Nicole Scarbrough, Campus Monitor  
 Barbara Violette, Office Assistant  
 Brianna Hancock, Cafeteria Worker  
 Jasmine Skates, Cafeteria Worker  
 Tricia Prestimonico, Speech Language Pathology Assistant

**Resignation**

Hamindar Singh, Mechanic

**Promotion**

Michelle Swett, Nutrition Staff Secretary

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

**CONSENT AGENDA**

Shawna Christian has been hired as a Cafeteria Worker at Center High School effective 12/1/2017.

Melody Wescott has been hired as a Bus Driver effective 12/11/2017.

Manda May has been hired as an Instructional Specialist PH/Autism at North Country Elementary School effective 1/2/2018.

Nicole Scarbrough has been hired as a Campus Monitor at Center High School effective 1/2/2018.

Barbara Violette has been hired as an Office Assistant at Center High School effective 1/2/2018.

Brianna Hancock has been hired as a Cafeteria Worker at North Country Elementary School effective 1/2/2018.

Jasmine Skates has been hired as a Cafeteria Worker at North Country Elementary School effective 1/2/2018.

Tricia Prestimonico has been hired as a Speech Language Pathology Assistant at Spinelli Elementary School effective 1/2/2018.

Hamindar Singh has resigned from his position as Mechanic effective 1/11/2018.

Michelle Swett has been promoted to Nutrition Staff Secretary effective 1/29/2018.

***Center Joint Unified School  
District***

**AGENDA REQUEST FOR:**

**Dept./Site: Personnel Department**

Action Item	<u>X</u>
-------------	----------

**Date:** January 17, 2018

### Information Item

**To: Board of Trustees**

# Attached Pages 1

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

**Subject: Certificated Personnel Transaction**

### New Hire

**Daisy Moreno-Velez, Center High School**

# CONSENT AGENDA

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

**New Hire**

Daisy Moreno-Velez has been hired as a temporary Counselor, Center High School, effective January 2, 2018.

## *Center Unified School District*

**AGENDA REQUEST FOR:**

**Dept./Site:** Business Department

**Date:** January 17, 2018

**Action Item**   X  

**To:** Board of Trustees

**Information Item**

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

**# Attached Pages:** 15

**SUBJECT:**

**CSEA/CJUSD Employee Salary & Benefit Compensation  
2017-2018 and 2018-2019  
and  
AB 1200 Public Disclosure**

**Attached is the 2017-2018 and 2018-2019 Salary and Benefit Compensation Agreements between CSEA and CJUSD, effective July 1, 2017 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), AB 2756 (Statutes of 2004), GC 3547.5, and CCR, Title V, Section 15449

Name of School District: Center Joint Unified School District

Name of Bargaining Unit: California School Employees Association Chapter 610

Certificated, Classified, Other: Classified

The proposed agreement covers the period beginning: **July 1, 2017** and ending: **June 30, 2019**  
(date) (date)

The Governing Board will act upon this agreement at its meeting on: **1/17/2018**  
(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 Cost Prior to Proposed Agreement FY 2017-18	Fiscal Impact of Proposed Agreement		
		Year 1 Increase/(Decrease) FY 2017-18	Year 2 Increase/(Decrease) FY 2018-19	Year 3 Increase/(Decrease) FY 2019-20
1 Salary Schedule Increase (Decrease)	\$ 6,982,606	\$ 296,174	\$ -	n/a
		4.24%	0.00%	#VALUE!
2 Step and Column - Increase (Decrease) Due to movement plus any changes due to settlement	\$ -	\$ 82,040	\$ 180,600	n/a
		%	220.1365%	#VALUE!
3 Other Compensation - Increase (Decrease) (Stipends, Bonuses, Longevity, overtime, etc.)	\$ 95,750	\$ -	\$ (87,500)	n/a
		0.00%	-91.38%	#VALUE!
Description of other compensation:	Longevity		Longevity	
4 Statutory Benefits - STRS, PERS, FICA, WC, UI, Medicare etc.	\$ 1,739,756	\$ 94,361	\$ 26,178	n/a
		5.42%	1.43%	#VALUE!
5 Health/Welfare Plans:	\$ 1,980,148	\$ -	\$ -	n/a
		0.00%	0.00%	#VALUE!
6 Total Compensation - Increase (Decrease) (Total Lines 1-4)	\$ 10,798,260	\$ 472,575	\$ 119,278	#VALUE!
7 Total Number of Represented Employees (Use FTEs if appropriate)	226.93			
8 Total Compensation Average Cost per Employee	\$ 47,584.10	\$ 2,082.47	\$ 525.62	#VALUE!
		4.38%	1.06%	#VALUE!

9. Please provide summary of negotiated agreement. 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"?

Each employee will receive a one-time, lump-sum, off-schedule payment equivalent to 1% of his/her current annual salary in a classified or noon duty position. A 3% increase will be applied to the Classified Salary Schedule, retroactive to July 1, 2017. Step 1 and Step 2 of the Noon Duty Salary Schedule will become \$12.00/hr. The 3% increase will apply to Steps 3-6. Classified employees currently on Ranges E-G will move up one range. Employees in Ranges A-D will move to Range E. Ranges A-D will be eliminated. Bus Drivers will move to Range O. Relief Driver will move to Range P. Dispatcher/Relief Driver will move to Range Q. Bus Driver/Delegated Behind the Wheel Trainer will move to Range S. Transportation Department Classified Employees working 6 or more hours per day shall have the two year employment period waived for eligibility of District H&W Benefits as full-time employees.

10. Were any additional steps, columns, or ranges added to the schedules? (If yes, please explain.)

Beginning with the 2018-19 school year, a new Step 10 and Step 15 will be added to the Classified Salary Schedule for all new and current classified employees, and will replace the current longevity model. Step 10 will be a 3% increase from Step 6, and Step 15 will be a 3% increase from Step 10. Anyone employed in a classified position with the District on or before November 7, 2017 will continue to be eligible for the 8 year longevity model until they reach Step 10.

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

An MOU was signed 11/17/17 to serve as clarification: For classified employees who continue in the same classification and as of 7/1/18 qualify to be placed at Step 10 or Step 15, and whose 2018-19 salary determination would be less than their 7/1/17 salary plus longevity, the following will occur: The District shall pay the employee the difference between their 2017-18 (current longevity included) and their 2018-19 salary. Such payments shall continue until the employee's salary determination is no longer less than their 2017/18 salary determination plus longevity. For classified employees under the following circumstances as of 11/7/17: The classified employee was promoted to a higher classification and thus placed at a higher pay range, and the classified employee lost steps on the salary schedule by such promotion, and who had already qualified for a longevity bonus, the following will occur: The District will continue to pay that employee the longevity bonus at the level they have achieved as of 6/30/18. The longevity payment amount will remain the same until the employee achieves Step 10 in their new salary range, at which time the payments will

12. A. Does this bargaining unit have a negotiated cap for Health and Welfare benefits? Yes ☐ No ☒  
If yes, please describe the cap amount.

- D. What contingency language is included in the proposed agreement? Include specific areas identified reopeners, applicable fiscal years, and specific contingency language.

Salary negotiations will be deemed closed for a 2 year period, through the end of the 2018-19 school year. The parties agree such negotiations may be reopened if the District reopens salary negotiations with another unit during this time frame.

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

This agreement will contribute to deficit financing during the 2017-18 fiscal year in the amount of (\$632,566). Ending Fund Balance will cover the deficit in 2017-18. There is no anticipated deficit for 2018-19 and beyond. This agreement covers a 2 year period.

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

N/A

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

Ending Fund Balance

2. If this is a single year agreement, how will the ongoing cost of the proposed agreement be funded in subsequent years (i.e. Revenue Limit COLA, staffing reductions, staffing ratio changes, one-time sources, etc.?)

N/A

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.)

Increased LCFF Funding, Ending Fund Balance. Assuptions include a leveling out of ADA.



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

### Unrestricted General Fund

Enter Bargaining Unit: CSEA

	Column 1	Column 2	Column 3	Column 4
	Latest Board-Approved Budget Before Settlement (As of 12/13/17)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
<b>REVENUES</b>				
Revenue Limit Sources (8010-8099)	\$ 39,804,478	\$ -	\$ -	\$ 39,804,478
Remaining Revenues (8100-8799)	\$ 1,508,074	\$ -	\$ -	\$ 1,508,074
<b>TOTAL REVENUES</b>	\$ 41,312,552	\$ -	\$ -	\$ 41,312,552
<b>EXPENDITURES</b>				
Certificated Salaries (1000-1999)	\$ 16,932,048	\$ -	\$ -	\$ 16,932,048
Classified Salaries (2000-2999)	\$ 4,568,125	\$ 284,007	\$ (284,007)	\$ 4,568,125
Employee Benefits (3000-3999)	\$ 7,099,335	\$ 70,857	\$ (70,857)	\$ 7,099,335
Books and Supplies (4000-4999)	\$ 1,921,571	\$ -	\$ -	\$ 1,921,571
Services, Other Operating Expenses (5000-5999)	\$ 3,736,652	\$ -	\$ -	\$ 3,736,652
Capital Outlay (6000-6599)	\$ 558,326	\$ -	\$ -	\$ 558,326
Other Outgo (7100-7299) (7400-7499)	\$ -	\$ -	\$ -	\$ -
Direct Support/Indirect Cost (7300-7399)	\$ (317,049)	\$ -	\$ -	\$ (317,049)
Other Adjustments				
<b>TOTAL EXPENDITURES</b>	\$ 34,499,008	\$ 354,864	\$ (354,864)	\$ 34,499,008
<b>OPERATING SURPLUS (DEFICIT)</b>	\$ 6,813,544	\$ (354,864)	\$ 354,864	\$ 6,813,544
<b>TRANSFERS IN &amp; OTHER SOURCES (8910-8979)</b>	\$ -	\$ -	\$ -	\$ -
<b>TRANSFERS OUT &amp; OTHER USES (7610-7699)</b>	\$ 514,460	\$ -	\$ -	\$ 514,460
<b>CONTRIBUTIONS (8980-8999)</b>	\$ 6,931,650	\$ 101,910	\$ (101,910)	\$ 6,931,650
<b>CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE</b>	\$ (632,566)	\$ (252,954)	\$ 252,954	\$ (632,566)
<b>BEGINNING BALANCE</b>	\$ 7,565,766			\$ 7,565,766
Prior-Year Adjustments/Restatements (9793/9795)	\$ -			\$ -
<b>CURRENT-YEAR ENDING BALANCE</b>	\$ 6,933,200	\$ (252,954)	\$ 252,954	\$ 6,933,200
<b>COMPONENTS OF ENDING BALANCE:</b>				
Nonspendable (9711-9719)	\$ 14,505	\$ -	\$ -	\$ 14,505
Restricted (9730-9749)	\$ -	\$ -	\$ -	\$ -
Committed (9750-9769)	\$ -	\$ -	\$ -	\$ -
Stabilization Arrangements (9750)	\$ -	\$ -	\$ -	\$ -
Assigned (9770-9788)	\$ -	\$ -	\$ -	\$ -
Unassigned (9789-9790)	\$ 6,918,695	\$ (252,954)	\$ 252,954	\$ 6,918,695

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

### Restricted General Fund

Enter Bargaining Unit: CSEA

	Column 1	Column 2	Column 3	Column 4
	Latest Board- Approved Budget Before Settlement (As of 12/13/17)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
<b>REVENUES</b>				
Revenue Limit Sources (8010-8099)	\$ -	\$ -	\$ -	\$ -
Remaining Revenues (8100-8799)	\$ 6,491,971	\$ -	\$ -	\$ 6,491,971
<b>TOTAL REVENUES</b>	\$ 6,491,971	\$ -	\$ -	\$ 6,491,971
<b>EXPENDITURES</b>				
Certificated Salaries (1000-1999)	\$ 4,149,791	\$ -	\$ -	\$ 4,149,791
Classified Salaries (2000-2999)	\$ 2,802,996	\$ 134,725	\$ (134,725)	\$ 2,802,996
Employee Benefits (3000-3999)	\$ 2,309,161	\$ 33,613	\$ (33,613)	\$ 2,309,161
Books and Supplies (4000-4999)	\$ 1,996,560	\$ -	\$ -	\$ 1,996,560
Services, Other Operating Expenses (5000-5999)	\$ 1,662,937	\$ -	\$ -	\$ 1,662,937
Capital Outlay (6000-6599)	\$ 285,519	\$ -	\$ -	\$ 285,519
Other Outgo (7100-7299) (7400-7499)	\$ 704,554	\$ -	\$ -	\$ 704,554
Direct Support/Indirect Cost (7300-7399)	\$ 286,288	\$ -	\$ -	\$ 286,288
<b>Other Adjustments</b>				
<b>TOTAL EXPENDITURES</b>	\$ 14,197,806	\$ 168,338	\$ (168,338)	\$ 14,197,806
<b>OPERATING SURPLUS (DEFICIT)</b>	\$ (7,705,835)	\$ (168,338)	\$ 168,338	\$ (7,705,835)
<b>TRANSFERS IN &amp; OTHER SOURCES (8910-8979)</b>	\$ -	\$ -	\$ -	\$ -
<b>TRANSFERS OUT &amp; OTHER USES (7610-7699)</b>	\$ -	\$ -	\$ -	\$ -
<b>CONTRIBUTIONS (8980-8999)</b>	\$ 6,931,650	\$ 101,910	\$ (101,910)	\$ 6,931,650
<b>CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE</b>	\$ (774,185)	\$ (66,428)	\$ 66,428	\$ (774,185)
<b>BEGINNING BALANCE</b>	\$ 1,965,090			\$ 1,965,090
<b>Prior-Year Adjustments/Restatements (9793/9795)</b>	\$ -			\$ -
<b>CURRENT-YEAR ENDING BALANCE</b>	\$ 1,190,905	\$ (66,428)	\$ 66,428	\$ 1,190,905
<b>COMPONENTS OF ENDING BALANCE:</b>				
Nonspendable (9711-9719)	\$ -	\$ -	\$ -	\$ -
Restricted (9730-9749)	\$ 1,190,905	\$ (66,428)	\$ 66,428	\$ 1,190,905
Committed (9750-9769)	\$ -	\$ -	\$ -	\$ -
Stabilization Arrangements (9750)	\$ -	\$ -	\$ -	\$ -
Assigned (9770-9788)	\$ -	\$ -	\$ -	\$ -
Unassigned (9789-9790)	\$ -	\$ -	\$ -	\$ -

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

### Combined General Fund

Enter Bargaining Unit: CSEA

	Column 1	Column 2	Column 3	Column 4
	Latest Board- Approved Budget Before Settlement (As of 12/13/17)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
<b>REVENUES</b>				
Revenue Limit Sources (8010-8099)	\$ 39,804,478	\$ -	\$ -	\$ 39,804,478
Remaining Revenues (8100-8799)	\$ 8,000,045	\$ -	\$ -	\$ 8,000,045
<b>TOTAL REVENUES</b>	\$ 47,804,523	\$ -	\$ -	\$ 47,804,523
<b>EXPENDITURES</b>				
Certificated Salaries (1000-1999)	\$ 21,081,839	\$ -	\$ -	\$ 21,081,839
Classified Salaries (2000-2999)	\$ 7,371,121	\$ 418,732	\$ (418,732)	\$ 7,371,121
Employee Benefits (3000-3999)	\$ 9,408,496	\$ 104,470	\$ (104,470)	\$ 9,408,496
Books and Supplies (4000-4999)	\$ 3,918,131	\$ -	\$ -	\$ 3,918,131
Services, Other Operating Expenses (5000-5999)	\$ 5,399,589	\$ -	\$ -	\$ 5,399,589
Capital Outlay (6000-6599)	\$ 843,845	\$ -	\$ -	\$ 843,845
Other Outgo (7100-7299) (7400-7499)	\$ 704,554	\$ -	\$ -	\$ 704,554
Direct Support/Indirect Cost (7300-7399)	\$ (30,761)	\$ -	\$ -	\$ (30,761)
Other Adjustments				
<b>TOTAL EXPENDITURES</b>	\$ 48,696,814	\$ 523,202	\$ (523,202)	\$ 48,696,814
<b>OPERATING SURPLUS (DEFICIT)</b>	\$ (892,291)	\$ (523,202)	\$ 523,202	\$ (892,291)
<b>TRANSFERS IN &amp; OTHER SOURCES (8910-8979)</b>	\$ -	\$ -	\$ -	\$ -
<b>TRANSFERS OUT &amp; OTHER USES (7610-7699)</b>	\$ 514,460	\$ -	\$ -	\$ 514,460
<b>CONTRIBUTIONS (8980-8999)</b>	\$ 13,863,300	\$ 203,820	\$ (203,820)	\$ 13,863,300
<b>CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE</b>	\$ (1,406,751)	\$ (319,382)	\$ 319,382	\$ (1,406,751)
<b>BEGINNING BALANCE</b>	\$ 9,530,856			\$ 9,530,856
Prior-Year Adjustments/Restatements (9793/9795)	\$ -			\$ -
<b>CURRENT-YEAR ENDING BALANCE</b>	\$ 8,124,105	\$ (319,382)	\$ 319,382	\$ 8,124,105
<b>COMPONENTS OF ENDING BALANCE:</b>				
Nonspendable (9711-9719)	\$ 14,505	\$ -	\$ -	\$ 14,505
Restricted (9730-9749)	\$ 1,190,905	\$ (66,428)	\$ 66,428	\$ 1,190,905
Committed (9750-9769)	\$ -	\$ -	\$ -	\$ -
Stabilization Arrangements (9750)	\$ -	\$ -	\$ -	\$ -
Assigned (9770-9788)	\$ -	\$ -	\$ -	\$ -
Unassigned (9789-9790)	\$ 6,918,695	\$ (252,954)	\$ 252,954	\$ 6,918,695

\* If the total amount of the Adjustment in Col. 2 does not agree with the amount of the Total Compensation Increase (Decrease) in Section A, Line 6, Page 1, explain the variance below:

## I. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT FISCAL YEARS

### Multiyear Projection - Combined General Fund

Enter Bargaining Unit: CSEA

	FY 2017-18	FY 2018-19	FY 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)	\$ 39,804,478	\$ 41,460,953	\$ 43,216,698
Remaining Revenues (8100-8799)	\$ 8,000,045	\$ 6,162,935	\$ 6,162,935
<b>TOTAL REVENUES</b>	\$ 47,804,523	\$ 47,623,888	\$ 49,379,633
<b>EXPENDITURES</b>			
Certificated Salaries (1000-1999)	\$ 21,081,839	\$ 21,397,872	\$ 21,699,221
Classified Salaries (2000-2999)	\$ 7,371,121	\$ 7,553,873	\$ 7,658,163
Employee Benefits (3000-3999)	\$ 9,408,496	\$ 9,888,856	\$ 10,595,965
Books and Supplies (4000-4999)	\$ 3,918,131	\$ 2,750,911	\$ 2,760,911
Services, Other Operating Expenses (5000-5999)	\$ 5,399,589	\$ 4,911,110	\$ 4,911,110
Capital Outlay (6000-6999)	\$ 843,845	\$ 109,610	\$ 109,610
Other Outgo (7100-7299) (7400-7499)	\$ 704,554	\$ 704,554	\$ 704,554
Direct Support/Indirect Cost (7300-7399)	\$ (30,761)	\$ (30,761)	\$ (30,761)
Other Adjustments		\$ -	\$ -
<b>TOTAL EXPENDITURES</b>	\$ 48,696,814	\$ 47,286,025	\$ 48,408,773
<b>OPERATING SURPLUS (DEFICIT)</b>	\$ (892,291)	\$ 337,863	\$ 970,860
<b>TRANSFERS IN &amp; OTHER SOURCES (8910-8979)</b>	\$ -	\$ -	\$ -
<b>TRANSFERS OUT &amp; OTHER USES (7610-7699)</b>	\$ 514,460	\$ 250,000	\$ 250,000
<b>CONTRIBUTIONS (8980-8999)</b>	\$ 13,863,300	\$ -	\$ -
<b>CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE</b>	\$ (1,406,751)	\$ 87,863	\$ 720,860
<b>BEGINNING BALANCE</b>	\$ 9,530,856	\$ 8,124,105	\$ 8,211,968
<b>CURRENT-YEAR ENDING BALANCE</b>	\$ 8,124,105	\$ 8,211,968	\$ 8,932,828
<b>COMPONENTS OF ENDING BALANCE:</b>			
Nonspendable (9711-9719)	\$ 14,505	\$ 14,505	\$ 14,505
Restricted (9730-9749)	\$ 1,190,905	\$ 1,190,905	\$ 1,190,905
Committed (9750-9769)	\$ -	\$ -	\$ -
Stabilization Arrangements (9750)	\$ -	\$ -	\$ -
Assigned (9770-9788)	\$ -	\$ 1,500,000	\$ 1,500,000
Unassigned (9789-9790)	\$ 6,918,695	\$ 5,506,558	\$ 6,227,418

## J. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES

### 1. State Reserve Standard

		2017-18	2018-19	2019-20
a.	Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	\$ 49,211,274	\$ 47,536,025	\$ 48,658,773
b.	State Standard Minimum Reserve Percentage for this District (enter percentage):	3.00%	3.00%	3.00%
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	\$ 1,476,338	\$ 1,426,081	\$ 1,459,763

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

a.	General Fund Budgeted Unrestricted Reserve for Economic Uncertainties (9789)	\$ 1,476,339	\$ 1,426,081	\$ 1,459,764
b.	General Fund Budgeted Unrestricted Unassigned/Unappropriated Amount (9790)	\$ 5,442,356	\$ 4,080,477	\$ 4,767,653
c.	Special Reserve Fund (Fund 17) Budgeted Reserve for Economic Uncertainties (9789)	\$ 1,663,147	\$ 1,933,147	\$ 2,203,147
d.	Special Reserve Fund (Fund 17) Budgeted Unassigned/Unappropriated Amount (9790)	\$ -	\$ -	\$ -
g.	Total Available Reserves	\$ 8,581,842	\$ 7,439,705	\$ 8,430,564
h.	Reserve for Economic Uncertainties Percentage	6.38%	7.07%	7.53%

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

2017-18	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
2018-19	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
2019-20	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

### 4. If no, how do you plan to restore your reserves? Provide comments/explanations below:

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

Page 4 includes figures for the General Fund only. Page 1 includes the costs for all classified employees, including those paid from Fund 13 Cafeteria Fund. At this time, Fund 13 is projected to be able to support the salary increases, but if participation falls, these costs may encroach on the General Fund.

6. Please include any additional comments and explanations of Page 4 as necessary:

The most recent budget was approved 12/13/17. Because a tentative agreement was reached between the District and CSEA before the budget was adopted, the associated costs were included in the budget. To single out the salary agreement costs, the figures were listed under "Adjustments as a Result of Settlement." Then, the amount was reversed under the heading "Other Revisions" in order to keep the accurate figures for "Total Current Budget."

## 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.

a.	Current-Year LCFF per ADA	\$ 9,290	(Estimated)
b.	Prior-Year LCFF per ADA	\$ 8,984	(Actual)
c.	Amount of Current-Year Increase (a minus b)	\$ 306	
d.	Percentage Increase in LCFF per ADA (c divided by b)	3%	
e.	Total Compensation Percentage Increase from Page 1 for current year (Year 1)	4.38%	
f.	Proposed agreement is within/exceeds change in LCFF Funding	Exceeds	

**L. CERTIFICATION NO. 1: CERTIFICATION OF THE DISTRICT'S 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 the 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 CSEA Bargaining Unit, during the term of the agreement from 7/1/17 to 6/30/19.

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

<u>Budget Adjustment Categories:</u>	<u>Budget Adjustment Increase (Decrease)</u>
<u>Revenues/Other Financing Sources</u>	<u>-</u>
<u>Expenditures/Other Financing Uses</u>	<u>591,853.00</u>
<u>Ending Balance Increase (Decrease)</u>	<u>(591,853.00)</u>

N/A (No budget revisions necessary)

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

1/3/18  
\_\_\_\_\_  
Date

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

1/3/18  
\_\_\_\_\_  
Date



## M. CERTIFICATION NO. 2

The disclosure document must be signed by the district Superintendent or designee at the time of public disclosure and by the President or Clerk of the Governing Board at the time of formal board action on the proposed agreement.

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement (as provided in the "Public Disclosure of Proposed Bargaining Agreement") in accordance with the requirements of AB 1200 and Government Code Section 3547.5.

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

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

\_\_\_\_\_  
**Lisa Coronado**  
**Contact Person**

\_\_\_\_\_  
**(916) 338-6400**  
**Phone**

After public disclosure of the major provisions contained in this summary, the Governing Board at its meeting on 1/17/2018 took action to approve the proposed Agreement with the Bargaining Unit.

\_\_\_\_\_  
**President or Clerk of Governing Board**  
**(Signature)**

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

**TENTATIVE AGREEMENT between  
CENTER JOINT UNIFIED SCHOOL DISTRICT and  
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION CHAPTER 610**

The District and CSEA Chapter 610 agree to the following regarding salary compensation for 2017/18 and 2018/19 school years:

1. Each employee will receive a one-time, lump-sum, off-schedule payment equivalent to 1% of his/her current annual salary in a classified or noon duty aide position.
2. Step 1 and Step 2 of the Noon Duty Salary Schedule will become \$12.00 per hour. Any agreed upon increases to the Classified Salary Schedule shall be applied to Steps 3-6 of the Noon Duty Salary Schedule, retroactive to July 1, 2017.
3. For the 2017/18 school year, the following changes will be made to Classified Salary Schedule:
  - a. Classified employees currently on Range G will move to Range H, retroactive to July 1, 2017.
  - b. Classified employees currently on Range F will move to Range G, retroactive to July 1, 2017.
  - c. Classified employees currently on Range E will move to Range F, retroactive to July 1, 2017.
  - d. After the above changes to classified employees currently on Ranges E, F and G, Ranges A-D will be eliminated. All employees currently at Ranges A-D will move to Range E with a Step 1 hourly rate of \$12.45, retroactive to July 1, 2017.
  - e. Bus Drivers will move to Range O. Relief Driver will move to Range P. Dispatcher/Relief Driver will move to Range Q. Bus Driver/Delegated Behind the Wheel Trainer will move to Range S.
  - f. Transportation Department Classified Employees working 6 or more hours per day shall have the two year employment period waived for eligibility of District Health and Welfare Benefits as full-time employees. District will cover employer contribution from separate funds; costs are not charged to classified pool funds.
  - g. A three percent (3%) increase will be applied to the Classified Salary Schedule, retroactive to July 1, 2017.
4. Beginning with the 2018/19 school year, a new Step 10 and Step 15 will be added to the Classified Salary Schedule for all new and current classified employees, and will replace the longevity model. Step 10 will be a 3% increase from Step 6, and Step 15 will be a 3% increase from Step 10. Anyone employed in a classified position with the District on or before November 7, 2017, will continue to be eligible for the 8 year longevity model (\$250 on the paycheck following the anniversary date), until they reach Step 10.
5. Salary negotiations will be deemed closed for a 2 (two) year period, through the end of the 2018/19 school year. The parties agree such negotiations may be reopened if the District reopens Salary negotiations with another unit during this time frame.

For CSEA:

DATE: 11/7/17

BY: Marie Huggins  
Marie Huggins  
CSEA President, Chapter 610

DATE: Nov. 7, 2017

BY: Cesar Mata  
Cesar Mata  
CSEA Labor Relations Representative

For DISTRICT:

DATE: Nov 7, 2017

BY: David Grimes  
David Grimes  
Director of Personnel

## MEMORANDUM OF UNDERSTANDING

Between  
Center Joint Unified School District  
And  
California School Employees Association #610

This memorandum of understanding (MOU) confirms and clarifies the parties' mutual understanding and agreement as follows:

CSEA and the District jointly recognize and acknowledge that the purpose of the Tentative Agreement (TA) signed between the parties on November 7, 2017 is to enhance CSEA employees pay in the current and future school years. The parties also acknowledge that there may be, by nature of the changes made to current longevity and the addition of longevity steps 10 and 15, very few part time classified employees whose salary determination in 2018/19 may be less than it was at the beginning of 2017/18. Additionally, very few classified employees who already attained a high level of longevity lost such longevity by virtue of a job promotion into a higher pay range at a lower step.

In acknowledgement of the above, acting within the spirit and purposes for which the TA was agreed upon, the District and CSEA now jointly agree to the following:

For classified employees who continue in the same classification and, as of July 1, 2018:

1. Qualify to be placed at either Step 10 or Step 15, and
2. Whose 2018/19 salary determination would be less than their July 1, 2017 salary (prior to the provisions of the TA being applied) plus any longevity bonus earned during the 2017/18 school year,

The following will occur:

1. The District shall pay the employee the difference between their 2017/18 salary (current longevity included) and their 2018/19 salary. Such payments shall continue until the employee's salary determination, under the terms of the November 7, 2017 TA, is no longer less than their 2017/18 salary determination which includes their current level of longevity.
2. Salary determinations for this purpose shall be made at the beginning of each school year as well as whenever an hourly wage change is approved, and shall continue until such time as the employee no longer qualifies for additional pay under this agreement.
3. The additional pay shall be divided evenly by the number of employee paychecks in a school year.
4. This agreement applies only to employees who: 1) continue in the same classification, 2) continue employment at the same level of FTE, and 3) fulfill all of their contracted days within the school year. In the event that any one of these three qualifiers is no longer met, the additional payments shall cease beginning on that date.

For classified employees under the following circumstances as of November 7, 2017:


1. The classified employee was promoted to a higher classification and thus placed at a higher pay range due to accepting the new position, and

2. The classified employee lost steps on the salary schedule by such a promotion into their new range, and
3. Who had already qualified for a longevity bonus within the District based on their total years of service in classified employment,


The following will occur:

1. The District will continue to pay that employee the longevity bonus at the level they have achieved as of June 30, 2018.
2. The longevity payment amount will remain the same until the employee achieves Step 10 in their new salary range, at which point the longevity payments will cease.
3. The longevity payment shall be divided evenly by the number of employee paychecks in a school year.
4. This agreement applies only to employees who: 1) continue in the same classification, 2) continue employment at the same level of FTE, and 3) fulfill all of their contracted days within the school year. In the event that any one of these three qualifiers is no longer met, the longevity payments shall cease beginning on that date.


Notwithstanding any of the provisions above, in the unlikely future event that the Board of Trustees finds it necessary due to lack of work or lack of funds to implement layoffs, salary reductions, or work reductions, the additional pay outlined within this agreement will likewise be reduced consistent to the proportion of reduction implemented by the Board of Trustees.

  
Marie Huggins  
President, CSEA Chapter #610

11/17/17  
Date

  
Cesar Mata  
CSEA Labor Representative

11/17/17  
Date

  
David Grimes  
Director of Personnel, CJUSD

11/17/17  
Date

# Center Unified School District

**AGENDA REQUEST FOR:**

**Dept./Site: Personnel**

**Date: January 5, 2018**

**To: Board of Trustees**

**From: David Grimes, Director of Personnel**

**Director's Initials:** 

**Action Item**   X  

**Information Item**

**# Attached Pages:**   3  

**SUBJECT: CLASSIFIED EMPLOYEES**

**TENTATIVE AGREEMENT AND MEMORANDUM OF UNDERSTANDING WITH  
CSEA: COMPENSATION FOR 2017/18 AND 2018/19**

David Grimes, Director of Personnel, is requesting approval from the Governing Board of the attached Tentative Agreement and MOU with California School Employees Association #610, regarding Salaries for the 2017/18 school year and the 2018/19 school year. A summary of the agreements includes:

- 1) Each Classified Employee will receive a one-time, lump-sum, off-schedule payment equivalent to 1% of his/her annual salary.
- 2) Changes to the Noon Duty Salary Schedule with a new starting range of \$12.00 per hour.
- 3) Positive Pay Range movement for employees currently in Ranges A-G, retroactive to July 1, 2017, and the elimination of Ranges A-D.
- 4) Positive Pay Range movements for specified Transportation classifications.
- 5) Waiver of 2-year wait period for 6 hour Transportation Employees for eligibility of District Health and Welfare benefits funded at current district levels.
- 6) 3% increase applied to the Classified Salary Schedule, retroactive to July 1, 2017.
- 7) New Steps 10 and 15 added to Classified Salary Schedule beginning July 1, 2018, replacing the current longevity model. Transition language included in the TA and MOU for qualifying, existing employees.
- 8) Salary negotiations will be deemed completed through the 2018/19 school year unless reopened with another unit during this timeframe.

**Recommendation: Approve as presented.**

**CONSENT AGENDA**

**TENTATIVE AGREEMENT between  
CENTER JOINT UNIFIED SCHOOL DISTRICT and  
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION CHAPTER 610**

The District and CSEA Chapter 610 agree to the following regarding salary compensation for 2017/18 and 2018/19 school years:

1. Each employee will receive a one-time, lump-sum, off-schedule payment equivalent to 1% of his/her current annual salary in a classified or noon duty aide position.
2. Step 1 and Step 2 of the Noon Duty Salary Schedule will become \$12.00 per hour. Any agreed upon increases to the Classified Salary Schedule shall be applied to Steps 3-6 of the Noon Duty Salary Schedule, retroactive to July 1, 2017.
3. For the 2017/18 school year, the following changes will be made to Classified Salary Schedule:
  - a. Classified employees currently on Range G will move to Range H, retroactive to July 1, 2017.
  - b. Classified employees currently on Range F will move to Range G, retroactive to July 1, 2017.
  - c. Classified employees currently on Range E will move to Range F, retroactive to July 1, 2017.
  - d. After the above changes to classified employees currently on Ranges E, F and G, Ranges A-D will be eliminated. All employees currently at Ranges A-D will move to Range E with a Step 1 hourly rate of \$12.45, retroactive to July 1, 2017.
  - e. Bus Drivers will move to Range O. Relief Driver will move to Range P. Dispatcher/Relief Driver will move to Range Q. Bus Driver/Delegated Behind the Wheel Trainer will move to Range S.
  - f. Transportation Department Classified Employees working 6 or more hours per day shall have the two year employment period waived for eligibility of District Health and Welfare Benefits as full-time employees. District will cover employer contribution from separate funds; costs are not charged to classified pool funds.
  - g. A three percent (3%) increase will be applied to the Classified Salary Schedule, retroactive to July 1, 2017.
4. Beginning with the 2018/19 school year, a new Step 10 and Step 15 will be added to the Classified Salary Schedule for all new and current classified employees, and will replace the longevity model. Step 10 will be a 3% increase from Step 6, and Step 15 will be a 3% increase from Step 10. Anyone employed in a classified position with the District on or before November 7, 2017, will continue to be eligible for the 8 year longevity model (\$250 on the paycheck following the anniversary date), until they reach Step 10.
5. Salary negotiations will be deemed closed for a 2 (two) year period, through the end of the 2018/19 school year. The parties agree such negotiations may be reopened if the District reopens Salary negotiations with another unit during this time frame.

For CSEA:

DATE: 11/7/17

BY: Marie Huggins  
Marie Huggins  
CSEA President, Chapter 610

DATE: Nov. 7, 2017

BY: Cesar Mata  
Cesar Mata  
CSEA Labor Relations Representative

For DISTRICT:

DATE: Nov. 7, 2017

BY: David Grimes  
David Grimes  
Director of Personnel

## MEMORANDUM OF UNDERSTANDING

Between  
Center Joint Unified School District  
And  
California School Employees Association #610

This memorandum of understanding (MOU) confirms and clarifies the parties' mutual understanding and agreement as follows:

CSEA and the District jointly recognize and acknowledge that the purpose of the Tentative Agreement (TA) signed between the parties on November 7, 2017 is to enhance CSEA employees pay in the current and future school years. The parties also acknowledge that there may be, by nature of the changes made to current longevity and the addition of longevity steps 10 and 15, very few part time classified employees whose salary determination in 2018/19 may be less than it was at the beginning of 2017/18. Additionally, very few classified employees who already attained a high level of longevity lost such longevity by virtue of a job promotion into a higher pay range at a lower step.

In acknowledgement of the above, acting within the spirit and purposes for which the TA was agreed upon, the District and CSEA now jointly agree to the following:

For classified employees who continue in the same classification and, as of July 1, 2018:

1. Qualify to be placed at either Step 10 or Step 15, and
2. Whose 2018/19 salary determination would be less than their July 1, 2017 salary (prior to the provisions of the TA being applied) plus any longevity bonus earned during the 2017/18 school year,

The following will occur:

1. The District shall pay the employee the difference between their 2017/18 salary (current longevity included) and their 2018/19 salary. Such payments shall continue until the employee's salary determination, under the terms of the November 7, 2017 TA, is no longer less than their 2017/18 salary determination which includes their current level of longevity.
2. Salary determinations for this purpose shall be made at the beginning of each school year as well as whenever an hourly wage change is approved, and shall continue until such time as the employee no longer qualifies for additional pay under this agreement.
3. The additional pay shall be divided evenly by the number of employee paychecks in a school year.
4. This agreement applies only to employees who: 1) continue in the same classification, 2) continue employment at the same level of FTE, and 3) fulfill all of their contracted days within the school year. In the event that any one of these three qualifiers is no longer met, the additional payments shall cease beginning on that date.

For classified employees under the following circumstances as of November 7, 2017:

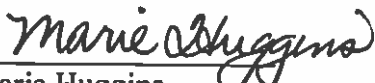
1. The classified employee was promoted to a higher classification and thus placed at a higher pay range due to accepting the new position, and

2. The classified employee lost steps on the salary schedule by such a promotion into their new range, and
3. Who had already qualified for a longevity bonus within the District based on their total years of service in classified employment,


The following will occur:

1. The District will continue to pay that employee the longevity bonus at the level they have achieved as of June 30, 2018.
2. The longevity payment amount will remain the same until the employee achieves Step 10 in their new salary range, at which point the longevity payments will cease.
3. The longevity payment shall be divided evenly by the number of employee paychecks in a school year.
4. This agreement applies only to employees who: 1) continue in the same classification, 2) continue employment at the same level of FTE, and 3) fulfill all of their contracted days within the school year. In the event that any one of these three qualifiers is no longer met, the longevity payments shall cease beginning on that date.


Notwithstanding any of the provisions above, in the unlikely future event that the Board of Trustees finds it necessary due to lack of work or lack of funds to implement layoffs, salary reductions, or work reductions, the additional pay outlined within this agreement will likewise be reduced consistent to the proportion of reduction implemented by the Board of Trustees.

  
Marie Huggins  
President, CSEA Chapter #610

11/17/17  
Date

  
Cesar Mata  
CSEA Labor Representative

11/17/17  
Date

  
David Grimes  
Director of Personnel, CJUSD

11/17/17  
Date



AGENDA ITEM # XV-6

# *Center Unified School District*

**AGENDA REQUEST FOR:**

**Dept./Site:** Personnel Department

**Date:** January 17, 2018

**To:** Board of Trustees

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

**Action Item** X

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

**SUBJECT:** **SALARY SCHEDULES**  
**2017/2018 and 2018/2019**

Please find attached salary schedules for the following employee groups for the 2017/2018 and 2018/2019 school years.

CSEA  
CERTIFICATED AND CLASSIFIED SUBSTITUTES  
NOON DUTY

**RECOMMENDATION:** Approve Salary Schedules

AGENDA ITEM # XV-6

CONSENT AGENDA

**CENTER JOINT UNIFIED SCHOOL DISTRICT  
CLASSIFIED HOURLY WAGE SCHEDULE  
APPENDIX B  
2017-2018**

E	\$12.82	\$13.46	\$14.13	\$14.84	\$15.58	\$16.37
F	\$13.15	\$13.81	\$14.50	\$15.22	\$15.99	\$16.78
G	\$13.47	\$14.14	\$14.85	\$15.59	\$16.39	\$17.20
H	\$13.81	\$14.50	\$15.22	\$15.99	\$16.78	\$17.61
I	\$14.16	\$14.87	\$15.61	\$16.41	\$17.22	\$18.08
J	\$14.51	\$15.23	\$16.00	\$16.80	\$17.63	\$18.52
K	\$14.87	\$15.61	\$16.41	\$17.22	\$18.08	\$18.97
L	\$15.25	\$16.02	\$16.82	\$17.65	\$18.54	\$19.47
M	\$15.61	\$16.41	\$17.22	\$18.08	\$18.97	\$19.93
N	\$16.02	\$16.82	\$17.65	\$18.54	\$19.47	\$20.44
O	\$16.43	\$17.25	\$18.12	\$19.02	\$19.98	\$20.98
P	\$16.83	\$17.67	\$18.57	\$19.50	\$20.47	\$21.50
Q	\$17.25	\$18.12	\$19.02	\$19.98	\$20.98	\$22.03
R	\$17.70	\$18.59	\$19.52	\$20.49	\$21.52	\$22.59
S	\$18.15	\$19.06	\$20.01	\$21.01	\$22.07	\$23.18
T	\$18.61	\$19.54	\$20.51	\$21.54	\$22.61	\$23.74
U	\$19.07	\$20.02	\$21.02	\$22.08	\$23.19	\$24.35
V	\$19.55	\$20.53	\$21.56	\$22.63	\$23.76	\$24.96
W	\$20.05	\$21.05	\$22.11	\$23.22	\$24.38	\$25.61
X	\$20.55	\$21.58	\$22.66	\$23.78	\$24.98	\$26.22
Y	\$30.99	\$32.55	\$34.18	\$35.87	\$37.68	\$39.56
X1	\$22.39	\$23.51	\$24.68	\$25.91	\$27.21	\$28.57
3S2	\$35.87	\$37.68	\$39.56	\$41.54	\$43.62	\$45.80

Longevity: To be paid once on anniversary date of hire

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

1 to 3 years
4 to 8 years
9 to 12 years
13 to 19 years
20 Years +

Vacation

12 days
15 days
18 days
20 days
22 days

Mat: \$500

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

CLASSIFIED HOURLY WAGE SCHEDULE - APPENDIX A

<u>Instruction</u>	
Behavior Specialist	Y
Behavior Specialist II	BS2
Bilingual Asst/Primary Language	L
Bilingual Asst/Primary Language (hired after 1/1/00)	H
Child Aide	E
Health Assistant	L
Instructional Assistant	E
Instructional Specialist	G
Instructional Specialist PH/Autism & Instructional Specialist PH/Autism/Diabetic	L
Integrated Services Technician	X
Library Technician	K
Speech and Language Pathologist Assistant	X1
<u>Clerical</u>	
Account Technician	S
Assistant Superintendent Secretary	X
Associated Student Body Bookkeeper (HS)	K
Attendance Secretary	J
Attendance Secretary (JHS)	L
CalPads Technician	P
Central Office Clerk/Business or Personnel	L
College Career Coordinator	X
District Courier	F
High School Secretary	N
Network Specialist	Y
Nutrition Staff Secretary	N
Office Assistant	I
Payroll Technician	V
Registrar	M
School Secretary	M
Staff Secretary	N
Student Outreach Advisor	X
Technology Specialist	X
Transition Partnership Program Coordinator Assistant	M
Workability Job Developer/Coach	Q
Workability Program Coordinator	X
<u>Maintenance</u>	
Groundskeeper	N
Maintenance Worker	R
Maintenance Worker/HVAC	U
Lead Warehouse Worker	Q
Warehouse Worker	O
<u>Transportation</u>	
Bus Driver	O
Bus Driver/Delegated Behind the Wheel Trainer	S
Dispatcher/Relief Driver	Q
Relief Driver	P
Mechanic	X
School Bus Attendant	E
<u>Food Service</u>	
Nutrition Specialist	X
Cafeteria Lead/7-12	M
Cafeteria Lead/K-6	L
Cafeteria Lead/K-6 Satellite	M
Cafeteria Worker	E
<u>Operations</u>	
Campus Monitor	E
Custodian	K
Lead Custodian	M

Approved by Board January 17, 2018

CENTER JOINT UNIFIED SCHOOL DISTRICT  
CLASSIFIED HOURLY WAGE SCHEDULE  
APPENDIX B  
2018-2019

	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 10	STEP 15
E	\$12.82	\$13.46	\$14.13	\$14.84	\$15.58	\$16.37	\$16.86	\$17.37
F	\$13.15	\$13.81	\$14.50	\$15.22	\$15.99	\$16.78	\$17.28	\$17.80
G	\$13.47	\$14.14	\$14.85	\$15.59	\$16.39	\$17.20	\$17.72	\$18.25
H	\$13.81	\$14.50	\$15.22	\$15.99	\$16.78	\$17.61	\$18.14	\$18.68
I	\$14.16	\$14.87	\$15.61	\$16.41	\$17.22	\$18.08	\$18.62	\$19.18
J	\$14.51	\$15.23	\$16.00	\$16.80	\$17.63	\$18.52	\$19.08	\$19.65
K	\$14.87	\$15.61	\$16.41	\$17.22	\$18.08	\$18.97	\$19.54	\$20.13
L	\$15.25	\$16.02	\$16.82	\$17.65	\$18.54	\$19.47	\$20.05	\$20.65
M	\$15.61	\$16.41	\$17.22	\$18.08	\$18.97	\$19.93	\$20.53	\$21.15
N	\$16.02	\$16.82	\$17.65	\$18.54	\$19.47	\$20.44	\$21.05	\$21.68
O	\$16.43	\$17.25	\$18.12	\$19.02	\$19.98	\$20.98	\$21.61	\$22.26
P	\$16.83	\$17.67	\$18.57	\$19.50	\$20.47	\$21.50	\$22.15	\$22.81
Q	\$17.25	\$18.12	\$19.02	\$19.98	\$20.98	\$22.03	\$22.69	\$23.37
R	\$17.70	\$18.59	\$19.52	\$20.49	\$21.52	\$22.59	\$23.27	\$23.97
S	\$18.15	\$19.06	\$20.01	\$21.01	\$22.07	\$23.18	\$23.88	\$24.60
T	\$18.61	\$19.54	\$20.51	\$21.54	\$22.61	\$23.74	\$24.45	\$25.18
U	\$19.07	\$20.02	\$21.02	\$22.08	\$23.19	\$24.35	\$25.08	\$25.83
V	\$19.55	\$20.53	\$21.56	\$22.63	\$23.76	\$24.96	\$25.71	\$26.48
W	\$20.05	\$21.05	\$22.11	\$23.22	\$24.38	\$25.61	\$26.38	\$27.17
X	\$20.55	\$21.58	\$22.66	\$23.78	\$24.98	\$26.22	\$27.01	\$27.82
Y	\$30.99	\$32.55	\$34.18	\$35.87	\$37.68	\$39.56	\$40.75	\$41.97
X1	\$22.39	\$23.51	\$24.68	\$25.91	\$27.21	\$28.57	\$29.43	\$30.31
3S2	\$35.87	\$37.68	\$39.56	\$41.54	\$43.62	\$45.80	\$47.17	\$48.59

VACATION

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

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

<u>Instruction</u>	
Behavior Specialist	Y
Behavior Specialist II	BS2
Bilingual Asst/Primary Language	L
Bilingual Asst/Primary Language (hired after 1/1/00)	H
Child Aide	E
Health Assistant	L
Instructional Assistant	E
Instructional Specialist	G
Instructional Specialist PH/Autism & Instructional Specialist PH/Autism/Diabetic	L
Integrated Services Technician	X
Library Technician	K
Speech and Language Pathologist Assistant	X1
<u>Clerical</u>	
Account Technician	S
Assistant Superintendent Secretary	X
Associated Student Body Bookkeeper (HS)	K
Attendance Secretary	J
Attendance Secretary (JHS)	L
CalPads Technician	P
Central Office Clerk/Business or Personnel	L
College Career Coordinator	X
District Courier	F
High School Secretary	N
Network Specialist	Y
Nutrition Staff Secretary	N
Office Assistant	I
Payroll Technician	V
Registrar	M
School Secretary	M
Staff Secretary	N
Student Outreach Advisor	X
Technology Specialist	X
Transition Partnership Program Coordinator Assistant	M
Workability Job Developer/Coach	Q
Workability Program Coordinator	X
<u>Maintenance</u>	
Groundskeeper	N
Maintenance Worker	R
Maintenance Worker/HVAC	U
Lead Warehouse Worker	Q
Warehouse Worker	O
<u>Transportation</u>	
Bus Driver	O
Bus Driver/Delegated Behind the Wheel Trainer	S
Dispatcher/Relief Driver	Q
Relief Driver	P
Mechanic	X
School Bus Attendant	E
<u>Food Service</u>	
Nutrition Specialist	X
Cafeteria Lead/7-12	M
Cafeteria Lead/K-6	L
Cafeteria Lead/K-6 Satellite	M
Cafeteria Worker	E
<u>Operations</u>	
Campus Monitor	E
Custodian	K
Lead Custodian	M

**CENTER JOINT UNIFIED SCHOOL DISTRICT  
SUBSTITUTE SALARY SCHEDULE  
2017/2018 & 2018/2019**

**CERTIFICATED SUBSTITUTE**

**Regular Daily Rate: Full Day = \$140.00 Half Day = \$80.00**

**Long Term Substitute Daily Rate:  $\$44,563/183 = \$243.51$  (Long term = 20 consecutive days in the same classroom assignment.) This shall be paid retro active to the first day of the assignment.**

**CLASSIFIED SUBSTITUTE**

**Step 1 on Classified Hourly Wage Schedule (Board approved January 17, 2018) of classification range substituted in. These rates are effective January 22, 2018.**


**Approved by Board January 17, 2018**

**CENTER JOINT UNIFIED SCHOOL DISTRICT  
NOON DUTY SALARY SCHEDULE  
2017/2018 & 2018/2019**

<b>STEP 1</b>	<b>STEP 2</b>	<b>STEP 3</b>	<b>STEP 4</b>	<b>STEP 5</b>	<b>STEP 6</b>
<b>\$12.00</b>	<b>\$12.00</b>	<b>\$12.51</b>	<b>\$13.14</b>	<b>\$13.80</b>	<b>\$14.49</b>

**Approved by Board January 17, 2018**

# *Center Joint Unified School District*

<b>AGENDA REQUEST FOR:</b>	
Dept./Site: Center High School	Action Item <u>X</u>
To: Board of Trustees	Information Item _____
Date: January 17, 2018	# Attached Pages _____
From: Coach Ben Klatt	
Principal/Administrator Initials: 	

<p><b>SUBJECT: Overnight Trip to Wrestling Tournament in Aptos, CA</b></p> <p>The CHS Wrestling Team requests approval for an overnight trip on December 27-28, 2017 to Aptos, CA to attend a two-day tournament at Aptos High School. On the nights of December 27th and 28th we will stay at Quality Inn, Santa Cruz CA.</p> <p>(See attached for more information)</p> <p><b>RECOMMENDATION: The CJUSD Board of Trustees ratify the Overnight Trip to the Wrestling Tournament in Aptos, CA.</b></p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

CONSENT AGENDA



The CHS Wrestling Team requests approval for an overnight trip on Dec. 27-28, 2017 to Aptos, CA to attend a two-day tournament at Aptos High School. On the nights of Dec. 27 and 28 we will stay at Quality Inn 1101 Ocean Street, Santa Cruz, CA, US, 95060.

Costs of this trip are paid by the Center High School Wrestling ASB account.

Chaperones to be coach Ben Klatt, coach Sam Kloczko, and coach Zivan Duenas.

Travel: Leave CHS at 5:00 pm on Dec. 27, and return approx. 10:00 pm on Dec. 29.

We will take a varsity team of 14 eligible wrestlers chosen from the attached roster.

Transportation will be through coaches in vehicles rented through the CUSD transportation dept. Drivers will be coach Ben Klatt and coach Sam Kloczko (both district approved drivers).

Emergency Phone #: [REDACTED] (Coach Klatt's cell)

**Note:**

I apologize for the lateness of this request. I usually put this request in much earlier, but have been so overwhelmed with task this year that this request slipped out of my mind and was not on my task list. I dropped the ball, but I'm hoping that the athletes don't have to be denied this trip because of my lateness.



-Ben Klatt, CHS Wrestling Coach



49<sup>th</sup> Annual  
**PAT LOVELL**  
**HOLIDAY WRESTLING CLASSIC**

*(Formerly the California Coast Wrestling Classic)*

December 28-29, 2017

Thursday/ Friday

Dear Coach,

For the past 48 years, the beautiful coastal region of Santa Cruz County has hosted one of the longest running holiday wrestling tournaments in California. Once again, this tradition-rich tournament will offer elite competition through a full double elimination bracket to ensure all of your wrestlers get at least two matches.

**TOURNAMENT WEBSITE:** <http://patlovellassic.com> (Online Pre-Registration available)

Includes all detailed tournament information, including participating teams, tournament history, host hotel information and special team rates, etc.

**FORMAT:**

64-man double elimination. Don't worry, we utilize trackwrestling.com to keep things smooth: 10 Mats and 2 Gyms

**WEIGH-INS:**

12/28- Thursday Weigh-Ins are at 9am to help support any teams that have to make a long drive.

12/29 - Friday Weigh-Ins are at typical 7am timeslot.

->Wrestling begins one hour after the last wrestler weighs-in (both days).

**AWARDS:**

1. **Top 8** - Champions receive trophies, wall bracket, and a CCWC T-shirt.
2. **Placers 2-8** get custom medals from the infamous Hasty Awards Co.
3. 2 OW's (Upper and Lower)
4. Quickest Fall Award
5. Pat Lovell Character Award
6. **TOP 5 TEAMS** receive trophies ...and **FREE** ENTRY into next year's CCWC tourney!!!

**TOP 10 REASONS** ...to put this prestigious tournament on your schedule this season:

1. **ENTRY FEE ONLY \$325**, for this 2-day event. This is perhaps the lowest entry fee for any 2-day tournament in the state!
2. **SPACIOUS MULTI-MILLION DOLLAR COMPLEX.** The PAC Center at Aptos HS is only 8 years old, has an expansive lobby area for vendors, and a state-of-the art movie theater directly across the lobby of the main gym. Unlimited parking space, and much bigger than old tourney site at Scotts Valley.
3. **MOVIE THEATER (inside PAC CENTER).** The past two years, fans, coaches and wrestlers have enjoyed special screenings of critically acclaimed wrestling movies such as "Vision Quest", "Takedowns and Falls" and "Pinned". Many spectators seemed relieved to have the opportunity of giving their backs a rest in between rounds by taking in these fantastic portraits on high school wrestling. Once again, we'll be presenting another hit documentary on high school wrestling this year throughout the first day of competition.
4. **TOP 5 TEAMS EARN FREE ENTRY** into next year's California Coast Wrestling Classic!! Based on last year's team scoring race, each of these teams earned **FREE** entry into this year's tourney: **CLOVIS, LIBERTY, MADERA, GOLDEN VALLEY and PITMAN.**
5. **SPECIAL COACHES GIFT.** Each year, every Head Coach walks away with something special (Have been CCWC Dri-Fits, Polos, Coffee Mugs, etc)
- >6. **HOST HOTEL (Best Western/ Seaciff Inn... (800) 367-2003)** is just one block away from Seaciff State Beach (and one mile from event site). So, if you are from an area that doesn't get to see the Pacific Ocean much, then a holiday wrestling event by the beach might be a cool way to build team camaraderie. The world-famous Santa Cruz Boardwalk & Amusement Park is only 15 minutes away as well!
7. **COACHES SOCIAL** held at host hotel immediately after the first night of competition. Complimentary appetizers and libations to all coaches.
8. Longtime tournament director, and former U.S. Greco Olympian ('84) **Pat Lovell** will continue to provide his 30+ years of wisdom to the tournament in an advisory capacity to ensure that this is a well-run, top-notch tournament.
9. **TWO "WILD-CARD" WRESTLERS** allowed per team! Each team has the unique opportunity to bring 2 additional non-scoring "Wild-Card" wrestlers for ANY weight class. You must identify who will be your scoring wrestlers, but every wrestler on your roster will be eligible to medal. In addition, "Wild-Card wrestlers" will be on the same side of the bracket as your starter for that weight class. They WILL be separated as far apart as possible, however.

**THE ENTRY FEE IS ONLY \$325.00 per team.**

Please make checks payable to: **Aptos High Wrestling.**

There will be **NO** refunds for any team that drops out of the tournament after December 10th.

All in all, our ongoing goal is filled with aggressive simplicity...and that is to not just put on your ordinary high school wrestling tournament, but to create a festive atmosphere that leaves you saying "Wow, that was quite an event!" If you have any questions please don't hesitate to contact me!

**Yours through Wrestling,**

**Reggie Roberts**

Head Wrestling Coach - Aptos High School

Cell: (831) 535-3791

Fax: (831) 688-6430

E-Mail: [rroberts@aptoshs.net](mailto:rroberts@aptoshs.net) or [Reggoomatic@aol.com](mailto:Reggoomatic@aol.com)

**Wrestlers possibly attending the Aptos tournament. 14 maximum will be chosen from this list.**

1	2
3	4
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99	100

# Center Unified School District

**AGENDA REQUEST FOR:**

Dept./Site: North Country Elementary

Date: January 8, 2018

Action Item X

To: Board of Trustees

Information Item

From: Kathleen Lord, Principal

# Attached Pages: 5

Principal's Initials: KL

**SUBJECT: 5<sup>th</sup> Grade Alliance Redwoods Trip**

The 5<sup>th</sup> Grade classes at North Country are requesting permission to attend an Outdoor Environmental Living Program at Alliance Redwoods from Monday, May 7 – Wednesday, May 9, 2017.

Cost of the field trip is \$280.00 and will be paid for by parents and students earning money through fundraisers.

Contracted charter buses and private vehicles for some of the parents will provide transportation for the 2 teachers, 8 chaperones and approximately 45 students.

Activities will include combining classroom curriculum into directed field study by having active participation based in the outdoors. Meals, lodging and transportation are included in the \$280.00.

CONSENT AGENDA

# Alliance Redwoods Conference Grounds, Inc.

6250 Bohemian Highway - Occidental CA 95465

[www.allianceredwoods.com](http://www.allianceredwoods.com)

Office (707) 874-3507 Fax (707) 874-2509

## Outdoor Education Contract # 11749

Thank you for scheduling your event at Alliance Redwoods Conference Grounds (ARCG). ARCG is a non-profit organization owned and operated by the Central Pacific District of The Christian and Missionary Alliance. In its Outdoor Education activities ARCG seeks to provide a "camping" and educational experience whereby each participant can enjoy their time while learning within the unique environment of the Redwoods.

### CONTACT INFORMATION

This contract is made between Alliance Redwoods Conference Grounds, and:

Group Name: North Country Elementary  
School

Address: 3901 Little Rock Dr.  
Antelope CA 95843

Group Type: PODE

Group Leader: Kim Tricomo

Work Phone: (916) 338-6480

Home Phone: (916) 524-0573

Cell Phone:

FAX #: (916) 338-6488

Email: [ktricomo@centerusd.org](mailto:ktricomo@centerusd.org)

### EVENT ARRANGEMENTS

Event Dates: Arrive: 5/7/2018 11:00 am

Event Duration: Nights: 2

First Meal: Mon, 5/7/2018, Dinner

Depart: 5/9/2018 9:30 am

Total Meals: 9

Last Meal: Wed, 5/9/2018, Lunch

Breakfast\*: 8:00am Lunch\*: 12:30pm Dinner\*: 6:00pm

*\*These are typical meal times. On occasion, Guest Services may find it necessary to vary the meal times slightly.*

Room Check-Out Time: 9:30 am on 5/9/2018

Room Check-Out Time is defined as when ALL lodging accommodations must be cleared of all group members' belongings.

### FINANCIAL OBLIGATIONS

#### 1) **Guaranteed Minimum Number of Students is 45**

ARCG has based this contract on this number of students. All student, chaperone, and teacher rooms/beds are based on this number. Please calculate your plans carefully. This figure may not be reduced once this contract has been signed by both organizations. The expected number of guests may be increased ONLY after verifying space availability with Alliance Redwoods' Sales and Marketing Department.

ARCG has assigned rooms/beds based on the number of students, plus one (1) chaperone for every seven (7) students and one (1) teacher for every thirty (30) students. *Please be aware that ARCG will turn away conference requests for use of these meeting rooms and beds, based on your contract.* Modifying the Guaranteed Minimum Number of Guests must be negotiated through the Sales and Marketing Department.

#### 2) **The Guest Group agrees to pay to Guaranteed Minimum Number Amount: \$7,425.00**

This figure is based on the type of lodging selected for the Guaranteed Minimum Number of Full-Time Students and will be charged even if the actual number of participants attending is less than the Guaranteed Minimum Number of Full-Time Students. If the actual number exceeds the Guaranteed Minimum Number of Students, the school will pay the additional per student fee equivalent to the contracted rates. One adult teacher is free for every thirty (30) paying students, one adult chaperone is free for every seven (7) paying students according to space available as indicated on attached Invoice Summary. Additional adults must be approved by ARCG prior to arrival and will be charged the normal student rate as indicated on the attached Invoice Summary.

A non-refundable, non-transferable HOLDING FEE CHECK of \$1,900.00 is required on or before 10/15/2017 along with this signed contract before dates and class selections can be guaranteed. The TOTAL HOLDING FEE will be applied toward the final bill.

**PAYMENT IN FULL is due upon arrival.** Any unpaid balance will incur a 1 1/2% service charge per month until balance is paid, if not paid in full by the departure date.

Alliance Redwoods accepts the following form of payment for Holding Fees and final payment:

- Cash
- Checks or Money Orders made payable to: **Alliance Redwoods Conference Grounds**
- Debit/Credit Cards (Master Card/Visa/Discover) with a 3% Debit/Credit Card Processing Fee added to the invoice.

## **TERMS AND CONDITIONS**

- 1) This contract must be signed by the Superintendent, Principal, or other legal agent of the Outdoor Education group organization and so designated under Acceptance of Provisions, Terms, and Conditions.
- 2) Guest Group agrees to provide Alliance Redwoods **no later than THREE (3) WEEKS prior to arrival date:**
  - a) "Certificate of Liability Insurance" with Endorsement that states the group will:  
*"Indemnify, defend, and hold harmless Alliance Redwoods Conference Grounds for their stay and all activities during their stay except those activities that are staffed, run by and supervised by Alliance Redwoods Conference Grounds (e.g. Ropes Courses)" and list Alliance Redwoods Conference Grounds as "additionally insured."*
  - b) Class Assignment Sheet
  - c) Class selection, field trip options, and challenge course activity requests
  - d) Background checks, ARCG Disclosure Statement, and Compliance Agreement.
- 3) Guest Group agrees to indemnify and hold ARCG harmless from the payment of any and all judgments, settlements, costs, disbursements and attorney fees that are associated with ARCG's having to defend or investigate any claim, action or proceeding of any type whatsoever arising out of the breach of the Terms and Conditions of this Agreement and/or the Guest Group's participation in activities at Alliance Redwoods including, but not limited to, claims for negligence, strict liability, or otherwise. This indemnification obligation does not; however, absolve Alliance Redwoods Conference Grounds from any liability, damages, costs, disbursements and attorney fees incurred due to its intentional or reckless conduct.
- 4) It is understood that ARCG's Executive Director has final authority over all matters affecting the facility.
- 5) Alliance Redwoods is NOT responsible for damage or loss to vehicles parked in parking lots or valuables left on the premises.
- 6) Food and utility charges may fluctuate between the date of establishing this contract and the actual date of the event. Your contract may be subject to a food and/or utility surcharge up to three months prior to your arrival.

# CONTRACT SIGNATURE PAGE

## Please Sign & Return

### Outdoor Education Contract # 11749

#### CONTACT INFORMATION

This contract is made between Alliance Redwoods Conference Grounds, and:

Group Name: North Country Elementary  
School  
Address: 3901 Little Rock Dr.  
Antelope CA 95843  
Group Type: PODE

Group Leader: Kim Tricomo  
Work Phone: (916) 338-6480  
Home Phone: (916) 524-0573  
Cell Phone:  
FAX #: (916) 338-6488  
Email: ktricomo@centerusd.org

#### CONFERENCE ARRANGEMENTS

Arrive: 5/7/2018 11:00 am  
Depart: 5/9/2018 9:30 am

Nights: 2  
Meals: 9

#### ACCEPTANCE OF PROVISIONS, TERMS, AND CONDITIONS

This is to certify that we consent to the above Outdoor Education Contract and Outdoor Education Supplement and that we shall abide by the responsibilities and obligations required by each party.

Guaranteed Minimum Number of Full-Time Guests of 45 people at a Guaranteed Minimum Dollar Amount of \$7,425.00.

I understand and am in agreement with the terms of this contract. \_\_\_\_\_ Initial Here

Alliance Redwoods Conference Grounds

North Country Elementary School / 11749

*Dan Erickson*

Dan Erickson  
Title: Business Manager

\_\_\_\_\_  
Superintendent, Principal or Legal Agent  
Title:

Date: August 10, 2017

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

Contract Due Date: 10/15/2017

Please Return to: Jason Sanders: jasons@allianceredwoods.com 707-874-3507 x 188  
6250 Bohemian Hwy. Occidental, CA 95465

## **Alliance Redwoods Conference Grounds**

### **Outdoor Education Contract Supplement to Contract # 11749**

1. **VISITOR POLICY** - Any walk-on/part-time guests (drivers, principals, parents, etc) must have prior approval from the group leader. Upon arrival these guests must report to the office to receive a Visitor's Pass, and pay for any meals eaten during their stay.
2. **MEDICATIONS** - All students' medications must be turned into the ARCG Camp Medical Personnel upon arrival with a completed "Medication Check-In Form." A complete description of any allergies and other current health conditions requiring medical treatment, medications, or special restrictions while on site must be reported on the "Outdoor Education Medical Form." Forms may be obtained on the ARCG website.
3. **EMERGENCIES** - ARCG requires that you submit the following to ARCG:
  - a. Emergency contact names and phone numbers for all participants (teachers, chaperones, students)
  - b. Completed "Outdoor Education Medical Form" for all students.
4. **SUPERVISION** - Teachers/Chaperones are responsible for adequate supervision of students while on ARCG grounds. These Teachers/Chaperones must ensure compliance of all rules to ensure the safety and enjoyment of all guests and to preserve the ARCG property and facilities. All recreation activities will be conducted only under the supervision of trained ARCG staff members. Outdoor Education groups will provide responsible adult supervisors at a ratio of one adult (age 18 or above) per seven students while on ARCG property. Under no circumstances will adult supervisors be of a different gender than the gender of their assigned cabin group. Behavior or actions considered to be unsafe, disruptive, or unacceptable, will be a basis for ARCG to request dismissal of a student by the school and that individual(s) to leave camp.
5. **LOSS AND/OR DAMAGE FEES** - Schools must leave the facilities clean. Loss and/or damage fees, if applicable, will be determined by the ARCG Operations Director and will be in addition to usage fees outlined in the Outdoor Education Contract. These fees, if applicable, will be due and payable at the close of the school's stay and will be included in the final bill. Schools will be held liable for losses/damages reported during or discovered within 72 hours after departure time and will be billed for all applicable replacement and/or repair costs. Terms of payment for such charges will be 30 days from date of invoice.
6. **LINENS** - All students and chaperones are required to provide their own sleeping bags, pillows, and towels. ARCG does not provide linens to students or chaperones. Full linens (sheets, towels, pillows, and blankets) are provided only to teachers at no additional cost.
7. **TEACHER LODGING** - ARCG provides teacher housing for 1 teacher per 30 students and any additional teachers will be provided/charged housing subject to availability.
8. **LOST & FOUND** - All lost & found items will be held in the ARCG office for two weeks. Unclaimed items will be donated to charity.
9. **SWIM SUITS** - ARCG requires modest swimming attire in the pool area.
10. **CURFEW** - Students must remain in their cabins after 10:00 pm.
11. **PARKING** - Guest vehicles must park in the main parking or across the street in the overflow parking lot. No one may drive across the main bridge unless given permission by ARCG staff. Unloading/handicap parking passes may be obtain at the ARCG Front Desk. Parking adjacent to Big Rock Lodge is reserved for guests assigned to Big Rock Lodge only.
12. **NOT PERMITTED** - Alcoholic beverages, weapons, firearms, illegal drugs, gambling, fireworks, other items of contraband and recreation equipment such as scooters, bicycles, and skateboard are not permitted. Pets, except helping/service animals, are not permitted on the ARCG grounds. In addition, the Fish and Game Department does not allow fishing in the creek that runs through Alliance Redwoods property.
13. **SMOKING** - Smoking is permitted only in designated smoking areas.
14. **BOUNDARY LIMITS** - Due to the importance of maintaining good relationships with our neighbors, it is very important that ALL GUESTS remain on camp property or leave by way of public roads. Do not proceed beyond the "No Trespassing" signs posted on ARCG's property lines. Trespassing onto our neighbors' adjoining property is forbidden.
15. **TWO-WAY RADIOS** - Must not be tuned to 154.600 MHz. or 154.570 MHz. These frequencies are reserved for the exclusive use of the Alliance Redwoods staff in order to ensure prompt and effective response to emergencies and efficient handling of the guests' needs.



16. **PROMOTIONAL MATERIALS** - It is understood that video taping, still photography and sound recording may be in progress on the Alliance Redwoods grounds from time to time and that members of the group may appear in promotional materials produced thereby. Such materials will be used for promotional purposes only, and not for sale or any other commercial purpose.

# Center Unified School District

AGENDA REQUEST FOR

DEPT./SITE: Spinelli Elementary

ACTION ITEM ☒

TO: Board of Trustees

INFORMATION ITEM ☐

DATE: January 4, 2018

# ATTACHED PAGES 96

FROM: Julie Opfer

PRINCIPAL'S INITIALS JO

SUBJECT:

Seeking Board approval of Spinelli's *Safe School and Emergency Preparedness plan* for the 2017-2018 School Year.

CONSENT AGENDA

RECOMMENDATION:

# *Spinelli Elementary*

## *Home Of The Tigers*



### **Safe School And Emergency Preparedness Plan**

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

Revised for the 2017-2018 School Year  
Board Approved \_\_\_\_\_

## **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

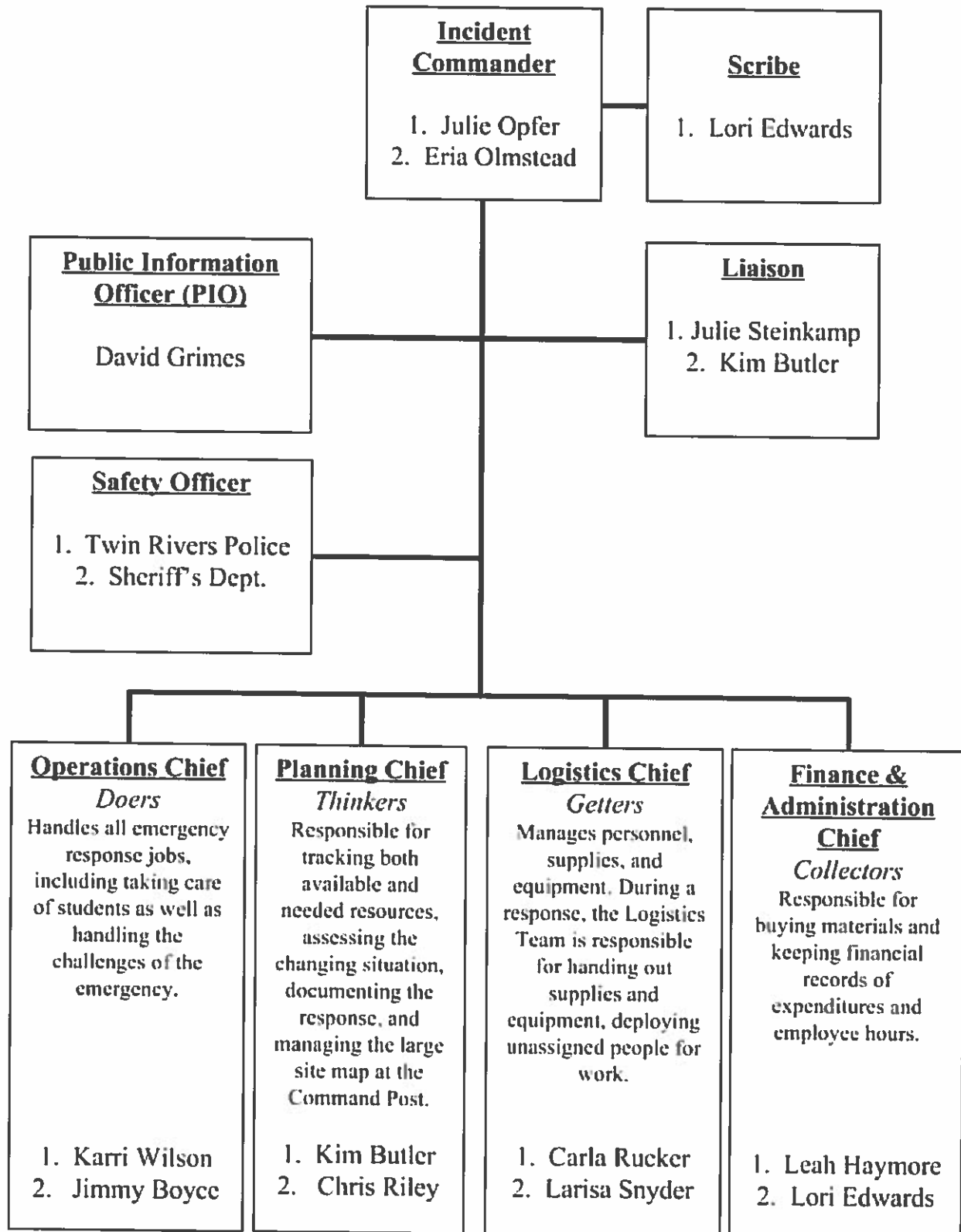
<b><u>Part 1</u></b>	<b><u>Crisis Management</u></b>	
<u>Section 1</u>	Incident Command System	4
<u>Section 2</u>	Staging Areas	12
<u>Section 3</u>	Lockdown Procedures	13
<u>Section 4</u>	Evacuation Procedures	16
<u>Section 5</u>	Student Release Procedures	18
<u>Section 6</u>	School Partnerships	20
<u>Section 7</u>	Resources	21
<u>Section 8</u>	Communications	23
<u>Section 9</u>	Crisis Phone Directory	24
<u>Section 10</u>	Letters Home	25
<u>Section 11</u>	Aftermath	29
<u>Section 12</u>	Training and Updating	30
<b><u>Part 2</u></b>	<b><u>Crisis Readiness</u></b>	
<u>Section 1</u>	Activity in the Vicinity	31
<u>Section 2</u>	After Hours Crisis Procedures	32
<u>Section 3</u>	Bomb Threat	33
<u>Section 4</u>	Bus Accident	38
<u>Section 5</u>	Chemicals/Biohazard/Gas Odor	39
<u>Section 6</u>	Death/Suicide	40
<u>Section 7</u>	Earthquake	41
<u>Section 8</u>	Fire/Explosion	43
<u>Section 9</u>	Flood	45
<u>Section 10</u>	Gas Odor	46
<u>Section 11</u>	Hostage Situation	47
<u>Section 12</u>	Hostile Visitor	49
<u>Section 13</u>	Kidnapping/Attempted Kidnapping	51
<u>Section 14</u>	Medical Emergency	52
<u>Section 15</u>	Missing Student	64
<u>Section 16</u>	Public Demonstration	66
<u>Section 17</u>	School Site as Mass Care and Welfare Shelter	67
<u>Section 18</u>	Severe Weather	69
<u>Section 19</u>	Shooting/Stabbing	70
<b><u>Part 3</u></b>	<b><u>Site Action Plan</u></b>	
<u>Section 1</u>	District and Site Mission Statements	71
<u>Section 2</u>	Description of School Climate	72
<u>Section 3</u>	School Climate Goals	73
<u>Section 4</u>	Description of Physical Environment	75
<u>Section 5</u>	Physical Environment Goals	76
<u>Section 6</u>	Signature Sheet	78
<b><u>Part 4</u></b>	<b><u>Appendices</u></b>	
<u>Appendix A</u>	Staff Classroom Telephone Numbers	79
<u>Appendix B</u>	Utility Shut-off Map	80
<u>Appendix C</u>	Classroom Evacuation Map	81
<u>Appendix D</u>	Off Site Evacuation Map	82
<u>Appendix E</u>	Emergency Operations Center (EOC) Message Form	83
<u>Appendix F</u>	California Child Abuse and Neglect Reporting Law	84
<u>Appendix G</u>	Child Abuse Reporting Form	89
<u>Appendix H</u>	Uniform Complaint Procedures	90
<u>Appendix I</u>	Discipline Policies	92
<u>Appendix J</u>	Previous Suspension/Expulsion Notification	93
<u>Appendix K</u>	Hate Motivated Behavior	94
<u>Appendix L</u>	Nondiscrimination/Harassment	95
<u>Appendix M</u>	Site Dress Code	96

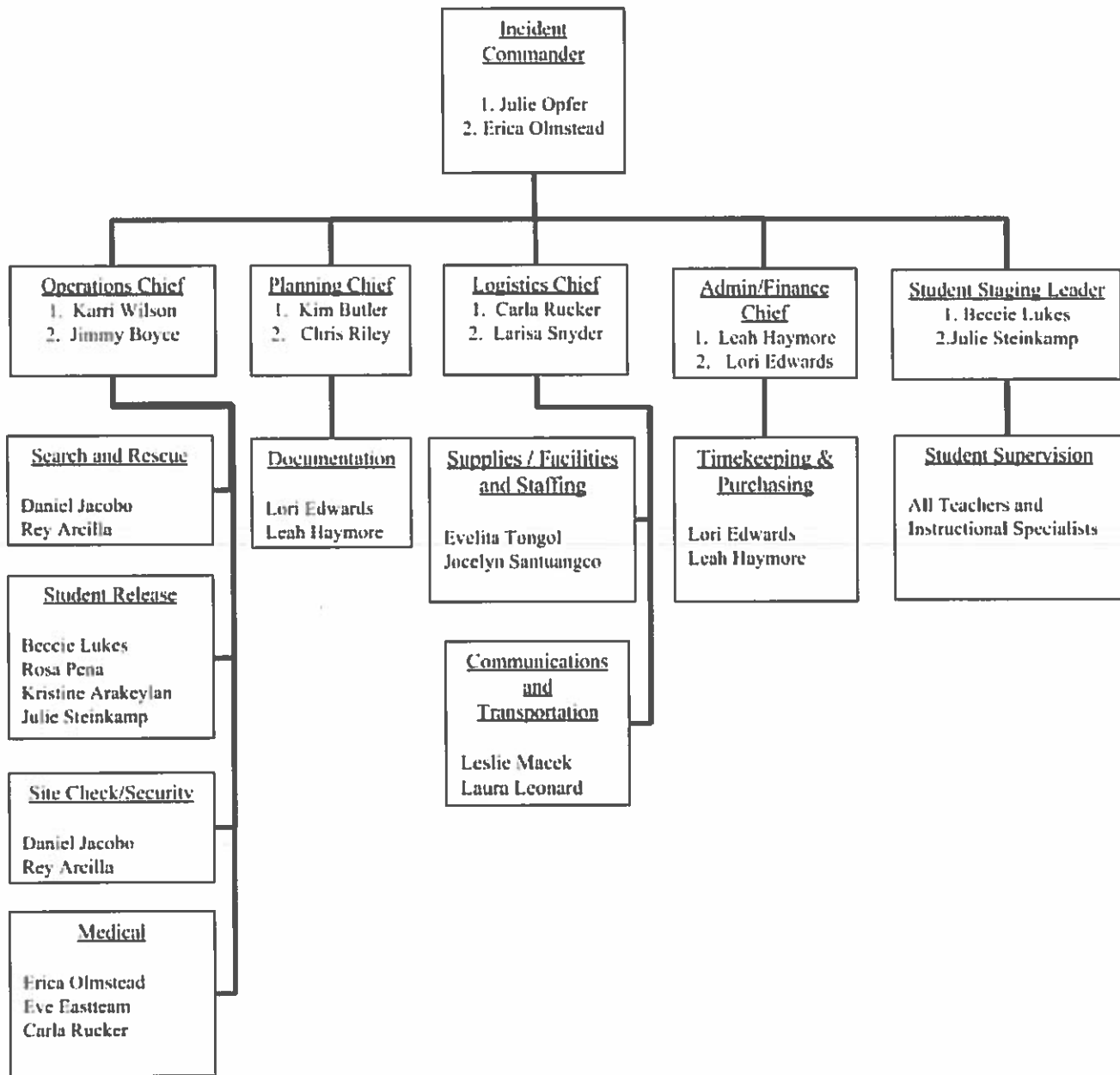
## **PART 1 CRISIS MANAGEMENT**

### **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.

**2017-2018**  
**Spinelli Elementary School**  
**Incident Command System**







## Incident Command Descriptions

### *Incident Commander:*

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

- Assume Command
- Establish the Command Post
- Conduct briefings of the Command Staff
- Identify level of threat by assessing situation
- Set specific objectives and direct development of incident action plans
- Direct protective actions to stabilize the school
- Activate and oversee ICS functions
- Establish Unified Command with responding agencies
- Update EOC as situation evolves
- Approve information to send to the EOC for media briefings
- Set objectives for resumption of normal activities
- Maintain an activity log (scribe) and oversee action reports

### *Admin/Finance Chief:*

- Report to Command Post if directed to do so; otherwise, provide finance duties as secondary duty
- Keep an envelope or box for all receipts and overtime cards
- Provide a cost-accounting update for the IC as requested
- Maintain an activity log (scribe) and write after-action report
- Check attendance for that day for both students and adults

### *Logistics Chief:*

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

- Report to Command Post (immediately or upon handing off students)
- Participate in briefing sessions, helping to identify required resources and personnel or advising of their availability
- Provide equipment, supplies, personnel, busses/cars as required by Operations
- Establish and maintain communications (radios, bullhorns, etc.)
- Stage resources (or Team Leaders) so they are readily available
- Coordinate and re-assign staff to other teams as needed by Operations
- Maintain a visible chart of available resources as a reference for Ops and the IC Team
- Provide food and water as needed (and available) for staff and students
- Maintain an activity log (scribe) and write after-action report

### **Operations Chief:**

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

- Immediately report to Command Post
- Supervise and direct activities of all groups assigned to Operations through the Team Leaders
- Identify alternate staging areas as needed (to IC and Logistics)
- Identify alternate resource requirements (to IC and Logistics)
- Deploy resources
- Make changes as necessary to action plan based upon reports from group leaders and Planning Chief
- Update IC and IC Team with status reports
- Maintain an activity log (scribe) and write after-action report

### **Planning Chief:**

The Planning Intelligence Chief will report directly to the Incident Commander and may stay with the Incident Commander throughout the crisis. This team will gather information to assist with medium/long-range planning related to the ongoing incident and school recovery issues. They will arrange for recovery/aftermath resources so that there is no gap between the end of the incident and necessary support/ services.

- Report to Command Post (immediately or upon handing off students)
- Collect EOC forms and develop a briefing on incident size and scope for IC Team.
- With Ops, gather incident information and updates from team leaders.
- Send and supervise runners, if needed, to gather incident information
- Share information needed for decision making with IC Team
- Prepare estimates of incident escalation or de-escalation for IC Team
- Report to Safety any conditions that may cause danger
- Maintain an activity log (scribe) and write after-action report

### **Communications:**

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

### **Documentation:**

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

### **Liaison:**

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

### *Medical Team:*

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

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

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

### *Off-Site Evacuation Coordinator:*

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

### *Scribe:*

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

### *Search and Locate:*

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

teams (2 each for safety) proceed, they should check back in with the Team Leader to report progress and/or need for additional help. The Team Leader reports progress/needs to the Operations Chief.

*Site Check/Security Team:*

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

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

*Situation Analysis:*

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

*Staffing Assignment Coordinator:*

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

*Student Release a.k.a. Parent Reunion Coordinator:*

This team will supervise the release of students. They will document the persons picking up students. They must record the time, signature, and where they will be taking the student. Pictures of each child with the adult picking them up may be useful. Members will take roll with their own class, send in their EOC form, and wait to be called up. Before parents begin arriving, the Team Leader will begin setting up the Reunification Center, with support if needed, in a predetermined location. They will gather information regarding attendance from the Admin/Finance Team. When parents begin arriving, the Team Leader will call up the rest of the team and notify the Operations Chief. As more parents arrive, more teachers and classified staff will be assigned to this staging area. Students will be re-assigned to other Supervising Teachers. If evacuating the site, before leaving the school grounds, the Student Release Team will post a notice on the front

door informing parents where to pick up their children. If the front door is no longer there, the notice will be placed on the flagpole.

***Student Supervision Team:***

This team supervises all students unless otherwise assigned. Other teachers who have designated responsibilities that take them away from their class will be reporting to a member of the Student Supervision Team before they leave their class in his care. This team will be working closely with the Student Release Team to make sure that students do not leave until their parent or adult has signed them out from the release area.

***Supplies/Facilities:***

This person will locate and provide facilities, equipment, supplies and materials as needed.

***Timekeeping & Purchasing:***

This person will maintain accurate records of staff hours and of purchases.

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

## **SECTION 2      STAGING AREAS**

### **Indoor Command Post:**

1. Main Office
2. Cafeteria/Multipurpose Room

### **Outdoor Command Post:**

1. Outside Principal's Office on playground inside gates
2. Picnic Table area behind cafeteria

### **Triage Area:**

- Indoor-room 10
- Outdoor-grassy area next to room 10

### **Parent Reunification Area:**

- Cafeteria
- Classrooms
- Field

### **Bus Staging Area:**

- Field
- Cafeteria

### **Media Staging Area:**

- Grassy area in front of school (outside gates)

### **Off-Site Evacuation Location:**

- [REDACTED]
- Indoor-North Country Elementary

### **Directions:**

- [REDACTED]
- [REDACTED]
- [REDACTED]

### **SECTION 3      LOCKDOWN PROCEDURES**

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

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

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

When a lockdown is announced, several steps should take place. Someone must be assigned to the dangerous situation or area to ensure students and staff do not enter the area. Immediate notification should be made to the 911, fully explaining what is known at that time. The bells must be held and instructions to ignore the fire alarm should be given.

When ordering a lockdown, the following announcements should be made and repeated several times:

A) Classes in progress (not during lunch)

"Teachers, please secure your students in your classrooms immediately. All students report directly to your classrooms and ignore any fire alarms."

B) Class change in progress

"Teachers and students, it is necessary to begin a lockdown of classrooms. All students report directly to your next assigned class and ignore any fire alarms."

C) Lunch is in session

Add the following to either announcement:

"Students in the cafeteria, follow the instructions of the staff in the cafeteria."

Unassigned teachers should ensure that students in hallways are placed in classrooms immediately. Staff members should check restrooms and other areas where students may be found. If students are found and are not close to their classroom, students should go into the closest occupied classroom. Then teachers should stay in a locked room and notify the office of their location.

During a lockdown, special attention should be given to the areas of the school where numerous students are gathered in an unsecured environment, such as the cafeteria, auditorium, or library. Arrangements should be made so that students in these areas can be moved to nearby locations that can be secured.

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

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

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

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

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

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

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



Special areas of concern:

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

## **SECTION 4      EVACUATION PROCEDURES**

### General Evacuation

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

### Evacuation of School Grounds

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

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

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

### School Evacuation Instructions

#### Exit the Building

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

#### Teachers

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

#### Students

In homeroom class

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

#### NOT in homeroom

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

#### At recess / break

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

#### Staff Not Assigned To Classrooms

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

#### Principal or Designee

- Report any missing persons to emergency response personnel.
- If building is determined to be safe to re-enter:
  - Determine WHEN it is safe to re-enter
  - Notify teachers by all clear signal or runner. DO NOT USE FIRE ALARM SIGNAL for re-entry.
- If building is unsafe to re-enter, evacuate the school site, using predetermined plan.

#### Instruct teachers to:

- Release students to responsible adults using predetermined procedure.
- Students will exit school grounds to the blacktop/field either to board busses or to walk to {insert location}.

### Evacuation of Students with Disabilities

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

#### During an evacuation:

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

### Exit Route

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

## **SECTION 5      STUDENT RELEASE PROCEDURES**

### **Early Dismissal**

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

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

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

Follow the "Release of Students to Parents" plan.

### **Release of Students to Parents**

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

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

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

**STUDENT RELEASE FORM**

Date

Time

Student

Teacher

Room #

Grade

**PERSON CHECKING OUT STUDENT:**

Signature

---

**STUDENT RELEASE FORM**

Date

Time

Student

Teacher

Room #

Grade

**PERSON CHECKING OUT STUDENT:**

Signature

---

**STUDENT RELEASE FORM**

Date

Time

Student

Teacher

Room #

Grade

**PERSON CHECKING OUT STUDENT:**

Signature

## SECTION 6

## SCHOOL PARTNERSHIPS

### Off Site Partnership:

**SECTION 7****RESOURCES****Staff List/Phone Number/Health Concerns/Special Skills**

(revised 9/6/17)

<b>Staff Member</b>	<b>Phone Number</b>	<b>Health Concerns</b>	<b>Special Skills</b>
AbdelMalek, Samla			
Abundis, Ammie			
Alcala, Jeffrey			
Arakelyan, Kristine			
Arcilla, Rey			
Bennefeld, Michael			
Biddle, Sharhzad			
Bolton, Lois			
Boyce, Jimmy			
Brown, Ann			
Bryant, Angella			
Bryant, Derrell			
Butler, Kimberly			
Chamberlain, Denae			
Cid, Vivian			
Craven, Kimberly			
Crepps, Terri			
Davidson, Jessica			
Domalakes, Alyssa			
Duong, Lyn			
Eastteam, Eve			
Edwards, Lori			
Erwin, Rita			
Franklin, Mary			
Gamboa, Susanne			
Goodman, Shellia			
Haymore, Leah			
Hughes, Kathy			
Jacobo, Daniel			
Jedra, Jennifer			
Kalmykova, Lyubov			
Kitchens, Katrina			
Kiyuchnik, Tatyana			

Kyle, Stephen
Larrick, Autumn
Leclaire, Kimberlee
Leonard, Laura
Luigi, Jean
Lukes, Rebecca
Lyons, Anne
MacCracken, Deanna
Macek, Leslie
Magee, Sian
McCune, Megan
McDaniel, Mike
McInnis, Kathryn
McInnis, Megan
Mendoza, Herminia
Moreno, Margie
Miller, Vickie
Kneff, Natasha
Olmstead, Erica
Opfer, Julie
Pena, Rosa
Petrashishin, Irina
Prince, Sarah
Raymond, Alejandra
Reason, Darlene
Riley, Christian
Rivero, Elizabeth
Rucker, Carla
Santuangco, Jocelyn
Schaefer, Mary
Smirnov, Michael
Snyder, Larisa
Stauffer, Kaela
Steinkamp, Julie
Tembey, Stephanie
Tompkins, Shelley
Tongol, Evelita
Trujillo, Jovita
Van Putten, Keli
Walters-Cooke, Anne



Weiser-Lewis, Gloria
Williams, Kayla
Wilson, Karri

## **SECTION 8 COMMUNICATIONS**

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

Communication between the custodial staff and the office staff will be by radio. One radio shall be assigned to each of the following people:

Principal  
 Secretary  
 Day Custodian  
 Night Custodian  
 Noon Duty Aide  
 Resource Teacher  
 Counselor  
 Operations Chiefs  
 Planning Chiefs  
 Logistics Chiefs  
 Incident Commanders

### Telephone Communication

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

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## **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 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

## **SECTION 10      LETTERS HOME**

The letters on the following pages shall be provided to families at the beginning of each school year.



Established 1858

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



Established 1858

8408 Watt Avenue Antelope, CA 95843-9116  
(916) 338-6413 Fax (916) 338-6322

**BOARD OF TRUSTEES**

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**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 or 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 affected 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) (16-17)
- Bloodborne Pathogens for School Employees (every other year – even years)(15-16)
- Code Red Lockdown Training (annually)
- CPR Training (every other year – even years)
- NIMMS/ICS video (discuss components annually, can watch video every other year)(15-16)
- Mandated Child Abuse Reporter Training (annually)
- Triage Training (every other year – odd years) (16-17)

\* 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.

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## **SECTION 2      AFTER-HOURS CRISIS PROCEDURES**

Train custodians on what role they should take during after-hours events. Ensure that custodians have access to the Twin Rivers' Police Department phone number at all times. Also, ensure that custodians carry a phone so they may be communicated with if a crisis occurs.

An After Hours cover page has been provided with the CJUSD "Facilities Use Agreement." This document asks the facility user to meet with the site administrator to discuss the location of the safety plan and to review the "Crisis Management" and "Crisis Readiness" sections of the plan. In addition, facility users must indicate with their signature that they have received and read the CJUSD Emergency Procedures poster, which is posted in all rooms at all sites. Outside facility users must have their copy of the Emergency Procedures with them at all times when using district facilities.

## **SECTION 3      BOMB THREAT**

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

### **Bomb Threat Procedures**

#### **I. Office Personnel**

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

#### **II. Administration**

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

- a. Notify teachers to evacuate their rooms by announcing the bomb threat. All students should be at least 500 ft. away from the building.
- b. Wait for the sheriff's unit to arrive. Assist the officers as needed.
- c. Provide a designated employee(s) to assist law enforcement in search of suspicious objects on school grounds.

- d. Administrator must determine if students will need to evacuate the school grounds if no suspicious item is found.
- e. Maintenance, Operations, & Transportation will be called to provide busses for students, if necessary.

### III. Teachers

- a. Upon receiving the notice to evacuate, have your students assemble outside your classroom in an orderly manner and wait for you.
- b. Students should take their backpacks with them.
- c. Check your room before you leave for anything out of the ordinary. Take a 360-degree sweep from eye level to floor and if you see anything suspicious, report it to an administrator.
- d. Keep your group together and walk with them to the field. Take your roll sheet and emergency information and call roll when you get there. Get your group together in an orderly manner and stay with them. You will probably be there for awhile, so take your time with these tasks and make sure students obey you perfectly.
- e. When you hear the all clear signal (announcement over the intercom or on the bullhorn) return to your classroom in an orderly manner.

### IV. Custodians, Cooks, and other Classified Employees

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

## BOMB THREAT FORM

### RECEIVING A BOMB THREAT

#### INSTRUCTIONS:

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

Exact time of call: \_\_\_\_\_

Exact words of caller:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

#### Questions to Ask

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

#### Caller's Voice (Circle):

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

#### Voice Description (Circle):

Male	Female	
Calm	Nervous	
Young	Old	Middle-Aged
Rough	Refined	

Accent: Yes      No      Describe \_\_\_\_\_

Speech Impediment: Yes      No      Describe \_\_\_\_\_

Unusual Phrases\_\_\_\_\_

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

Background Noises (Circle):

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

Additional Information:

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

B. What line did the call come in on?\_\_\_\_\_

C. Is the number listed? Private number? Whose?\_\_\_\_\_

D. Person Receiving Call\_\_\_\_\_

E. Telephone number the call was received at\_\_\_\_\_

F. Date\_\_\_\_\_

G. Report call immediately to:\_\_\_\_\_

(Refer to bomb incident plan)

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

## THREATENING PHONE CALL FORM

Time call was received\_\_\_\_\_ Time caller hung up\_\_\_\_\_

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

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

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

Person receiving the call

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 affected 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.

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## **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.

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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.

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## **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

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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.
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## **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

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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.

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## **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
    - Put 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.
    - i. The child has no pulse (begin CPR).
    - ii. Another trained rescuer takes over for you.
    - iii. You are too tired to go on.

## Burns

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

- If victim is lying down, turn head to side. Hold the lid open and pour from inner corner outward. Make sure chemical isn't washed out onto the skin.
- Have victim close the eye, place eye pad over lid, bandage and get medical help.

### Choking (Heimlich Maneuver)

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

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

If the victim is on his back:

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

### Convulsions or Seizures

#### 1. Symptoms

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

These seizures are seldom dangerous, but they are frightening.

#### 2. Causes

- Head injuries
- Severe infections
- Epilepsy

#### 3. Treatment

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

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

### Diabetics

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

### Dog/Animal Bites

1. It is extremely important that the dog/animal be identified if the person bitten is to avoid rabies shots. Secure the animal, if possible without danger to yourself, with a leash, rope or in an enclosed area. If the animal cannot be contained, attempt to remember as much as possible about the animal's description so that animal control can make a thorough search of the area.
2. Attend to the wound by washing the area with water and soap for five minutes and bandage if possible. Inform parents and refer to the family physician.
3. Notify animal control center. Give description of the animal and name and address of the victim.
4. Complete the Report of Student Accident Form.
5. Notify school nurse so that information can be recorded in the pupil's health folder.

### Ears

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

### Electric Shock

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

### Eyes

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

### Fainting

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

### Fracture

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

### Closed Fracture:

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

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

### Compound Fracture:

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

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

### Frostbite

1. The frostbitten area will be slightly reddened with a tingling sensation of pain. The skin becomes grayish-yellow, glossy and feels numb. Blisters eventually appear.
2. Re-warm the area by quickly submerging it in warm water (start with 98 degrees and gradually warm to 102-103 degrees). Don't rub the area nor break the blisters.

### Head Injury

1. Symptoms
  - May or may not be unconscious
  - Unconsciousness may be delayed one-half hour or more
  - Bleeding from mouth, nose or ear
  - Paralysis of one or more extremities
  - Difference in size of pupils of the eyes
2. First Aid for Head Injuries:
  - No stimulants or fluids
  - Don't raise his feet; keep the victim FLAT
  - Observe carefully for stopped breathing or blocked airway
  - Get medical help immediately

- When transported, gently lay flat
- Position head to side so secretions may drool from corner of mouth
- Loosen clothing at neck

### Heart Attack

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

### Nosebleeds

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

### Pandemic Flu Plan

#### Seasonal Flu:

- Caused by influenza viruses that are closely related to viruses that have previously circulated; most people will have some immunity to it.
- Symptoms include fever, cough, runny nose and muscle pain.
- Complications such as pneumonia are most common in the very young and very old and may result in death.
- Vaccine is produced each season to protect people from the three influenza strains predicted to be most likely to cause illness.

#### Mild to Moderate Pandemic:

- Caused by new influenza virus that has not previously circulated and can be easily spread.
- It is likely most people will have no immunity to the new virus; it will likely cause illness in high numbers of people and more severe illness and deaths than seasonal influenza.
- Symptoms are similar to seasonal flu, but may be more severe and have more serious complications.
- Healthy adults may be at increased risk for serious complications.

#### Severe Pandemic:

- A severe strain causes more severe illness, results in a greater loss of life and has a greater impact on society.
- Workplace absenteeism could reach up to 40% due to people being ill themselves or caring for family members.

#### Measures to limit the spread of flu:

- Promote hand-washing/use of antibacterial wipes, cough hygiene via modeling by school staff.
- Cover nose and mouth with a tissue or upper arm if a tissue is not available

- Dispose of used tissue in a waste basket and wash hands after coughing, sneezing or blowing nose.
- Use warm water and soap or alcohol-based sanitizers to clean hands.
- Wash hands before eating or touching eyes, nose or mouth.

Encourage vaccination of staff and students for whom the flu vaccine is recommended.

Persons developing symptoms at school should be sent home as soon as possible and instructed not to return until well.

#### Social distancing:

In a pandemic, the risk of getting the flu is greatest when one has close contact with an infected person. Social distancing measures may include standing three feet apart when communicating, canceling outdoor recess, and monitoring hand washing after bathroom use and after sneezing/coughing/blowing nose. Wipe phones with antibacterial wipes after each use. Limit use of headphones, keyboards and any other shared items in the classroom – wipe with antibacterial wipes after each use.

Use a bacterial spray (such as Lysol) in the classroom twice daily.

Open windows if weather permits while room is occupied or when students leave the room for lunch. Consider possible school closure for a short amount of time early in the course of a community outbreak.

Consult [www.pandemicflu.gov](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.

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## **SECTION 16      PUBLIC DEMONSTRATION**

Most groups will give advance warning of a planned protest. When the warning comes:

- Identify a spokesperson for the group.
- Obtain information on when, why, how many.
- Contact the Center Unified District Office. The District Office should contact the sheriff and advise them of the situation.
- Notify faculty of the planned demonstration.
- Develop an information letter to parents.
- Continually work with the Office of Community Relations on any statements or contact with the demonstrating group.
- If demonstration occurs, curtail class changes to limit confusion.
- Do not allow students to be interviewed by media or join in demonstration.
- Assign CMT members to act as liaison with police, media, and the demonstrating group.
- Direct one staff member to handle all incoming calls.
- Prepare to establish areas where demonstrators can set up without affecting the operation of the school.
- Notify transportation of demonstration and any possible impact buses may encounter arriving at or departing from the school.

## **SECTION 17      SCHOOL SITE AS MASS CARE AND WELFARE SHELTER**

The American National Red Cross ("Red Cross"), a not-for-profit corporation chartered by the United States Congress, provides services to individuals, families and communities when disaster strikes. The disaster relief activities of the Red Cross are made possible by the American public, as the organization is supported by private donations and facility owners who permit their buildings to be used as a temporary refuge for disaster victims.

The governing board of any school district shall grant the use of school buildings, grounds and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare.

### **1.      Use of Facility:**

Upon request, and if feasible, the Center Joint Unified School District (CJUSD) will permit the Red Cross to use the Facility on a temporary basis as an emergency public shelter.

### **2.      Shelter Management:**

The Red Cross will have primary responsibility for the operation of the shelter and will designate a Red Cross official, the Shelter Manager, to manage the sheltering activities. CJUSD will designate a Facility Coordinator to coordinate with the Shelter Manager regarding the use of the Facility by the Red Cross.

### **3.      Condition of Facility:**

The Facility Coordinator and Shelter Manager (or designee) will jointly conduct a pre-occupancy survey of the Facility before it is turned over to the Red Cross. They will record any existing damage or conditions. The Facility Coordinator will identify and secure all equipment that the Red Cross should not use while sheltering in the Facility. The Red Cross will exercise reasonable care while using the Facility as a shelter and will make no modifications to the Facility without the express written approval of CJUSD.

### **4.      Food Services:**

Upon request by the Red Cross, and if such resources exist and are available, CJUSD will make the food service resources of the Facility, including food, supplies, equipment and food service workers, available to feed the shelter occupants. The Facility Coordinator will designate a Food Service Manager to coordinate the provision of meals at the direction of, and in cooperation with, the Shelter Manager. The Food Service Manager will establish a feeding schedule, determine food service inventory and needs, and supervise meal planning and preparation. The Food Service Manager and Shelter Manager will jointly conduct a pre-occupancy inventory of the food and food service supplies in the Facility before it is turned over to the Red Cross.

### **5.      Custodial Services:**

Upon request by the Red Cross, and if such resources exist and are available, CJUSD will make its custodial resources, including supplies and custodial workers, available to provide cleaning and sanitation services at the shelter. The Facility Coordinator will

designate a Facility Custodian to coordinate the provision of cleaning and sanitation services at the direction of, and in cooperation with, the Shelter Manager.

**6. Security:**

In coordination with the Facility Coordinator; the Shelter Manager, as he or she deems necessary and appropriate, will coordinate with law enforcement regarding any public safety issues at the Shelter.

**7. Signage and Publicity:**

The Red Cross may post signs identifying the shelter as a Red Cross shelter in locations approved by the Facility Coordinator and will remove such signs when the shelter is closed. CJUSD will not issue press releases or other publicity concerning the shelter without the express written consent of the Shelter Manager. CJUSD will refer all media questions about the shelter to the Shelter Manager.

**8. Closing the Shelter:**

The Red Cross will notify the CJUSD or Facility Coordinator of the closing date for the shelter. Before the Red Cross vacates the Facility, the Shelter Manager and Facility Coordinator will jointly conduct a post-occupancy survey to record any damage or conditions. The Shelter Manager and Facility Coordinator or Food Service Manager will conduct a post-occupancy inventory of the food and supplies used during the shelter operation.

**9. Reimbursement:**

The Red Cross will reimburse the Owner for the following:

- a. *Damage to the Facility or other property of Owner, reasonable wear and tear excepted, resulting from the operations of the Red Cross. The Red Cross is not responsible for storm damage or other damage caused by the disaster.*
- b. *Reasonable costs associated with custodial and food service personnel which would not have been incurred but for the Red Cross's use of the Facility for sheltering.*

*Reasonable, actual, out-of-pocket operational costs to the extent that such costs would not have been incurred but for the Red Cross's use of the Premises.*

## **SECTION 18      SEVERE WEATHER**

If severe weather conditions develop or occur during the night or at a time when school is not in session, a decision on closing the school will be made before 7:00 a.m. If a decision is made to close school, news media will be notified and asked to announce the closure prior to 9:00 a.m. The emergency phone tree will be used to notify staff members.

If severe weather conditions develop while school is in session, the Emergency Coordinator will monitor the latest developments via radio and keep in contact with the principal. The principal will keep in contact with the superintendent's office.

If it is decided to close school, the following action will be taken:

1. The superintendent will notify radio stations and ask that a closure announcement be made which would specify the time students are to be released.
2. The principal will announce the closure to the faculty and students.
3. Staff members will be used to expeditiously evacuate the building.
4. Procedures outlined in the "Early Dismissal" plan will be followed.

---

## **SECTION 19      SHOOTING/STABBING**

Assess the situation

- Is the suspect in the school?
- Has weapon been found and/or secured?
- Has suspect been identified?

In most cases, initiate lockdown procedures to isolate students from danger or send students to a secure area.

Provide information in announcement about incident and outline expectations of the teachers and staff.

Disable the bell system, if possible.

Once situation has been assessed:

- Provide first aid to the injured.
- Call 911 requesting police and medical aid to injured parties.
- Notify the Center Unified District Office.
- Provide full information about what has occurred and what is known at this time.
  - If the suspect is still in the school, attempt to identify his or her location and begin planning for evacuation once police arrive.
  - If suspect has left, secure all exterior doors to prevent re-entry.
- Explain what steps the school has taken (lockdown).
- Identify command post for police to respond.
- Isolate and separate any witnesses. Instruct witnesses to write statement of events while awaiting police.
- Gather crisis management team in command post.
- Initiate the Incident Command System.
- Gather information and emergency cards on anyone involved in the incident.
- Organize evacuation to an off-site location, if necessary, or prepare to continue with classes. Keep crime scene secure.
- Prepare written statements for telephone callers and media in cooperation with the sheriff and the District Office.
- Prepare letter for students to take home in cooperation with sheriff and the Office of Community Relations.
- Arrange for crisis counseling immediately and during subsequent days.
- Provide liaison for family members of any injured students.
- Continue to provide informational updates to students, family, and faculty during next few days to squelch rumors.



## **PART 3 SITE ACTION PLAN**

### **SECTION 1 DISTRICT AND SITE MISSION STATEMENTS**

#### Center Joint Unified School District Mission Statement

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

#### School Mission Statement

At Cyril Spinelli Elementary School all students are offered an educational environment designed to foster lifelong learning and create honorable citizens. Students will develop habits of the mind which lead to flexible thinkers, problem solvers, and team players. The school environment promotes powerful learning opportunities and curriculum rich in a variety of genres. Activities are meaning centered and relevant, address various learning styles and multiple intelligences, encourage creativity, emphasize problem solving, incorporate authentic assessments, utilize technology, and reflect an appreciation and respect for cultural diversity.

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## **SECTION 2      DESCRIPTION OF SCHOOL CLIMATE**

### **People and Programs: Create a “Caring and Connected” School Climate**

Spinelli Elementary has always had the reputation of being a caring, nurturing school. We believe in order to educate a child we need to meet their physical, social and emotional needs. To that end, we make every effort to provide the support each child needs for success.

Spinelli offers a breakfast program so students can get a healthy start to their day with proper nourishment. We have a lunch program offering nutritious hot foods and a salad bar. Located on our campus is the District’s Family Resource Center. It provides access to variety of services our families may be in need of such as clothing, housing, food, and mental health services. *Terkensha*, a County Mental Health Program, has been on Spinelli’s campus serving our families since the year 2000. Being a Title 1 school, we offer additional services to all students who are not meeting grade level standards. Spinelli has a plethora of support services you won’t find at other school sites.

Once you enter the gates of Spinelli, you begin to feel the nurturing, caring environment we offer our students. We believe all students can and will succeed when given the proper support. Policies and procedures have been established, taught, and practiced with the students, so they can be successful. The student discipline policy is clearly stated in our Parent Handbook, which is sent home on the first day of school. Teachers post the school rules in their classrooms. Students who choose not to follow the expectations receive consequences for their choices. Students who follow the expectations and demonstrate their best effort are rewarded with positive actions, words of praise, gift incentives, and recognition at our Tiger Days.

At Spinelli, we believe open communication with our families will bring the best results for our students. Teachers and administration have open door policies and will work collaboratively for the success of students. We hold SMART goal meetings, Parent/Teacher conferences, meet with parents upon request, and hold SST (Student Success Team) meetings when students are not meeting the grade level expectations after individual interventions have been in place. We are committed to student success!

## **SECTION 3      SCHOOL CLIMATE GOALS**

### **The School Climate: An action plan for people and programs reflecting the school's social environment**

#### Objective #1:

##### Create a nurturing school environment

As a result of our *Safe School Survey*, student and staff safety is of the utmost importance. The following procedures have been implemented to create a nurturing environment at Spinelli:

- We offer a breakfast and lunch program to meet physical needs
- We have a clothes closet on site for students needing clothing
- We have a food pantry located at Riles for families needing food
- We offer a Walking Club for student health
- We offer an intervention program before school to get students performing at grade level
- We offer an intervention program for our LTEL (Long-term English Learners) students not making the expected yearly growth
- We offer a push-in/pull-out academic program to support students throughout the school day
- We teach/play "Healthy Play" games during recesses and PE instruction to develop pro-social behaviors, and eliminate bullying
- We have a PeaceKeeper program to develop leadership skills in our students and help students resolve conflicts using their words
- Students help in other classrooms during their recesses
- We have recess buddies for students who have difficulty making good behavior choices at recess
- We have a Community Service Program designed to promote appropriate social behaviors by engaging students in positive activities during their recess time
- We have special friend groups to develop positive social behaviors
- We have a PIP (Primary Intervention Program) on campus
- We offer before/after school clubs: Academic Tutoring, Choir, and Art
- We have a homework club for students who are most in need of help
- We have a *Safe School Ambassador Program* which promotes positive behaviors rather than bullying

#### Objective #2:

##### Provide clear, consistent, realistic school rules and expectations

As a result of our *Safe School Survey*, student and staff safety is of the utmost importance. The following procedures have been implemented to ensure expectations are clear, consistent and realistic at Spinelli:

- Parent Handbooks are sent home on the first day of school stating all rules, expectations and consequences for students attending Spinelli

- Teachers teach and practice appropriate behaviors and expectations during the first two weeks of school, and intermittently throughout the school year
- Back-to-School packets with information about grade level curriculum, the teacher's discipline policy and expectations for a successful school year
- A rules assembly is held at the beginning of the school year by the administration with grades 1-6 to review and discuss expectations for student success
- Rules are enforced at all recesses by supervising staff
- Teachers teach the Second Step Program, hold class meetings to address and resolve student concerns, and utilize the strategies of Healthy Play whenever applicable throughout the school day, and the VIBE Program is provided to students in grades 4-6.

### Objective #3:

#### Open communication among staff, students, and parents

As a result of our *Safe School Survey*, student and staff safety is of the utmost importance. The following procedures have been implemented to ensure open communication exists among staff, students and parents at Spinelli:

- Teachers provide Back-to-School packets for parents with a copy of their discipline policy and expectations for a successful school year
- Spinelli maintains a website with a calendar and all pertinent information for parents
- Email addresses are provided for quick and easy communication with staff members
- SMART Goal meetings and SST meetings are held with parents for students needing additional interventions
- Parent/Teacher conferences are held at least twice a year, or at parent or teacher request
- Staff members return phone calls within 24 hours
- Some written communication is provided in Spanish and/or Russian/Ukraine
- Translators are provided upon request
- *Homelink* is provided to parents to check attendance and grades
- Automated phone system to call families with pertinent information
- Positive phone calls home by teachers and administrator
- Teachers hold class meetings to address student concerns/issues
- School Site Council/English Language Advisory Committee meetings are held several times a year
- Absent students are called daily

## **SECTION 4      DESCRIPTION OF PHYSICAL ENVIRONMENT**

### **Place: Create a Physical Environment that Communicates Respect for Learning and for Individuals**

Spinelli Elementary is located in Antelope at the north end of Sacramento County. The school is surrounded by a neighborhood setting of single family dwellings. The school is the center of the community, with no parks or playgrounds in the vicinity. It is the neighborhood playground for children in the area. As a result, the campus does experience some vandalism during the evening hours and weekends.

The school site encompasses approximately eight acres with five permanent structures, and four banks of portable units. We have upper and lower blacktops with basketball courts, four square, hopscotch, a ball wall, and volleyball courts. The blacktop areas are not visible from the street. The office building and multi-purpose room face the parking lot. The school and field are surrounded by chain-link fences, with locking gates at all entrances. Beyond the back field, there is a small creek bed and nature wildlife area.

The gates remain locked during the school day, with the exception of the front gate, and staff members and the administration provide campus supervision. All visitors must check in at the office and obtain a visitors pass to enter the campus. Adult education students wear ID badges while on the campus.

Spinelli's physical facility is well maintained and generally neat and clean. We had a major renovation to our oldest existing structures during the summer of 2008. The school was newly painted outside and inside of four of our permanent structures. All the buildings have been rewired and upgraded to current standards for fire safety. New phone, bell, intercom and clock systems were installed in 2009. In the summer of 2013, school doors and trim were repainted. The painting of two murals, an electronic marquee, relocation of the flagpole, and new front landscaping was completed in 2017. The grounds are maintained by the District grounds department.

Community involvement is encouraged to help increase school safety using the WE TIP hotline to report suspected vandalism, drug use or other illegal activity. An outdoor surveillance system is in effect to deter vandalism and assist in the apprehension of criminals. All school equipment has a metal ID tag or barcode sticker adhered to its surface. These items are inventoried annually and there is an established accountability system. Office and classroom supplies are secured.

Twin Rivers Police Department patrols our school during non-business hours, and investigates all acts of vandalism.

## **SECTION 5      PHYSICAL ENVIRONMENT GOALS**

### **The Physical Environment: An action plan for places reflecting the school's physical environment, including crisis response procedures and policies relating to student safety**

#### Objective #1:

#### Student/Staff Safety as it relates to Emergency Preparedness

As a result of our *Safe School Survey*, student and staff safety is of the utmost importance. The following procedures have been implemented to support everyone's preparedness in the event of an emergency at Spinelli:

- Yearly and Every Other Year disaster trainings (SEMS/NIMS/START/Arson Prevention/Mandated Child Abuse Reporting/Code Red Lockdown) of all staff members in the event of an actual emergency
- Yearly disaster drills to include natural disasters, possible intruders, and accidental occurrences causing severe damage to the school site
- Monthly fire safety/evacuation drills
- Earthquake drills 3 times per year, bomb drills twice a year
- Assailant on campus drills practiced 3 times a year
- Spinelli's Safe School Plan is provided to each staff member
- Classrooms supplied with safety backpacks filled with supplies in the event of an emergency or lockdown
- Staff members are provided green safety vests to wear when outside the classroom, making "safe adults" easy to identify
- Every classroom has been equipped with two-way radios, and they are carried by teachers when outside of the classroom
- Students are instructed not to touch dangerous objects, but to report them to an adult ASAP
- Signs are posted at the school entrances stating visitors must check in at the office to obtain a visitor's pass to enter the campus
- All volunteers are screened using the Megan's Law database, hold current negative TB tests, and long term volunteers are fingerprinted
- Twin Rivers Police Officers are available 24/7 to address the school's needs
- WE TIP posters are displayed around the campus for neighbors to anonymously report suspicious activity

#### Objective #2:

#### Student/Staff Safety as it relates to Daily School Routines

As a result of our *Safe School Survey*, student and staff safety is of the utmost importance. The following procedures have been implemented to support the daily routines of everyone at Spinelli:

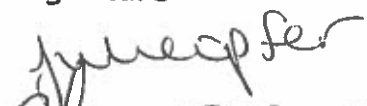



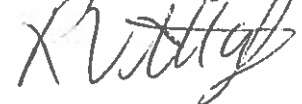
- Teachers teach and practice procedures for every event happening inside and outside the classroom so students clearly understand expectations

## SECTION 6      SIGNATURE SHEET

Spinelli Elementary School's Safe School Plan was developed in accordance with SB 187 and Safe Schools, A Planning Guide for Action, published by the Department of Education. Student, parent and teacher surveys were taken into account to determine areas of greatest need. The document includes the school's personal, physical, social and cultural environment, which serves as an effective prevention plan based on parent and student surveys. Also taken into consideration are temporary restraining orders, school-generated child abuse reports, custody orders prohibiting parents from contact with a child at school, harassment complaints filed by students and staff, suspension logs and accident reports. Additionally, the District's discrimination and harassment policy, hate crime reporting procedures and the Uniform Complaint Policy are included.

A detailed crisis response plan based on the California Standardized Emergency Management System (SEMS) is included. This model was designed to centralize, organize, and coordinate emergency response among district organizations and public agencies. Specific first aid treatment is categorized in alphabetical order.

The following committee members revised and approved this comprehensive school plan:

Member	Title	Signature
<u>Julie Opfer</u>	Principal	
<u>Christian Riley</u>	Teacher	
<u>Erica Olmstead</u>	Teacher	
<u>Leah Haymore</u>	Library Technician	
<u>Rosolva Villa</u>	SSC Parent	

- School assemblies are held by the administration to review and discuss school procedures and policies, thus providing students the opportunity to demonstrate appropriate behaviors in the school environment
- Anti-bullying activities are promoted throughout the school year to develop acceptable, healthy behaviors in all students
- A “healthy play” curriculum has been implemented designed to promote pro-social, team player behaviors, and reduce/prevent bullying behaviors
- Students receive instruction in the *Second Step Program* to learn pro-social behaviors and develop coping skills to deal with anger
- The *Vibe Program* is provided for students in grades 4-6
- PeaceKeepers are on the playground at recesses to help students resolve conflicts
- A *Safe School Ambassador Program*, to promote anti bullying behaviors
- Sexual harassment training is available to students in grades 4-6
- The staff and administration make every effort to recognize positive student behaviors such as, students demonstrating academic success, making good social choices, being positive role models, and tutoring younger students
- Staff trainings throughout the year for safety in all aspects of the daily routines of school

### Objective #3:

#### Student and Staff safety as it relates to Student Health and Well Being

As a result of our *Safe School Survey*, student and staff safety is of the utmost importance. The following procedures have been implemented to support the health and well-being of everyone at Spinelli:

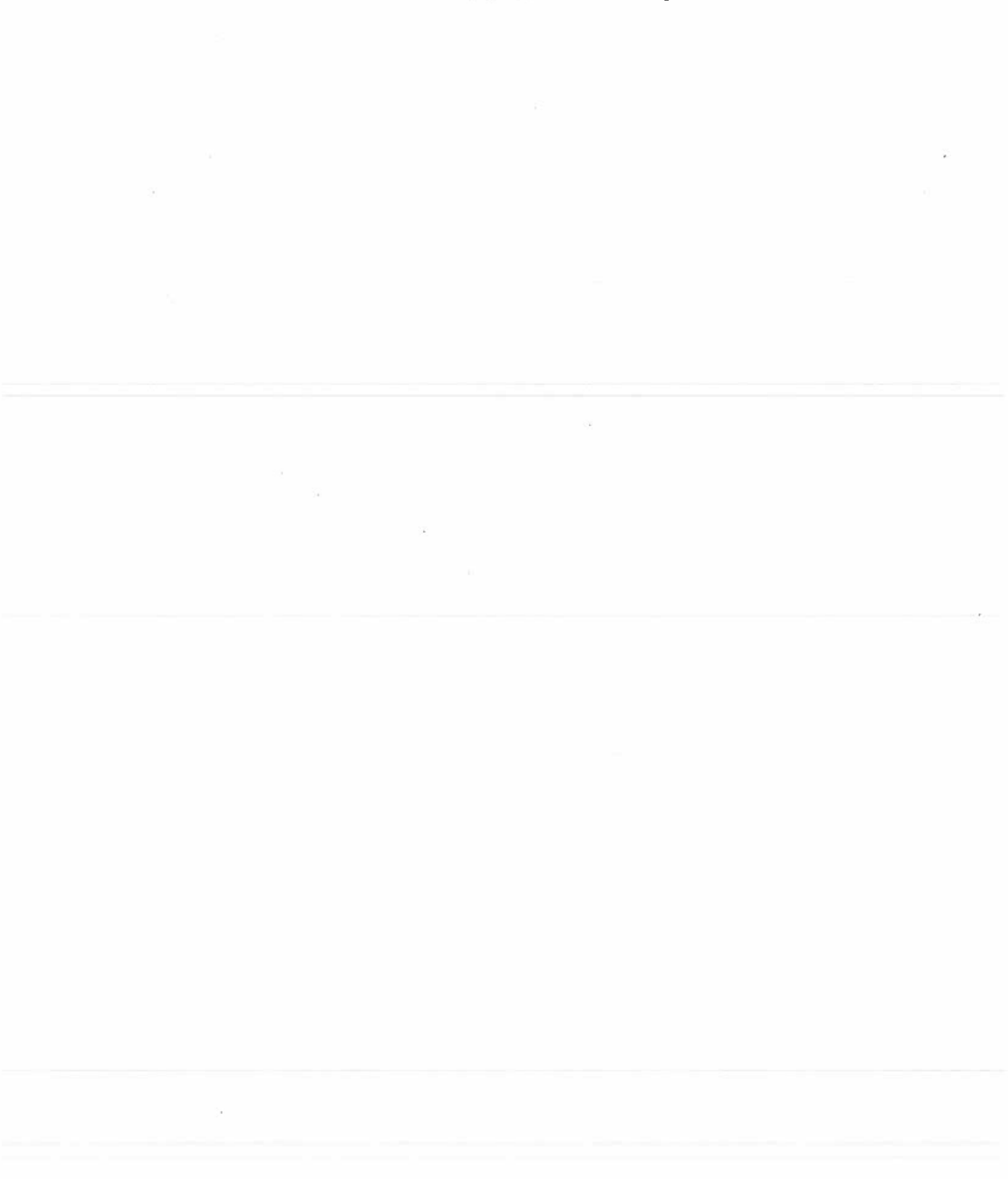
- Staff and students participate in our Walking Club, promoting healthy choices
- Students are reminded to bring healthy snacks/lunches to school
- Students and staff are offered healthy breakfasts and lunches by the District’s Food Services Department
- Students participate in group (Healthy Play) games at recesses
- Students and staff are encouraged to wash their hands frequently to avoid spreading germs and prevent illness
- A school nurse is available to address student/staff concerns that affect the school environment
- The District’s Family Resource Center, located at Spinelli, is open to all families needing assistance for housing, food, clothing, and medical care
- A clothes closet is located on Spinelli’s campus for students needing clothing items
- A food closet is located on the Riles campus for families in need of food



**Appendix A: Staff Classroom Telephone Numbers  
for 2017-2018 SY (revised 10/16/17)**

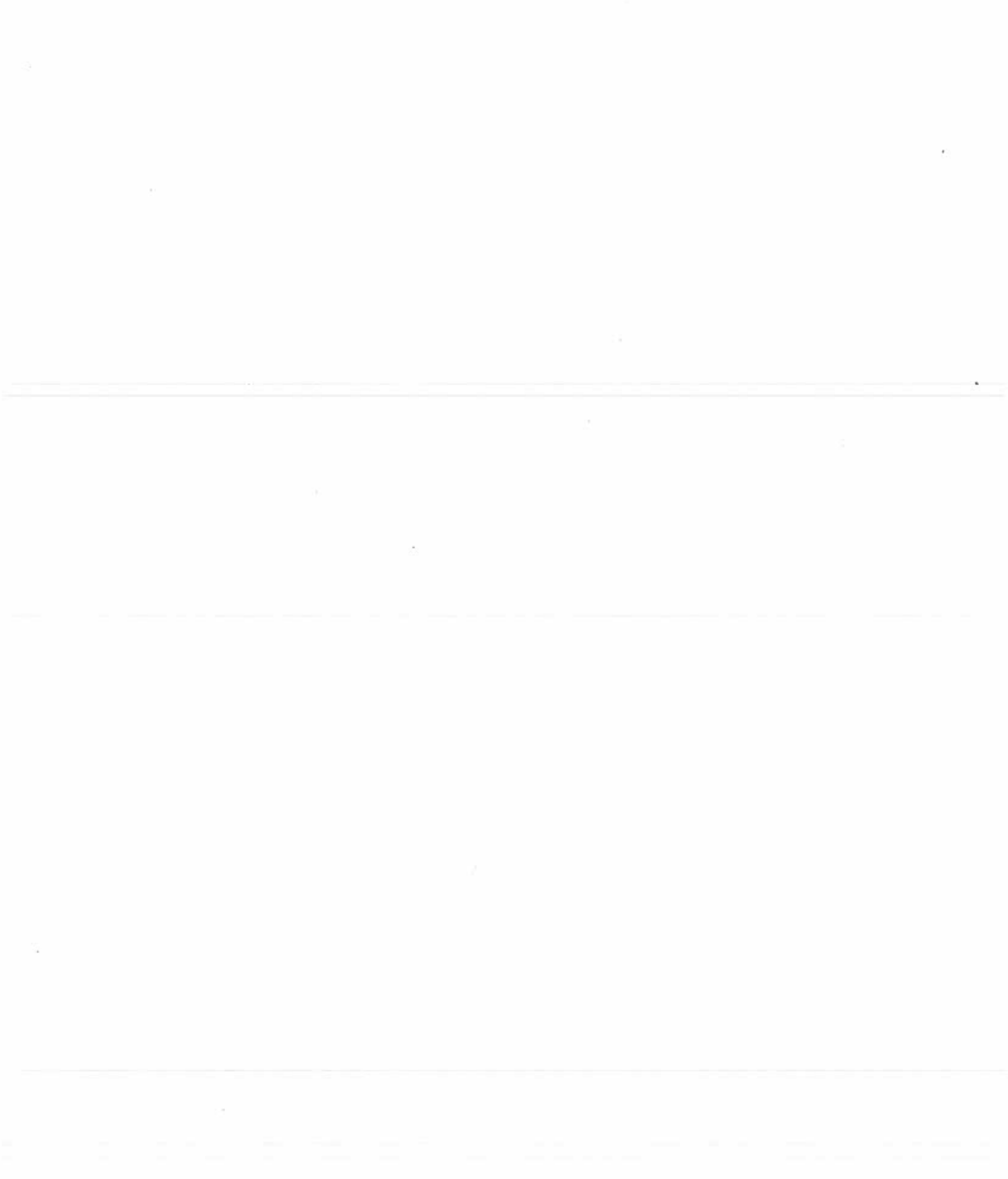
<b>Staff Member</b>		<b>Staff Member</b>	
AbdelMalek, Samia (SCOE)	1236	Magee, Sian (SCOE)	1236
Abundis, Ammie (SCOE)	1234	McCune, Megan	1212
Alcala, Jeff (SCOE)	1235	McDaniel, Mike (SCOE)	1234
Arakelyan, Kristine	1230	McInnis, Kathryn	1227
Arcilla, Reynaldo	Custodian	McInnis, Megan	1211
Bennefeld, Michael	1231	Mendoza, Hermienia	Noon duty
Biddle, Shahrzad	1225	Miller, Vicki (SCOE)	1236
Bolton, Lois	1108	Moreno, Margie	1222
Boyce, Jimmy	1208	Kneff, Natasha	1115
Bryant, Angella	1215	Olmstead, Erica	1232
Bryant, Derrell	1207	Opfer, Julie	1103
Butler, Kim	1204	Pena, Rosa	1217
Chamberlain, Denae	1223	Petreshishin, Irina	1210
Cid, Vivian	1118	Prince, Sarah	1232
Collier, Alyson	1116	Raymond, Alejandra	1207
Craven, Kim (SCOE)	1234	Reason, Lyn	1221
Davidson, Jessica	Noon duty	Riley, Christian	1230
Domalakes, Alyssa	1207	Rivero, Elizabeth	Noon duty
Eastteam, Eve	1114	Rucker, Carla	1232
Edwards, Lori	1202	Santuangco, Jocelyn	1108
Erwin, Rita	Noon duty	Schaefer, Mary	1214
Franklin, Mary	1212	Smirnov, Michael	1204
Gamboa, Susanne	1204	Snyder, Larisa	1207
Goodman, Shelia	1208	Stauffer, Kaela	1207
Haymore, Leah	1201	Steinkamp, Julie	1217
Hughes, Kathy	1207	Tembey, Stephanie	1224
Jacobo, Daniel	Custodian	Tompkins, Shelley	1109
Kalmykova, Lyubov	1212	Tongol, Evelita	1108
Kitchens, Katrina	1204	Trujillo, Jovita	Noon duty
Klyuchnik, Tatyana	1212	Van Putten, Keli	1109
Kyle, Stephen	1220	Walters-Cook, Ann	1109
Larrick, Autumn	1204	Wieser-Lewis, Gloria	1219
Leclaire, Kim	1225	Williams, Kayla	1207
Leonard, Laura	1204	Wilson, Karri	1113
Luigi, Jean	1226	Wieser-Lewis, Gloria	1219
Lukes, Rebecca	1101		
Lyons, Anne	1241		
MacCracken, Deanna	1208		
Macek, Leslie	1229		

**Appendix B: Utility Shut-off Map**



## **Appendix C: Classroom Evacuation Map**

## Appendix D: Off Site Evacuation Map



## Appendix E: Emergency Operations Center (EOC) Message Form

EOC Form.doc (Compatibility Mode) - Microsoft Word

Home Insert Page Layout References Mailings Review View Soda PDF 2012

Page 1 of 1 Words: 231

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### 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
A	Fatalities	_____
B	Minor Injuries (First aid only)	_____
C	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	_____
D	Property Damages	_____
	Major damage: Building collapse, building leaning, major ground movement causing large cracks in ground	Major
	Moderate damage: Falling hazards present, hazard present (toxic chemical spill, broken gas line, fallen power lines)	Moderate
	Minor damage: Dislodged overhead air duct terminals, light fixtures, suspended ceiling grid, overhead mechanical systems and broken windows	Minor

Triage recorded \_\_\_\_\_

## **Appendix F: California Child Abuse and Neglect Reporting Law**

The first child abuse reporting law in California was enacted in 1963. That early law mandated only physicians to report physical abuse.

Over the years, numerous amendments have expanded the definition of reportable child abuse and the persons required to report it.

It is important for mandated reporters to keep updated on periodic amendments to the law. Your local Child Abuse Prevention Council or county welfare department has current reporting law information. Also visit [www.leginfo.ca.gov](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.

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## **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 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/EMPLOYER NAME AND ADDRESS Street _____ City _____ State _____ Zip _____				IS MANDATED REPORTER WITNESS THE ACCIDENT? YES NO	
	REPORTER'S TELEPHONE CARRIER ( )		TELEPHONE		INCIDENT DATE	
<b>B. REPORT NOTIFICATION</b>	COUNTY PROBATION DEPARTMENT		COUNTY PROBATION DEPARTMENT		AGENCY	
	COUNTY WELFARE SERVICES (Child Protection Services)		COUNTY WELFARE SERVICES (Child Protection Services)		COUNTY WELFARE SERVICES (Child Protection Services)	
	ADDRESS _____ Street _____ City _____ State _____ Zip _____				DATE/TIME OF PHONE CALL	
OFFICIAL CONDUCTED BY		TELEPHONE		( )		
<b>C. VICTIM</b> <small>On report per victim</small>	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX
	ADDRESS _____ Street _____ City _____ State _____ Zip _____			TELEPHONE ( )		
	PRESENT LOCATION OF VICTIM			SCHOOL		CLASS
	PHYSICALLY DISABLED YES NO			DEVELOPMENTALLY DISABLED YES NO		OTHER DISABILITY (SPECIFY)
	REPORTER CATEGORY YES NO			TYPE OF ABUSE (CHECK ONE OR MORE) PHYSICAL SEXUAL EMOTIONAL NEGLECT		OTHER (SPECIFY)
	RELATIONSHIP TO SUSPECT			PHOTOGRAPH YES NO		IS THE INCIDENT RESULTING IN INJURY YES NO UNKNOWN
	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX
	ADDRESS _____ Street _____ City _____ State _____ Zip _____			TELEPHONE ( )		
<b>D. INVOLVED PARTIES</b> <small>WITNESS VICTIM PARTICIPATING ORGANIZATION SUSPECT</small>	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX
	ADDRESS _____ Street _____ City _____ State _____ Zip _____			TELEPHONE ( )		
	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX
	ADDRESS _____ Street _____ City _____ State _____ Zip _____			TELEPHONE ( )		
	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX
	ADDRESS _____ Street _____ City _____ State _____ Zip _____			TELEPHONE ( )		
	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX
	ADDRESS _____ Street _____ City _____ State _____ Zip _____			TELEPHONE ( )		
<b>E. INCIDENT INFORMATION</b>	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THE BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER					
	DATE / TIME OF INCIDENT		PLACE OF INCIDENT			
	APPROXIMATE DESCRIPTION (What victim(s) told what the mandated reporter observed what person(s) occupying the premises of perpetrator or past perpetrator(s) or suspect(s) or suspect(s))					

SS 5532 Rev. (2021)

#### DEFINITIONS AND INSTRUCTIONS ON REVERSE

**DO NOT** submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 5533 if (1) an active investigation was conducted and (2) the incident was determined not to be unfounded.

**WHITE COPY**-Police or Sheriff's Department. **BLUE COPY**-County Welfare or Probation Department. **GREEN COPY**-District Attorney's Office. **YELLOW COPY**-Reporting Party.

## Appendix H: Uniform Complaint Procedures

Center Joint Unified School District  
• 8408 Watt Avenue, Antelope, CA 95843 • 916-338-6320 • 916-338-6329

### 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: Discipline Policies**

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

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: Previous Suspension/Expulsion Notification**  
**Center Joint Unified School District**

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.

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### **Appendix M: Site Dress Code**

**(Insert Site Dress Code, if it contains language about “gang-related apparel”)**

# *Center Joint Unified School District*

**AGENDA REQUEST FOR:**

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

**Date:** January 17, 2018

**To:** CJUSD Board of Trustees

**From:** David L. French

**Action Item** XX

**Information Item**

**# Attached Pages** 101

**Principal's Initials:**

**SUBJECT:** McClellan High School Safety Plan for 2017-2018

**RECOMMENDATION:** Approve 2017-2018 Safety Plan for McClellan High School

**CONSENT AGENDA**

**McClellan High School**



**Safe School  
And  
Emergency Preparedness Plan  
2017-2018**

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

*Revised September, 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

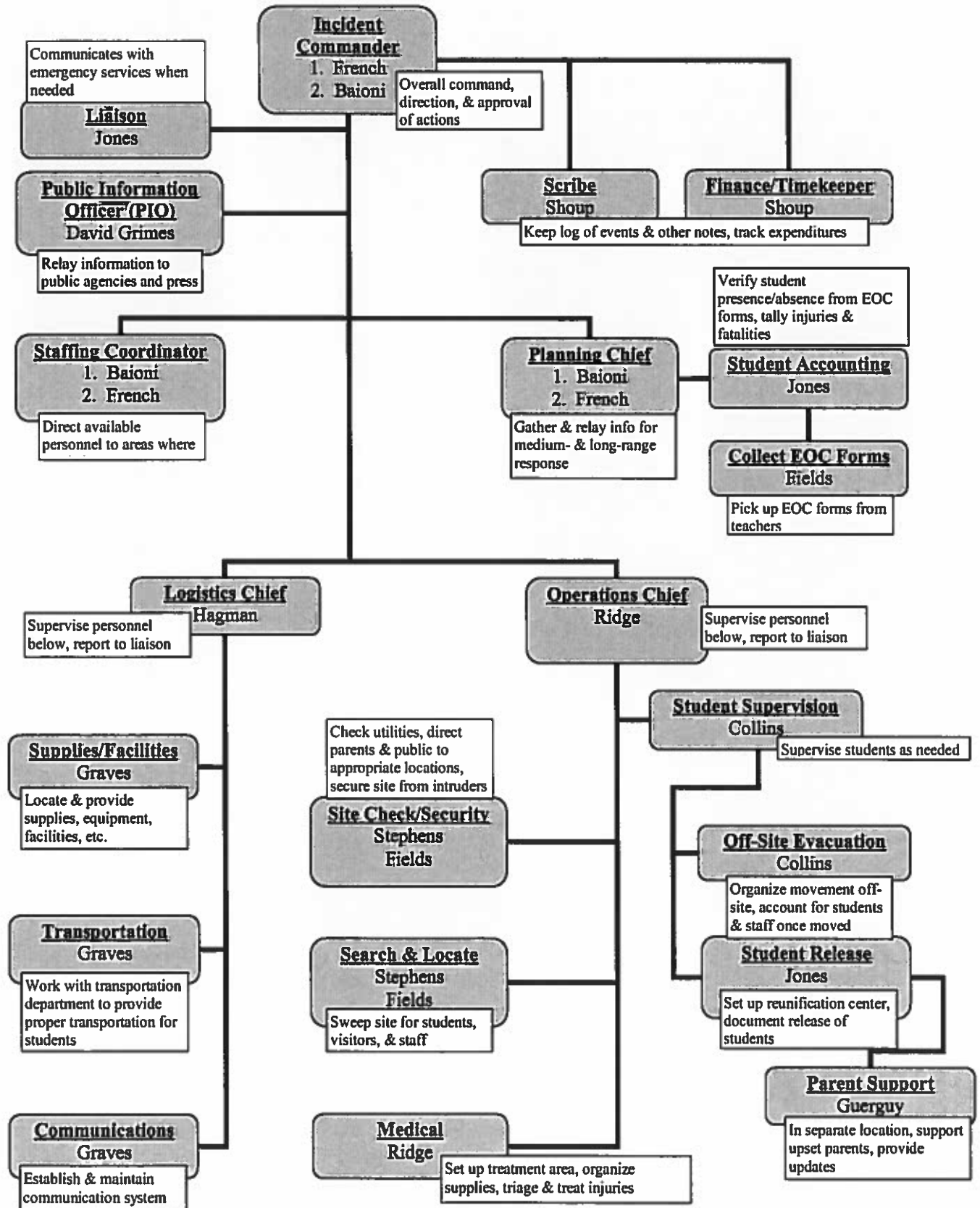
<b>Part 1</b>	<b>Crisis Management</b>	
Section 1	Incident Command System .....	4
Section 2	Staging Areas.....	12
Section 3	Lockdown Procedures .....	13
Section 4	Evacuation Procedures.....	16
Section 5	Student Release Procedures .....	19
Section 6	School Partnerships.....	21
Section 7	Resources .....	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





**Note: positions are fluid; personnel will be assigned as**

## 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

## **SECTION 10    LETTERS HOME**

The letter on the following page 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

### CJUSD Disaster Procedures

Dear Parents/Guardians:

### SUPERINTENDENT

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 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 outside will be directed to an open area free from hazards. Students who are indoors will duck and cover inside until quaking stops. Students will then be evacuated from the buildings and staff will account for all students. If buildings are too damaged for students to return to class, we will follow the protocol described in 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

*Established 1858*

## **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 8, 2017}
- Bloodborne Pathogens for School Employees (every other year – even years) – {September 17, 2018}
- Triage Training (every other year – even years) – {November 5, 2018}
- NIMMS/ICS video (discuss components annually, can watch video every other year – even years) – {October 1, 2018}
- Code Red Lockdown Training (annually) – {September 18, 2017}
- Arson Prevention (every other year – odd years) – {September 11, 2017}
- 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:

---

---

---

#### 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 school newsletter will be emailed periodically, containing articles about school activities, success ideas, and upcoming events.
- Staff will also keep current McClellan's 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	<input checked="" type="checkbox"/>	<input 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"/>
Melissa Brown	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Vanessa Andrade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Roger Clark-Goins	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Shon Davis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Cydnee Brown	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Numbers of members in each category	1	2	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  
 2017-2018 School Year

**ALL DATES AND TIMES SUBJECT TO CHANGE!**

Date	Drill	Focus	Period	Done
Tues - 8/15	Fire	EOC Forms - Accuracy	1	
Mon - 9/11	Fire	Security – No One Left Behind	3	
Thur – 9/21	Earthquake (duck & cover only)	Triage	2	
Tues 10/10	Intruder	Shelter in Place	6	
Thur - 10/19	Bomb Threat	Alternate Evacuation Route	6	
Wed – 10/25	Fire	Non-Class Evacuation	Between 2 <sup>nd</sup> & 3 <sup>rd</sup>	
Tues - 11/7	Fire	Search & Rescue, Security	4	
Wed - 12/13	Fire	Triage Review	5	
Fri - 1/5	Fire	Alternate Evacuation Route	5	
Mon 1/22	Intruder	Shelter in Place	2	
Fri - 2/2	Fire	Alternate Evacuation Route	4	
Fri – 2/23	Earthquake (duck & cover & evacuate)	Search & Rescue, Reunification	5	
Wed – 3/7	Fire	Non-Class Evacuation	Between 3 <sup>rd</sup> & 4 <sup>th</sup>	
Thur – 3/15	Earthquake (duck & cover & evacuate)	EOC Forms, Triage	6	
Mon - 4/2	Bomb Threat	Search & Rescue, Security	3	
Thur – 4/19	Fire	All of the Above	1	
Wed – 5/2	Fire	Non-Class Evacuation	Between 1 <sup>st</sup> & 2 <sup>nd</sup>	
Tues 5/8	Intruder	Off-Site Evacuation	5	
TBA	District Wide Drill	Search & Rescue, Evacuation Staging/Reunification	Special	

Monday	Tuesday	Wednesday	Thursday	Friday	
3	4	4	4	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	3	3	4	3

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## Appendix C

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## Appendix D

## 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

<u>Category</u>	<u>Description</u>	<u>Number</u>
<b>A</b>	<b>Fatalities</b>	<input style="width: 80px;" type="text"/>
<b>B</b>	<b>Minor Injuries (First aid only)</b>	<input style="width: 80px;" type="text"/>
<b>C</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>D</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 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))

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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 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 INDICATED REPORTER		TITLE		REPORTED REPORTER CATEGORY	
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS Street City St					DID INDICATED REPORTER WITHIN THE INCIDENT YES YES NO
	REPORTER'S TELEPHONE (OFFICE) ( )		SIGNATURE		TODAY'S DATE	
<b>B. REPORT INFORMATION</b>	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION <input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)		AGENCY			
	ADDRESS Street City St					DATE/TIME OF PHONE CALL
	OFFICIAL CONTACTED - TITLE					TELEPHONE ( )
<b>C. VICTIM</b> On a report per victim	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX
	ADDRESS Street City St			TELEPHONE ( )		
	PRESENT LOCATION OF VICTIM			SCHOOL		CLASS
	PHYSICALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO DEVELOPMENTALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO OTHER DISABILITY (SPE. OPT)			PROMPT LANGUAGE SPOKEN IN HOME		
	REPORTER CATEGORY <input type="checkbox"/> YES <input type="checkbox"/> NO			TYPE OF ABUSE (CHECK ONE OR MORE) <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER (SPECIFY)		
	IF VICTIM LIVES IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHOOSE TYPE OF CARE <input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY HOME <input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME			DID THIS INCIDENT RESULT IN THE VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNKNOWN		
	RELATED TO? DO SUBJECT			PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO		
<b>D. INVOLVED PARTIES</b>	VICTIM'S NAME    BIRTHDATE    SEX    BIRTHDAY    NAME    BIRTHDATE    SEX    BIRTHDAY 1. _____ 2. _____ 3. _____ 4. _____					
	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX
	ADDRESS Street City St			HOME PHONE ( )		BUSINESS PHONE ( )
	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX
	ADDRESS Street City St			HOME PHONE ( )		BUSINESS PHONE ( )
	SUSPECT'S NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX
	ADDRESS Street City St			TELEPHONE ( )		
	COSE RELATANT INFORMATION					
	IF NECESSARY, ATTACH ADDITIONAL SHEETS OR OTHER FORMS AND CHECK THE BOX <input type="checkbox"/> IF MAILING MC ECK, MCKAY OR ALBANY					
	DATE / TIME OF INCIDENT    PLACE OF INCIDENT NARRATIVE DESCRIPTION (What exactly) occurred for mandated reporter observed/heard parent accompanying the minor(s) confederate or post incident involving the minor(s) or suspect(s)					

### DEFINITIONS AND INSTRUCTIONS ON REVERSE

SS 0572 (Rev. 12/01)

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11166 to submit to DOJ a Child Abuse Investigation Report Form SS 0563 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

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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 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-11

## *Center Unified School District*

**AGENDA REQUEST FOR:**

**Dept./Site:** North Country Elementary

**Date:** December 12, 2017

**To:** Board of Trustees

**From:** Kathleen Lord, Principal

**Action Item**   X  

**Information Item**

**# Attached Pages:**

**Principal's Initials:** KL

**SUBJECT: APPROVAL OF SAFETY PLAN**

**Please approve North Country's  
Safe School and Emergency Plan for 2017/18.**

AGENDA ITEM # XV-11

**CONSENT AGENDA**

# **NORTH COUNTRY ELEMENTARY SCHOOL**



**Safe School**

**And**

**Emergency Preparedness Plan**

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

Revised December 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
- Section 2 Staging Areas
- Section 3 Lockdown Procedures
- Section 4 Evacuation Procedures
- Section 5 Student Release Procedures
- Section 6 School Partnerships
- Section 7 Resources
- Section 8 Communications
- Section 9 Crisis Phone Directory
- Section 10 Letters Home
- Section 11 Aftermath
- Section 12 Training and Updating

## PART 2      CRISIS READINESS

- Section 1 Activity in the Vicinity
- Section 2 After House Crisis Procedures
- Section 3 Bomb Threat
- Section 4 Bus Accident
- Section 5 Chemicals/Biohazard/Gas Odor
- Section 6 Death/Suicide
- Section 7 Earthquake
- Section 8 Fire/Explosion
- Section 9 Flood
- Section 10 Gas Odor
- Section 11 Hostage Situation
- Section 12 Hostile Visitor
- Section 13 Kidnapping/Attempted Kidnapping
- Section 14 Medical Emergency
  - Abdominal Pain
  - Artificial Respiration
  - Bleeding
  - Bone Injuries
  - Breathing - Unconscious Person
  - Burns
  - Choking (Heimlich Maneuver)
  - Convulsions or Seizures
  - Diabetics
  - Dog/Animal Bites
  - Ears

Electric Shock

Eyes

Fainting

Fracture

Frostbite

Head Injury

Heart Attack

AED Steps

Nosebleeds

Pandemic Flu Plan

Poisoning

Puncture Wounds (knife and gunshot)

Seizure

Shock

Sunstroke

Wounds

Section 15 Missing Student

Section 16 Public Demonstration

Section 17 School Site as Mass Care and Welfare Shelter

Use of Facility:

Shelter Management:

Condition of Facility:

Food Services:

Custodial Services:

Security:

Signage and Publicity:

Closing the Shelter:

Reimbursement:

Section 18 Severe Weather

Section 19 Shooting/Stabbing

### PART 3 SITE ACTION PLAN

Section 1 District and Site Mission Statements

Section 2 Description of School Climate

Section 3 School Climate Goals

Section 4 Description of Physical Environment

Section 5 Physical Environment Goals

Section 6 Signature Sheet

APPENDIX A STAFF LIST

APPENDIX B STAFF CLASSROOM TELEPHONE NUMBERS

APPENDIX C SHUT-OFF

APPENDIX D EMERGENCY EVACUATION ROUTES

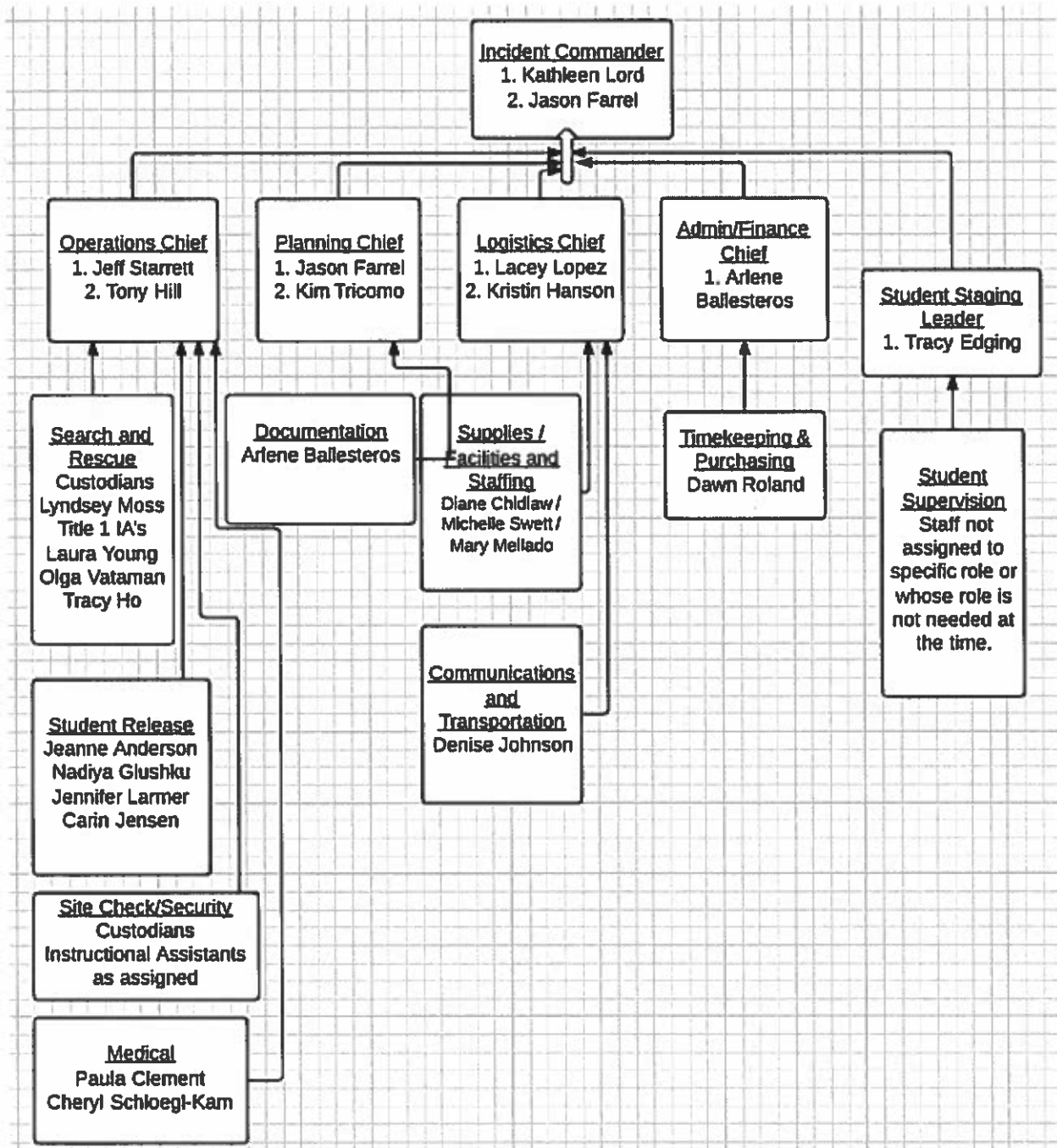
<u>APPENDIX E</u>	<u>OFF CAMPUS EVACUATION MAP</u>
<u>APPENDIX F</u>	<u>EMERGENCY OPERATIONS CENTER (EOC) FORM</u>
<u>APPENDIX G</u>	<u>CHILD ABUSE REPORTING LAW</u>
<u>APPENDIX H</u>	<u>CHILD ABUSE REPORTING FORM</u>
<u>APPENDIX I</u>	<u>WILLIAMS UNIFORM COMPLAINT PROCEDURE</u>
<u>APPENDIX J</u>	<u>DRESS CODE</u>
<u>APPENDIX K</u>	<u>SUSPENDABLE OFFENSES</u>
<u>APPENDIX L</u>	<u>PROCEDURES TO NOTIFY TEACHERS OF DANGEROUS PUPILS</u>
<u>APPENDIX M</u>	<u>HATE CRIME</u>
<u>APPENDIX N</u>	<u>NON DISCRIMINATION/HARASSMENT</u>

## **PART 1     CRISIS MANAGEMENT**

### **Section 1     Incident Command System**

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

# North Country Elementary School Incident Command System



## Incident Command Descriptions

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

Assume Command

Establish the Command Post

Conduct briefings of the Command Staff

Identify level of threat by assessing situation

Set specific objectives and direct development of incident action plans

Direct protective actions to stabilize the school

Activate and oversee ICS functions

Establish Unified Command with responding agencies

Update EOC as situation evolves

Approve information to send to the EOC for media briefings

Set objectives for resumption of normal activities

Maintain an activity log (scribe) and oversee action reports

### **Admin/Finance Chief**

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.

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

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

**Logistics Chief:** Report to Command Post (immediately or upon handing off students)

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

Transportation - 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.

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

Off-Site Evacuation Coordinator- organizes 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.  
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 Command Post. 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/Keep in contact with S & R and Medical

Implement roll call protocol based on Staff List/NoCo building map

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

Situation Analysis- will provide ongoing analysis of situation and resources status - *What if...*

Report safety conditions that may cause danger

Staffing Assignment- 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.

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

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

**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 predetermined 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.

**Search and Rescue:** 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 predetermined 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.

**Student Staging Leader/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 reassigned 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. Report to Command Post if directed to do so; otherwise, maintain finance duties as described. Provide a cost-accounting update for the IC as requested. Keep an envelope or box for all receipts and overtime cards.

## **Section 2    Staging Areas**

### **Indoor Command Post:**

1. Front Office
2. Sequoia 1

### **Outdoor Command Post:**

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

**Triage Area:** Multi-purpose Room

**Parent Reunification Area:** History Center gate on Brown Otter

**Bus Staging Area:** In front of school office

**Media Staging Area:** West parking lot near apartment buildings

**Off-Site Evacuation Location:** [REDACTED]

**Directions:**

### **Section 3    Lockdown Procedures**

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

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

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

When a lockdown is announced, several steps should take place. Teachers/Staff need to make sure all outside doors are locked, blinds are drawn and lights turned off. If students/staff are outside, staff needs to help direct students in their vicinity to the nearest building and get students and themselves safely inside. Call the office immediately to warn them of incident. In the event that a staff member and students are clear out in the field, the staff member must make the decision whether or not it is safer to lead students off campus. In this case, proceed to Spinelli Elementary. (See page 12). Upon arrival, call NoCo with names of students in your care. Immediate notification of intruder should be made to the 911, fully explaining what is known at that time. The bells must be held and instructions to ignore the fire alarm should be given.

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

**A) Classes in progress (not during lunch)**

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

**B) Class enroute in progress**

**Direct class to nearest building. Ignore any fire alarms.**

**C) Lunch is in session**

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

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

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

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

- 1. Lock the classroom door immediately. Use duct tape in emergency bucket to secure door arm if you cannot lock door or for double protection.**
- 2. Keep all students sitting on the floor, away from the door and windows.**
- 3. Use caution and discretion in allowing students entry into the classroom.**
- 4. Advise the students that there is some type of emergency but you don't know what it is.**
- 5. Take attendance and prepare a list of missing students and extra students in the room. Prepare to take this list with you when you are directed to leave the classroom.**
- 6. If there is a phone in your classroom, do not use the telephone to call out. Lines must be kept open, unless there is an emergency situation in the classroom.**
- 7. Ignore any fire alarm activation. The school will not be evacuated using this method.**
- 8. Project a calm attitude to maintain student behavior.**
- 9. When or if students are moved out of the classroom, assist them in moving as quietly and quickly as possible.**
- 10. Remain in the room until a member of the Crisis Management Team comes to the room with directions, or a sheriff arrives with directions.**

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

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

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

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

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

**Special areas of concern:**

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

## **Section 4    Evacuation Procedures**

### **General Evacuation**

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

### **Evacuation of School Grounds**

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

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

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

### **School Evacuation Instructions**

#### **Exit the Building**

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

#### **Teachers**

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

#### **Students**

##### **In homeroom class**

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

##### **NOT in homeroom**

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

#### At recess / break

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

#### Staff Not Assigned To Classrooms

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

#### Principal or Designee

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

#### Evacuation of Students with Disabilities

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

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

#### Exit Route

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

## **Section 5    Student Release Procedures**

### **Early Dismissal**

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

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

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

Follow the "Release of Students to Parents" plan.

### **Release of Students to Parents**

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

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

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



## STUDENT RELEASE FORM

Student's Name \_\_\_\_\_

Date \_\_\_\_\_ Time \_\_\_\_\_

Teacher \_\_\_\_\_

Room # \_\_\_\_\_ Grade \_\_\_\_\_

### PERSON CHECKING OUT STUDENT:

Signature \_\_\_\_\_

\_\_\_\_\_

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

Name \_\_\_\_\_

Address \_\_\_\_\_

Phone # \_\_\_\_\_

\_\_\_\_\_

### STUDENTS UNACCOUNTED FOR

Teacher's Name \_\_\_\_\_ Grade \_\_\_\_\_ Room \_\_\_\_\_

Students unaccounted for:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## **Section 6    School Partnerships**

### **Off Site Partnership**

## **Section 7    Resources**

Information regarding specific health concerns and personal phone numbers is available in the office.

## **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 made via e-mail or messenger(s) from the office to each teacher.

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

### Telephone Communication

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

## **Section 9     Crisis Phone Directory**

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

## **Section 10 Letters Home**

Dear Parents:

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

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

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

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

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

5. Be aware that you may not be able to get to your child in the event of a large-scale emergency if you work a great distance from your child's school. Be aware that the person picking up your child may have them for several hours or even days.

## **Section 11 Aftermath**

### **Counseling**

The need for a proactive counseling program cannot be overlooked.

Many dangerous situations can be avoided with early intervention by trained professionals.

Available resources should be identified and used on a regular basis when the first sign of depression, anger, or other alarming changes in a student is observed. During a crisis, the CMT member responsible for counseling must quickly organize a counseling program to help students, parents, faculty, and the community heal from the incident. Counselors at the affected 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)
- Bloodborne Pathogens for School Employees (every other year – even years)
- Code Red Lockdown Training (annually)
- CPR Training
- NIMS/ICS video (discuss components annually, can watch video every other year)
- Mandated Child Abuse Reporter Training (annually)
- Triage Training (every other year – even years)

\* The Power Point Presentations on the Schools Insurance Authority website can be used in lieu of their videos. In either case, sign in sheets must be used.

## **PART 2     CRISIS READINESS**

### **Section 1     Activity in the Vicinity**

Upon notification of a dangerous situation near the school, several steps should be taken to protect the school population from the incident.

- Obtain as much information about the incident as you can. The Sacramento County Sheriff's Communication Center will be able to provide an overview of the incident. Call (916)874-5115.
- Convene a meeting of the Incident Command Team and discuss the situation and/or recommendations from the sheriff or fire department.
- Bring classes being conducted in trailers into the school.
- Secure the school building, if necessary.
- Coordinate with team members and faculty to ensure all doors are secured and post lookouts inside the school who can alert you to approaching danger.
- Notify the District's Central Office.
- Assign sheriff and fire liaison member of Incident Command Team to monitor situation and provide updates as needed.
- Prepare for possible lockdown or evacuation depending on the situations. Follow sheriff or fire guidance.
- If sheriff or fire have not resolved the situation by dismissal time, plans will need to be made to alter or delay dismissal of students and transportation should be contacted with information.
- Informational letter for parents should be developed in conjunction with district office and sheriff or fire officials.

## **Section 2    After Hours Crisis Procedures**

Train custodians on what role they should take during after-hours events. Ensure that custodians have access to the Twin Rivers' Police Department phone number at all times. Also, ensure that custodians carry a phone so they may be communicated with if a crisis occurs.

An After Hours cover page has been provided with the CJUSD "Facilities Use Agreement." This document asks the facility user to meet with the site administrator to discuss the location of the safety plan and to review the "Crisis Management" and "Crisis Readiness" sections of the plan. In addition, facility users must indicate with their signature that they have received and read the CJUSD Emergency Procedures poster, which is posted in all rooms at all sites. Outside facility users must have their copy of the Emergency Procedures with them at all times when using district facilities.

## **Section 3 Bomb Threat**

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

### **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:

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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
Rough	Refined
	Middle-Aged

Accent: Yes No Describe \_\_\_\_\_

Speech Impediment: Yes No Describe \_\_\_\_\_

Unusual Phrases \_\_\_\_\_

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

#### Background Noises (Circle):

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

Additional Information:

- A. Did the caller indicate knowledge of the facility? If so, how? In what ways? \_\_\_\_\_  
\_\_\_\_\_
- B. What line did the call come in on? \_\_\_\_\_
- C. Is the number listed? Private number? Whose? \_\_\_\_\_  
\_\_\_\_\_
- D. Person Receiving Call \_\_\_\_\_
- E. Telephone number the call was received at \_\_\_\_\_
- F. Date \_\_\_\_\_
- G. Report call immediately to: \_\_\_\_\_  
(Refer to bomb incident plan)

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

## THREATENING PHONE CALL FORM

Time call was received \_\_\_\_\_ Time caller hung up \_\_\_\_\_

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

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

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

Person receiving the call

Person monitoring the call

Department \_\_\_\_\_

Department \_\_\_\_\_

Dept Phone No. \_\_\_\_\_

Dept. Phone No. \_\_\_\_\_

Home Address \_\_\_\_\_

Home Address \_\_\_\_\_

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



## **Section 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 Joint Unified School District Superintendent, and Sacramento County Health Department should be notified.

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

In order for the "in-place-shelter procedure" to be effective, the affected 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.

### 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 teacher see the sign.

### Fire Extinguishers

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

### **Terrorist or Intruder Enters the Office**

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

### **Terrorist or Intruder Appears on Campus During Recess**

1. The teacher on yard duty who first notices an armed individual (gun, knife, or other dangerous weapon) on campus will signal other adults on the playground with three 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 three short whistle blasts or hearing the Duck and Cover signal will freeze play and look for the nearest teacher and follow instructions. Students need to be aware that three 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, leaving campus if necessary with as many students as possible.
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 predetermined 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 or previously prepared plans. A red emergency folder should also be clearly visible in the classroom including a roll sheet, EOC form, site map with emergency areas listed, triage instructions, student release form and both red and green cards.
5. Teachers are asked to report the presence of any outsider they see to the administration.

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

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

### **Procedure to Deal with Civil Disturbances**

#### **Violent Person:**

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

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

**Mob:**

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

**Unidentified Person(s) Taking Control:**

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

## **Section 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.

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 predetermined location. If evacuation is not necessary, the nurse's station and/or the multi-purpose room will be used.

### **Rescue**

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

With a serious or critical injury, do the following:

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

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

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

With critical illness or injury, do the following:

1. Administer first aid to the extent possible.

2. Call 9-1-1 if the situation is life threatening or if the child is in need of immediate medical intervention.
3. Notify parents for their action and information.
4. Keep a record of time of injury, what first aid was administered and at what time.
5. Notify the superintendent's office.
6. Complete appropriate injury, illness, or insurance report promptly.
7. Keep a record of which students were sent to the hospital.

#### FIRST AID INSTRUCTIONS

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

#### Abdominal Pain

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

#### Artificial Respiration

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

5. Carbon Monoxide Poisoning or Asphyxiation (due to lack of oxygen): Check for breathing difficulties and give artificial respiration.

### Bleeding

1. Apply direct pressure on the wound.
2. Elevate the wounded area if an arm or leg is bleeding.
3. Apply pressure on the supplying artery of the arm or leg if steps 1 and 2 do not stop bleeding.
4. Only as a last resort (if they will die without this), apply a tourniquet to stop the bleeding. Once applied, a tourniquet must be loosened or removed only by a doctor.

\*Internal bleeding – Treat for shock

### Bone Injuries

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

### Breathing - Unconscious Person

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

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

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

1. Try to awaken the person by firmly tapping him or her on the shoulder and shouting, "Are you alright?"
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 how to proceed with treatment, it is better to seek medical help rather than to attempt first aid. Be aware of all students with diabetes on site.

### 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

##### Diseases and Conditions

By Mayo Clinic Staff

- Chest discomfort or pain. This discomfort or pain can feel like a tight ache, pressure, fullness or squeezing in your chest lasting more than a few minutes. This discomfort may come and go.

- Upper body pain. Pain or discomfort may spread beyond your chest to your shoulders, arms, back, neck, teeth or jaw. You may have upper body pain with no chest discomfort.
- Stomach pain. Pain may extend downward into your abdominal area and may feel like heartburn.
- Shortness of breath. You may pant for breath or try to take in deep breaths. This often occurs before you develop chest discomfort, or you may not experience any chest discomfort.
- Anxiety. You may feel a sense of doom or feel as if you're having a panic attack for no apparent reason.
- Lightheadedness. In addition to chest pressure, you may feel dizzy or feel like you might pass out.
- Sweating. You may suddenly break into a sweat with cold, clammy skin.
- Nausea and vomiting. You may feel sick to your stomach or vomit.
- Heart palpitations. You may feel as if your heart is skipping beats, or you may just be very aware that your heart is beating.

Heart attack symptoms can vary widely. For instance, you may have only minor chest discomfort while someone else has excruciating pain.

One thing applies to everyone, though: If you suspect you're having a heart attack, call 911 or your local emergency medical services number. Place 2-3 baby aspirin under the tongue.

If you don't have access to emergency medical services, have someone drive you to the nearest hospital. Drive yourself only as a last resort, if there are absolutely no other options.

Movies and TV often portray heart attacks as dramatic, chest-clutching events. But, heart attacks often begin with subtle symptoms — such as discomfort that may not even be described as pain.

It can be tempting to try to downplay your symptoms or brush them off as indigestion or anxiety. But don't "tough out" heart attack symptoms for more than five minutes. Call 911 or other emergency medical services for help.

Women may have all, none, many or a few of the typical heart attack symptoms. While some type of pain, pressure or discomfort in the chest is still a common symptom of a heart attack in women, many women have heart attack symptoms without chest pain, such as:

- Pain in the neck, back, shoulders or jaw
- Shortness of breath
- Abdominal pain or "heartburn"
- Pain in one or both arms
- Nausea or vomiting
- Dizziness or fainting
- Unusual or unexplained fatigue, possibly for days

Older adults and people with diabetes may have no or very mild symptoms of a heart attack, so it's especially important not to dismiss heart attack symptoms in people with diabetes and older adults even if they don't seem serious.

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<http://www.mayoclinic.org/diseases-conditions/heart-attack/in-depth/heart-attack-symptoms/art-20047744>

## AED Steps

Automated external defibrillators can help save lives during sudden cardiac arrest. However, even after training, remembering the steps to use an AED the right way can be difficult. In order to help keep your skills sharp, we've created a quick step-by-step guide that you can print up and place on your refrigerator, in your car, in your bag or at your desk. This way, you can review the AED steps anytime, at your convenience, and keep them fresh in your memory.

### Before Using the AED

These AED steps should be used when caring for a non-breathing child aged 8 or older who weighs more than 55 pounds, or an adult.

After checking the scene and ensuring that the person needs help, you should ask a bystander to call 911 for help, then:

1. Turn on the AED and follow the visual and/or audio prompts.
2. Open the person's shirt and wipe his or her bare chest dry. If the person is wearing any medication patches, you should use a gloved (if possible) hand to remove the patches before wiping the person's chest.
3. Attach the AED pads, and plug in the connector (if necessary).
4. Make sure no one is, including you, is touching the person. Tell everyone to "stand clear."
5. Push the "analyze" button (if necessary) and allow the AED to analyze the person's heart rhythm.

6. If the AED recommends that you deliver a shock to the person, make sure that no one, including you, is touching the person – and tell everyone to "stand clear." Once clear, press the "shock" button.
7. Begin CPR after delivering the shock. Or, if no shock is advised, begin CPR. Perform 2 minutes (about 5 cycles) of CPR and continue to follow the AED's prompts. If you notice obvious signs of life, discontinue CPR and monitor breathing for any changes in condition.

To see the steps to use an AED performed, watch our video [Using an AED](#). Or, for online, in person and blended training courses, visit our [AED training page](#).

### Norovirus

Norovirus is highly contagious and persistent. There's no vaccine to prevent it, but there are some things you can do to lower the risk of transmission.

- Wash your hands after using the toilet, changing a diaper, or caring for a sick person. Use soap and running water for at least 20 seconds. If you don't have access to soap and water, use an alcohol-based hand sanitizer.
- When caring for a sick person, wear gloves and use plastic bags to dispose of soiled materials or diapers. Use disinfectant or a chlorine bleach solution on contaminated surfaces. Handle contaminated clothes carefully and launder them right away.
- Don't consume food or beverages prepared by a sick person.
- Wash your hands before preparing or eating food.
- Wash all produce before cutting into or eating it.
- Don't eat raw or undercooked seafood.
- If you're sick, stay home. This is especially important if you work in food service, healthcare, or education. Sick children shouldn't attend school, day care, or other activities.
- Put off travel plans until you're fully recovered.

Norovirus virus can still be spread for up to two weeks after symptoms subside. Because there are many different strains of the virus, having it once doesn't protect you from getting it again.

### 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.**
- **Visitors should be directed to the office to sign in**

### **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 should wear, or have on their person an assigned identification badge. This regulation includes full and part-time staff, food services personnel, and bus drivers/attendants.**

### **Visitor Badges and Log In**

- **Schools must issue visitor passes and ask visitors to sign in and sign out in a record keeping log.**

School staff must be aware of visitor pass procedures and ask any visitors without passes to report to the office.

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.

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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.

**1. 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.

**2. 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.

**3. 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.

**4. 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 the situation has been assessed:**

- Provide first aid to the injured.
- Call 911 requesting police and medical aid to injured parties.
- Notify the Center Unified District Office.
- Provide full information about what has occurred and what is known at this time.
  - If the suspect is still in the school, attempt to identify his or her location and begin planning for evacuation once police arrive.
  - If suspect has left, secure all exterior doors to prevent re-entry.
- Explain what steps the school has taken (lockdown).
- Identify command post for police to respond.
- Isolate and separate any witnesses. Instruct witnesses to write statement of events while awaiting police.
- Gather crisis management team in command post.
- Initiate the Incident Command System.
- Gather information and emergency cards on anyone involved in the incident.
- Organize evacuation to an off-site location, if necessary, or prepare to continue with classes. Keep crime scene secure.
- Prepare written statements for telephone callers and media in cooperation with the sheriff and the District Office.
- Prepare letter for students to take home in cooperation with sheriff and the Office of Community Relations.
- Arrange for crisis counseling immediately and during subsequent days.
- Provide liaison for family members of any injured students.
- Continue to provide informational updates to students, family, and faculty during next few days to squelch rumors.

## **PART 3     SITE ACTION PLAN**

### **Section 1     District and Site Mission Statements**

#### **Center Unified School District Mission Statement**

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

#### **North Country Mission Statement**

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

#### **North Country Vision Statement**

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

#### **North Country Motto**

Developing leaders, one child at a time.

## **Section 2 Description of School Climate**

### **People and Programs:**

Create a "caring and connected" school climate.

**North Country has a Multi-Tiered System of Supports in place which provides all learners access to all programs and supports offered, if appropriate and beneficial to the learner.**

### **Objective 1: Creating a caring school climate – Staff Collaboration**

We are in our sixth year as a Leadership School. We have implemented The Seven Habits of Highly Effective People as life skills for developing leadership in students. These principles are meant to guide students' personal choices and relationships. Our students will display a sense of pride in belonging to a school with high academic standards while experiencing responsibilities and opportunities as leaders.

### **Related Activities:**

Engage- Mentor and Model the 7 Habits

- Build team structures that allow the entire staff (teaching and non-teaching) to collaborate in building a culture of leadership
- Spend time during staff meetings to share best practices for integrating the 7 Habits into the curriculum
- Model 7 Habits language in staff meetings, newsletters and hallway communication
- Display leadership tools in classrooms and incorporate into lessons
- Move on to key concepts to help students understand the true meaning of each principle
- Use music, art and technology to reinforce individual worth and leadership
- Establish classroom mission statements encouraging student input
- Post 7 Habits leadership quotes and other leadership displays throughout the school
- Establish school wide leadership roles for which students must apply and interview
- Staff development opportunities are offered during staff meetings and in monthly district sessions on topics such as the leadership model, technology, special education strategies, organizational techniques, and core curriculum

### **Objective 2: Meaningful Student Participation/Connectedness**

Provide students with meaningful leadership roles and responsibilities

### **Related Activities:**

Make leadership an obvious part of class, school and family events

- Celebrate as students meet their goals; involve students in the planning of celebrations. Celebration page in every leadership notebook
- Provide students with meaningful leadership roles and responsibilities
- Support students in designing and leading school wide initiatives and projects
- Maintain high standards for behavior, decrease student referrals which contributes to a safer, more caring environment

- Ensure that 100% of the students have an opportunity to participate in a leadership role
- Meet with Student Lighthouse Team monthly to plan and support community service projects and school wide activities

#### Cooperative learning Big Buddy activities between older and younger students

- Instills empathy in older students
- Develops a sense of competency in older students
- Helps both older and younger students to feel cared about and relate to school
- Gives older students the opportunity to model and apply the 7 Habits with younger students

#### Student Recognition

- Monthly Awards Assemblies to recognize students for Leadership, caring and outstanding effort.
- Spirit Assemblies are held during each grading period and for special events
  - Students are recognized and awarded certificates and ribbons for academics, citizenship and perfect attendance
  - Student recognition during Spirit Day
  - Separate Leadership Award assemblies
  - Assemblies are run by the Student Lighthouse Team
- Timberwolf Tickets awarded to students displaying proactive behavior during recesses
- North Country cash awarded to students to spend at NoCo Store once weekly

Leadership strategies are implemented along with expected positive behavior reflecting KSRLP: Kind, Safe, Respectful, Logical, Positive also embedded within The 7 Habits

- Seven Habits tree in every classroom and the multi-purpose room
- Student Rules Assembly held twice each year reinforces expectations
- Sexual Harassment Policy defined to 4<sup>th</sup>-6<sup>th</sup> graders via video presentation approved by the district
- Seven Habits principles embedded within the curriculum which includes ethical issues, focusing on priorities and building relationships with others
- WIGS (Wildly Important Goals) have been set by administrators, classroom teachers and individual students

Student clubs and activities help students to realize their leadership potential and may help to improve grades by providing students with activities that interest them and give them a feeling of belonging

- Timberwolf Trotters before school walking program for students in grades 1-6
- Ambassadors of Technology- computer technology instruction for students in grades 4-6
- Garden Club

- After school G.A.T.E. program
- TLC Timberwolf Learning Club grades 1-6 ( Title I program for emerging readers)
- Student Lighthouse Team (Student Council) Grades 2-6
- Newscasters announce the morning news Grades 4-6
- Misc. Leadership roles based on individual student strengths
- Student Lighthouse Team grades 2-6

School-wide events, programs and assistance for students

- STEAMlab available to all students
  - Monthly STEAM challenges
- ISPS (In School Postal System)
- Author Day
- Great Kindness Challenge
- Title I TLC – Learning Lab and before school program for students needing supplemental instruction in English Language Arts
- Red Ribbon Week promotes anti-drug campaign and promotes healthy lifestyles. Each day carries a different theme encouraging student participation
- Assemblies to heighten student awareness on ecological issues, moral character, music, arts or health
- Welcoming PE interns from Sac State University to work with students

Provide students with a sense of fairness and understanding that all are respected equally

- Positive reinforcement is practiced in all classrooms with accommodations and modifications tailored to individual students
- Consistent school-wide discipline policy- Teachers reinforce daily
- Teachers/staff practice empathic listening out on the playground for issues students perceive are greater than they can handle, and then offer responses that communicate to students that the problem will be addressed
- Greet students each day with eye contact and use student's first name to establish a positive connection with school and teacher
- Integrate/model empathy, compassion and fairness throughout the instructional day

### **Objective 3: Parent/Student Communication**

Help parents, students and community to understand the 7 Habits language and value of a leadership model. Include parents in school wide activities. Combine with PTO whenever possible.

Related Activities:

Introduce parents to The Leader In Me through correspondence that includes a 7 Habits overview

- Send parents a list of recommended books that reinforce the 7 Habits
- Character education- The Leader In Me; one habit highlighted monthly
- Encourage parent classroom volunteers
- Title I and Leader In Me parent nights
- Involvement with PTO family activities

- Invite parents to Leadership Awards assemblies

## Events

- Fall festival
- Monthly PTO meetings
- North Country student store
- Scholastic book fairs
- Penguin Patch – participation in Santa's Breakfast
- Participation in school-wide events
- Student assemblies
- Open House event
- Spaghetti dinner/silent auction
- Community outreach (Kids Can food drive, Pennies for Patients)

## Communication methods to keep parents aware of school news and activities

- Monthly newsletter distributed via: e-mail, paper copy, social media, school website
- North Country website featuring school calendar and teacher e-mail
- Thursday folders
- Title I parent informational night to explain the program and what is available for students in all grade levels
- Parent information handbook available on school website. Parent handbook includes school-wide discipline plan.
- Automatic dialing/email system to inform parents about occurring events (minimum days, special events)
- PTO meets once each month
- SSC (School Site Council) meets each month.
- ELAC (English Language Advisory Council meets three times each year (translators provided)
- Back to School Night/Open House dinner/events
- Teachers will contact parents via phone or email to keep for updates on student progress and/or behavior.
- Report cards each trimester
- Behavior Support Plan/chart if applicable
- Each day, parents of absent students are called
- Telephone reminders of minimum days, holidays and special events
- Student-Led Parent Teacher conferences are held twice each year
- Student recognition awards
- Encourage long term volunteers (United Way and RSVP)

## **Section 3    School Climate Goals**

### **Objective 1:    Creating a caring school climate**

An action plan for people and programs reflecting the school's social environment

Related Activities:

Goal Setting/Leadership Notebooks

- School-wide Wildly Important Goals which drive the goal creation to classrooms and individual students
  - All classes develop a classroom goal-aligned to school goals
  - All students will develop an academic goal-aligned to classroom goals
- All students will develop a personal goal
- All students will understand and model the Seven Habits of Highly Effective People
- All students will realize their leadership potential with help from adults on campus
- Display goals and track progress in public areas of the school
- Put a process in place that ensure leadership is successfully at the forefront of all building initiatives
- Collect evidence of staff, student, family and community engagement in the leadership initiative
- Develop ideas and strategies that sustain the momentum of the leadership culture

School-wide events, programs and assistance for students

- ISPS (In School Postal System)
- Accelerated Reader
- Red Ribbon Week promotes anti-drug campaign and promotes healthy lifestyles. Each day carries a different theme encouraging student participation
- Assemblies to heighten student awareness on ecological issues, moral character, music, arts or health
- Great Kindness Challenge
- Student Lighthouse Team plans community service events
- Positive reinforcement is practiced in all classrooms with accommodations and modifications tailored to individual students
- Consistent school-wide discipline policy
- Student recognition awards
- Multi-Tiered Systems of Support (MTSS) including:
  - SST (Student Study Team) meetings are scheduled for students with concerns. Teachers or parents may request a SST.
  - Coordination with Resource teacher, classroom teacher, parent, psychologist, speech therapist, administrator and student for students with special needs
  - Behavior Support Plans/Charts if appropriate
  - Title I TLC – Learning Lab and before school program for students needing supplemental instruction in English Language Arts and math
  - Small group differentiated instruction
- Varied clubs and activities to cover student interests
- Leadership Day



## Character Education – The Leader In Me

- A habit or principle is highlighted monthly by teachers, reinforced by administrators
  - Students best representing each principle earn certificates
- Students are encouraged to apply the habits when out on the playground and collaborating in the classroom, in all aspects of their lives.
- Schools with character education programs have reported gains in reading and math scores
- Maintains high standards for behavior, decreases student referrals and contributes to a safer, more caring environment
- Plan in place to increase understanding by putting key concepts in place
- Classroom/school greeters

## Integrated Curriculum and Instruction

- Refer to concepts from the 7 Habits appropriately during lessons
- Use literature to teach and reinforce the habits
- Display and share lesson objectives with students
- Use classroom assignments and projects to reflect a clear understanding of seven habits content
- Allow staff opportunities to share instructional strategies
- Implementation of Baldrige Leadership tools
- Alignment of “Leader In Me” and Common Core Standards

## Section 4 Description of Physical Environment

Create a physical environment that communicates respect for learning and for individuals.

North Country Elementary is located in Antelope at the north end of Sacramento County. The campus experiences mild to moderate vandalism during evening hours, however, the frequency of occurrences has lessened within the past year. The immediate area around the school includes single family dwellings, duplexes and apartments.

The school site encompasses 10 acres. There are two sets of classroom buildings facing the south parking lot with three nature areas and walkway in between the buildings. This cannot be seen from the street. Also, the office, which is connected to the multi-purpose room and library, faces the parking lot.

Four sets of relocatable classroom buildings (twelve in all) are positioned on the west side, facing each other and away from the parking lot. These buildings are fenced off after hours. The playground is grass and asphalt and includes goal posts, two baseball diamonds, basketball and volleyball courts and running lanes. North Country is an open campus, not enclosed by gates.

During the school day, staff members and administrators provide campus supervision. The entire playground is easily seen if standing on the asphalt anywhere near the playground structure. A Twin Rivers police officer is available if needed.

It shall be the practice of North Country Elementary and Center Joint Unified to remove all graffiti from school property before pupils arrive to begin their school day. Other acts of vandalism are promptly addressed.

### **Maintenance of School Buildings/Classrooms**

The school's physical facility is well maintained and generally looks neat and clean. The school was most recently painted in 2016. District personnel periodically examine the school's physical facility and help eliminate obstacles to school safety. Additionally, health and fire department inspectors contribute to school safety. The grounds are monitored for safety and appearance by the administration, custodians and individual classroom teachers. The students take pride in the appearance of the school.

### **Internal Security Procedures**

North Country has established procedures in the following areas: Emergency preparedness, suspension, school discipline rules and procedures, and an adopted school-wide dress code. Pupils may be suspended, transferred to another school, or recommended for expulsion for certain acts. For specific student violations, a mandatory expulsion recommendation shall be submitted by the administration of North Country.

The site administrator contributes to a positive school climate, promote positive pupil behavior and help reduce inappropriate conduct. The principal/designee uses available district and other appropriate records to inform teachers of each pupil identified under E.C. 49079.

The Twin Rivers Police Department is consulted to help maintain and to promote a safe and orderly school environment. North Country employees comply with all legal mandates, regulations and reporting requirements for all instances of suspected child abuse. If appropriate, additional internal security procedures affecting the integrity of the school facility include classroom intercoms and an emergency bell system.

Community involvement is encouraged to help increase school safety using the WE TIP hotline to report suspected vandalism, drug use or other illegal activity. Bars have been installed on two computer labs to

### **Inventory System – Engraved ID, Security Storage**

All school-site equipment has a metal ID tag or bar code sticker adhered to its surface. These items are inventoried annually and there is an established accountability system. Office and classroom supplies are secured.

## **Section 5    Physical Environment Goals**

### **The Physical Environment**

An action plan for places reflecting the school's physical environment including crisis response procedures and policies relating to student safety

*The following objectives were developed as the result of feedback from students, staff and parents on our Safe School Survey*

#### **Objective 1: Student Safety relating to Emergency Procedures**

As a result of the following policies and procedures, the safety of all students is of utmost importance and shall receive an approval rating of 90% or higher on parent and student surveys.

1. Related Activities
  - a. Drills for fire and intruder on campus are held monthly
  - b. Specific emergency procedures are listed in this handbook and is distributed to all staff members with copies in the office available to parents and law enforcement
    - i. The plan is updated yearly and approved by SSC and The Board of Trustees
    - ii. The plan is reviewed by the staff at least once a year
    - iii. The District's Safety Committee meets periodically to make review recommendations which is then shared with staff members at North Country
2. Safety information is included in the parent handbook given out at the beginning of the year and posted on North Country's website
  - a. The staff is instructed to implement a lock down if there is any doubt regarding an unknown person on campus
  - b. All adults must sign in the office before going to classrooms or any other building or outdoor area on campus
  - c. Classrooms remain locked during the school day
  - d. 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
  - e. Graffiti, broken windows and any other damage found in the morning is reported immediately to the district's maintenance office
  - f. 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
  - g. The District's Volunteer Policy requires fingerprint clearance, TB check and Megan's Law database check
  - h. The District shares a partnership with Twin Rivers Police Dept. Officers check in regularly and are available on an as-needed basis

#### **Objective 2: Student Safety within the daily routine**

As a result of the following programs and procedures, at least 95% of all surveyed students will report that they feel secure and safe while at school

### **1. Related Activities**

- a. Staff members communicate with students on a personal level
- b. Character Education Program – The Leader In Me is integrated throughout the curriculum which includes the concept of “carrying your own weather”, filling others’ buckets and determining what is and what is not in one’s circle of control
- c. Red Ribbon Week and other assemblies carry a “Be Proactive” theme with specific emphasis on proactive behavior, respecting others and expanding your circle of influence
- d. Freeze bell will prompt a “cool down, calm down” frame of mind as students stop, then walk toward classroom lines
- e. Students experience an assembly twice a year relating to appropriate behavior, lunchroom procedures, dangerous objects, proper attire, conflict management skills and emergency drills
- f. Sexual Harassment information for students in grades 4-6
- g. Teachers, instructional assistants and other school personnel provide campus supervision. Students are instructed that they may seek help from any adult on campus. All adults use seven habits language

### **Objective 3: Student Health**

The following procedures and policies are in place to supplement the health of the students and staff. Additionally, as a result of the District Health and Wellness policy, students will experience new and existing opportunities on campus. At least 90% of our parents will indicate their awareness relating to the health and welfare of students on the parent survey.

### **1. Related Activities**

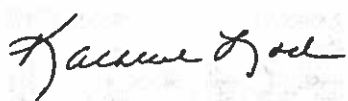


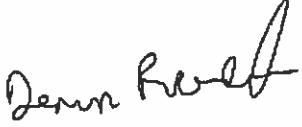
- a. A salad bar is offered each day during lunch
- b. Timberwolf Trotters meet four times a week before school to walk the campus
- c. Healthy snacks are encouraged
- d. Cardio activities are included during PE and Sac State PE interns are requested each year
- e. Fifth grade takes part in an annual PE assessment
- f. Hearing and Vision screenings are scheduled through the District’s nurse and may be requested by a teacher, parent or SST member
- g. Resources for vision, medical and dental are available through the District nurse or through the district’s Healthy Start program
- h. Notification of contagious disease (or lice) is facilitated by the District’s nurse or health assistant
- i. All adults working with students must have a valid TB test
- j. Students sent home for lice must be screened by District health personnel before returning to class
- k. District health personnel review student shot records annually
- l. Dental screening for all students through district’s Healthy Start program
- m. Frequent hand washing or anti-bacterial wipes are used in classrooms as frequently as possible
- n. Counselors/mentors/tutors available for foster students and students designated “HOMELESS” through Healthy Start
- o. Mental health referral available through ERMS

## Section 6    Signature Sheet

North Country School's Safe School Plan was developed in accordance with SB 187 and Safe Schools. A Planning Guide for Action, published by the Department of Education. Student, parent and teacher surveys were taken into account to determine areas of greatest need. The document includes the school's personal, physical, social and cultural environment, which serves as an effective prevention plan based on parent and student surveys. Also taken into consideration are temporary restraining orders, school-generated child abuse reports, custody orders prohibiting parents from contact with a child at school, harassment complaints filed by students and staff, suspension logs and accident reports. Additionally, the District's discrimination and harassment policy, hate crime reporting procedures and the Uniform Complaint Policy are included.

A detailed crisis response plan based on the California Standardized Emergency Management System (SEMS) is included. This model was designed to centralize, organize, and coordinate emergency response among district organizations and public agencies. Specific first aid treatment is categorized in alphabetical order.

The following committee members revised and approved this comprehensive school plan:

Member	Title	Signature
<u>Kathleen Lord</u>	Principal	
<u>Jason Farrel</u>	Academic Coordinator	
<u>Penny Rittenhouse</u>	Teacher	
Dawn Roland	SSC Parent	

# APPENDIX A      STAFF LIST

## North Country School Staff List

Kathleen Lord, Principal  
Jason Farrel, Academic Coordinator  
Diane Chidlaw, Title 1 Coordinator

<b>Certificated</b>	<b>Grade</b>	<b>Room</b>	<b>Classified</b>	
Day, Lori	AM Kdg	Pine 2	Ballesteros, Arlene	Secretary
Patwell, Katrina	PM Kdg	Pine 2	Edging, Tracy	Office Assist
Lopez, Lacey	AM Kdg	Pine 1		
Wallace, Jannell	Transitional K	Pine 1	Treadwell, Michael	Lead Custodian
Rittenhouse, Penny	PM Kdg	Cypress 4	Norris Drummond	Custodian
Johnson, Denise	1st	Maple 1		
Jackson, LoAnne	1st	Maple 2	Roland, Dawn	Library Tech
Ybarra, Ruben	1st	Maple 3	Bennefeld, Michael	Computer Tech
Martin, Jolyn	1st	Cypress 1	Glushku, Nadya	Bilingual Aide
			Vataman, Olga	Speech Assist
Wilson, Brittany	2nd	Oak 1	Moss, Lyndsey	RSP - I/S
Hanson, Kristin	2nd	Oak 1	Affonso, Jarrod	I/S PH
Larmer, Jennifer	2nd	Oak 2	Brown, Shannon	SDC-I/SPH
Anderson, Jeanne	2nd	Oak 3	Crow, Roxana	SDC - I/S PH
Johnson, Alissa	2nd	Cedar 2	Dorsey, Tanya	SDC - I/S PH
			Kern, Michelle	SDC - I/S PH
Kennedy, Jim	3rd	Willow 1	Harris-Knott, Niesha	SDC - I/S PH
Smith, Melody	3rd	Sequoia 2	Mathison, Carrie	SDC - I/S PH
Starrett, Jeff	3rd	Willow 3	Pickett, Gianna	SDC - I/S PH
Richwine, Doreen	3rd	Willow 2	Pickett, Maria	SDC - I/S PH
			Pirtle, Lisa	SDC - I/S PH
Brady-Kennedy, Klara	4th	Willow 1	Snow, Samantha	SDC - I/S PH
Hughes, Libby	4th	Cypress 3	Strilets, Tatiana	SDC - I/S PH
Smith, Jolinda	4th		Sudilovskaya, Viktoriya	SDC - I/S PH
			Cosio, Tina	I/A Title 1
Clement, Paula	5th	Laurel 2	Gunther, Terri	I/A Title 1
Tricomo, Kim	5th	Sequoia 1	Ramirez, Claudia	I/A Title 1
			Sutter, Suzanne	I/A Title 1
		Cottonwood 2		
Sockwell, Andrea	6th		Plummer, Tamara	I/A Title 1
Hare, Trish	6th	Aspen 3	Heeran, Liz	I/A Title 1
Hill, Tony	6th	Cottonwood 3	Swett, Michelle	Kitchen Manager
			Rice, Christine	Kitchen
Shepard, Dawn	SDC	Cypress 5		

Smith, Monica	SDC	Cottonwood 1	Mellado, Mary	Kitchen
Gray, Ryan	Psychologist	Birch	Smith, Theresa	Noon Duty
			Impson, Cera	Noon Duty
Jensen, Carin	ELD	Laurel 3	Corey, Angela	Noon Duty
Schloegl-Kam, Cheryl	RSP	Cedar 3	Chouhan, Rinki	Noon Duty
Young, Laura	Speech	Birch	Chavez, Armida (sub)	Noon Duty
Ho, Tracy	Speech	Birch	Koscinski, Richard (sub)	Noon Duty

# APPENDIX B

# STAFF CLASSROOM TELEPHONE NUMBERS

Ballesteros, Ariene	481	HEMLOCK	Secretary	Shepard, Dawn	211	CYPRESS 5	SDC
Bennefeld, Michael	125	ASPEN 2	Computer Tech	Smith, Jolinda	203	SEQUOIA 3	4th
Brady-Kennedy, Kiara	208	CYPRESS 2	4th	Smith, Melody	202	SEQUOIA 2	3rd
Childlaw, Diane	525	SPRUCE	Title 1	Smith, Monica	127	COTTONWOOD 1	SpEd/Inclusion
Clement, Paula	134	LAUREL 2	5th	Sockwell, Andrea	128	COTTONWOOD 2	6th
Day, Lori	212	PINE 2	AM Kindergarten	Starrett, Jeff	206	WILLOW 3	3rd
Edging, Tracy	482	HEMLOCK	Office Asst.	Title 1	525	SPRUCE	
Farrel, Jason	486	HEMLOCK	Assistant Principal	Title 1	524	BIRCH 4	
Gray, Ryan	522	BIRCH 2	Psych	Title 1 Reading Lab	133	LAUREL 1	
Hanson, Kristin (WilHan)	216	OAK 1	2nd	Tricorno, Kim	201	SEQUOIA 1	5th
Hare, Trish	126	ASPEN 3	6th	Vataman, Olga	135	LAUREL 3	Speech/Lang.
Hill, Tony	129	COTTONWOOD 3	6th	Wallace, Jannell	213	PINE 1	TK
Ho, Tracy	523	BIRCH 3	Speech/Lang.	Wilson, Brittany (WilHan)	216	OAK 1	2nd
Hughes, Libby	209	CYPRESS 3	4th	Yorra, Ruben	217	MAPLE 3	1st
OT	124	ASPEN 1		Young, Laura	521	BIRCH 1	Speech/Lang.
Jackson, LoAnne	218	MAPLE 2	1st	Misc.			
Jensen, Carin	135	LAUREL 3	ELD	Collaboratory	109	LIBRARY	
Johnson, Alissa	131	CEDAR 2	2nd	Cypress Work Room	222	CYPRESS	
Johnson, Denise	219	MAPLE 1	1st	IEP/SST Meeting Room	105	HEMLOCK	
Kennedy, Jim	204	WILLOW 1	3rd	Maple Work Room	224	MAPLE	
Kitchen	489	HEMLOCK		Media / Science Lab	130	CEDAR 1	
Larmer, Jennifer	215	OAK 2	2nd	Oak Work Room	223	OAK	
Lopez, Lacey	213	PINE 1	AM Kindergarten	Sequoia Work Room	220	SEQUOIA	
Lord, Kathy	485	HEMLOCK	Principal	Staff Lounge	104	HEMLOCK	
Martin, John	207	CYPRESS 1	1st	Student Phone	116	HEMLOCK	
Nurse	103	HEMLOCK		Willow Work Room	221	WILLOW	
Patwell, Katrina	212	PINE 2	PM Kindergarten	CDC	332-5185		
Richwine, Doreen	205	WILLOW 2	3rd	Twin Rivers Police	275-0184		(Officer Smith)
Rittenhouse, Penny	210	CYPRESS 4	PM Kindergarten	OFFICE	481 or 482		
Roland, Dawn	106	HEMLOCK	Librarian	All CALL (Emergencies)	8 # 0		
Updated 07/25/2017							



## APPENDIX C SHUT-OFF

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## **APPENDIX D      EMERGENCY EVACUATION ROUTES**

**APPENDIX E      OFF CAMPUS EVACUATION MAP**

# EOC Message Form

## Student/Staff Accountability

DATE: \_\_\_\_\_ TIME: \_\_\_\_\_  
 TEACHER: \_\_\_\_\_  
 ROOM #: \_\_\_\_\_  
 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):

## Injuries

Tally and insert in the grid below. If none, enter "0".

FATALITIES	NUMBER
	<input type="text"/>

Names:

	<input type="text"/>
--	----------------------

Unable to treat in site. I.e. airway & breathing difficulties, cardiac arrest, uncontrolled or suspected severe bleeding, severe head injuries, severe medical problems, open chest or abdominal wounds, severe shock.

Names:

MODERATE INJURIES	NUMBER
	<input type="text"/>

Burns, major multiple fractures, back injuries with or without spinal cord damage

Names:

MINOR INJURIES	NUMBER
	<input type="text"/>

First Aid attention only

## PROPERTY DAMAGE

Major Damage: Building collapse, building leaning, major ground movement causing cracks in ground

Moderate Damage: Falling hazards present, toxic/chemical spill, broken gas line, fallen power line

Minor Damage: Dislodged HVAC ducts, light fixtures, suspended ceiling grid, broken windows

CIRCLE ONE

MAJOR

MODERATE

MINOR

## RESOURCES NEEDED (Circle all that apply)

Ambulance

Utilities

Other:

## **APPENDIX G      CHILD ABUSE REPORTING LAW**

### **California Child Abuse and Neglect Reporting**

The first child abuse reporting law in California was enacted in 1963. That early law mandated only physicians to report physical abuse.

Over the years, numerous amendments have expanded the definition of reportable child abuse and the persons required to report it.

It is important for mandated reporters to keep updated on periodic amendments to the law. Your local Child Abuse Prevention Council or county welfare department has current reporting law information. Also visit [www.leginfo.ca.gov](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 fire-fighters*.
- 21) A physician, surgeon, psychiatrist, psychologist, dentist, resident, intern, podiatrist, chiropractor, licensed nurse, dental hygienist, optometrist, marriage, family and child counselor, clinical social worker, or any other person who is currently licensed under Division 2 (commencing with Section 500) of the Business and Professions Code.
- 22) Any emergency medical technician I or II, paramedic, or other person certified pursuant to Division 2.5 (commencing with Section 1797) of the Health and Safety Code.
- 23) A psychological assistant registered pursuant to Section 2913 of the Business and Professions Code.
- 24) A marriage, family and child therapist trainee, as defined in subdivision (c) of Section 4980.03 of the Business and Professions Code.
- 25) An unlicensed marriage, family, and child therapist intern registered under Section 4980.44 of the Business and Professions Code.
- 26) A state or county public health employee who treats a minor for venereal disease or any other condition.
- 27) A coroner.
- 28) A medical examiner, or any other person who performs autopsies.
- 29) A commercial film and photographic print processor, as specified in subdivision (e) of P.C. 11166. For purposes of the California Child Abuse Reporting Law, "commercial film and photographic print processor" means any person who develops exposed photographic film into negatives, slides, or prints, or who makes prints from negatives or slides, for compensation. The term includes any employee of such a person; it does not include a person who develops film or makes prints for a public agency.
- 30) A child visitation monitor. For purposes of the California Child Abuse Reporting Law, "child visitation monitor" means any person who, for financial compensation, acts as monitor of a visit between a child and any other person when the monitoring of that visit has been ordered by a court of law.
- 31) An animal control officer or humane society officer. For purposes of the California Child Abuse Reporting Law, the following terms have the following meanings: (A) "Animal control officer" means any person employed by a city, county, or city and county for the purpose of enforcing animal control laws and regulations. (B) "Humane society officer" means any person appointed or employed by a public or private entity as a humane officer who is qualified pursuant to Section 14502 or 14503 of the Corporations Code.
- 32) A clergy member, as specified in subdivision (d) of P.C. 11166. For purposes of the California Child Abuse Reporting Law, "clergy member" means a priest, minister, rabbi, religious practitioner, or similar functionary of a church, temple, or recognized denomination or organization.
- 33) Any custodian of records of a clergy member, as specified in P.C. 11165.7 and subdivision (d) of Section 11166.
- 34) Any employee of any police department, county sheriff's department, county probation department, or county welfare department.

- 35) An employee or volunteer of a Court Appointed Special Advocate program, as defined in Rule 1424 of the Rules of the Court.
- 36) A custodial officer as defined in Section 831.5 of the Penal Code.
- 37) Any person providing services to a minor child under Section 12300 or 12300.1 of the Welfare and Institutions Code.

Note: Unless otherwise stated, **volunteers are not mandated reporters.**

### Why Must You Report?

The primary intent of the reporting law is to protect an abused child from further abuse. Protecting the identified child may also provide the opportunity to protect other children. It is equally important to provide help for the parents. Parents may be unable to ask for help directly, and child abuse may be their way of calling attention to family problems. The report of abuse may be a catalyst for bringing about change in the home environment, which in turn may help to lower the risk of abuse in the home.

### What Do You Have To Report?

Under the law, when the victim is a child (a person under the age of 18) and the perpetrator is any person (including a child), the following types of abuse must be reported by all legally mandated reporters:

- a. A physical injury inflicted by other than accidental means upon a child. (P.C. 11165.6) Note that child abuse *does not* include a "mutual affray" between minors. It also *does not* include an injury caused by "reasonable and necessary force used by a peace officer acting within the course and scope of his or her employment." (P.C. 11165.6)
- b. Sexual abuse of a child, including both sexual assault and sexual exploitation. "Sexual assault" includes sex acts with a child, lewd or lascivious acts with a child, and intentional masturbation in the presence of a child. "Sexual exploitation" includes preparing, selling, or distributing pornographic materials involving children; employing a minor to perform in pornography; and employing or coercing a child to engage in prostitution. (P.C. 11165.1)
- c. Willful harming or injuring of a child or the endangering of the person or health of a child, including inflicting or permitting unjustifiable physical pain or mental suffering. (P.C. 11165.3)

Note: Any mandated reporter may report any child who is suffering serious emotional damage or is at substantial risk of suffering serious emotional damage. (P.C. 11166.05)

- d. Willful infliction of cruel or inhuman corporal punishment or injury resulting in a traumatic condition. (P.C. 11165.4)
- e. Neglect of a child, whether "severe" or "general," by a person responsible for the child's welfare. The term "neglect" includes both acts or omissions harming or threatening to harm the child's health or welfare. (P.C. 11165.2)

### When Do You Have To Report?

Child abuse must be reported when a mandated reporter, "in his or her professional capacity or within the scope of his or her employment, has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect." (P.C. 11166 (a))

"Reasonable suspicion" occurs when "it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing, when appropriate, on his or her training and experience, to suspect child abuse or neglect." (P.C. 11166

**(a)(1))** Although wordy, the intent of this definition is clear: if you suspect that abuse has occurred, make a report.

You must make a report immediately (or as soon as practicably possible) by telephone and you must prepare and send, fax or electronically transmit a written report within 36 hours of receiving the information regarding the incident. **(P.C. 11166 (a))** Written reports must be submitted on Department of Justice form (SS 8572), which can be downloaded from the California Attorney General's Website at [www.ag.ca](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))

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

**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: _____
	REPORT NO./CASE 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. _____ 3. _____		4. _____ 5. _____ 6. _____	
<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"/>			
<b>1. DATE/TIME OF INCIDENT</b>	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 ASSAULT <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 8572 (Rev. 1/14)

**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 11166 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

On line:

<http://www.dhhs.saccounty.net/CPS/Pages/Emergency-Response/GI-Suspected-Child-Abuse-Report.aspx>

## APPENDIX I WILLIAMS UNIFORM COMPLAINT PROCEDURE

Center Joint Unified School District  
• 8408 Watt Avenue, Antelope, CA 95843 • 916-338-6320 • 916-338-6329  
**Williams Complaints Classroom Notice**

### Notice to Parents, Guardians, Pupils, and Teachers Complaint Rights

Pursuant to California *Education Code* Section 35186, you are hereby notified that:

1. There should be sufficient textbooks and instructional materials. That means each pupil, including English learners, must have a textbook or instructional materials, or both, to use in class and to take home.
2. School facilities must be clean, safe, and maintained in good repair.
3. There should be no teacher vacancies or misassignments. There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credential to teach the class, including the certification required to teach English learners if present.

*Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.*

*Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.*

4. Pupils, including English Learners, who have not passed one or both parts of the high school exit examination by the end of the 12th grade are to be provided the opportunities to receive intensive instruction and services for up to two consecutive academic years after the completion of grade 12.
5. A complaint form may be obtained at the school office, district office, or downloaded from the school's Web site at [www.centerusd.org](http://www.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>.

## COMPLAINT FORM: WILLIAMS UNIFORM COMPLAINT PROCEDURES

Education Code 35186 creates a procedure for the filing of complaints concerning deficiencies related to instructional materials, conditions of facilities that are not maintained in a clean or safe manner or in good repair, teacher vacancy or misassignment, or the provision of intensive instruction and services to pupils who did not pass one or both parts of the high school exit examination by the end of grade 12. The complaint and response are public documents as provided by law. Complaints may be filed anonymously. However, if you wish to receive a response to your complaint, you must provide the contact information below.

Response requested? Yes      No

Contact Information:

Name:

Address:

Phone Number: Day: Evening:

E-mail address, if any:

Location of the problem that is the subject of this complaint:

School:

Course title/grade level and teacher name:

Room number/name of room/location of facility:

Date problem was observed: \_\_      \_\_

Only the following issues may be the subject of this complaint process. If you wish to complain about an issue not specified below, please use the appropriate district complaint procedure.

Specific issue(s) of the complaint: (Please check all that apply. A complaint may contain more than one allegation.)

## **APPENDIX J      DRESS CODE**

It is the mission of the School District not only to provide academic education but also to provide a positive learning environment. Research has shown that student dress and appearance affect student academic achievement and behavior. This School Dress Policy is intended to help protect the health and welfare of the individual student and complies with the provision of the safe and violence-free school initiative.

1. Commercial lettering or printing will be allowed on clothing as long as it is acceptable for school attire. Crude or vulgar printing, pictures or graphics inferring or depicting drugs or alcoholic beverages, or those that are sexually suggestive are not acceptable. Symbols that are degrading, offensive or gang related, are not permitted.
2. All clothing shall be within the bounds of decency and good taste. Garments shall be sufficient to conceal undergarments at all times. Bare midriffs, low-cut revealing tops, spaghetti straps – (straps less than 1 ½' wide), tank tops, athletic jerseys and see through of fish-net type shirts, are not considered appropriate school dress.
3. Shorts are permitted in hot weather as long as they are hemmed and at least mid-thigh length. Cut-offs are not permitted. All pants must be worn with the beltline at the waist.
4. Shoes worn to school should be sturdy enough to permit safe play at recess and/or physical education activities. Flip-Flops, clogs, backless shoes, sandals with no toe protection, heelies (shoes with skates extended) and high heels are inappropriate and considered unsafe.
5. Hats are to be worn outside only and with the bill facing forward. Bandanas are not allowed in any fashion including on the head, around neck, wrist or tied at the waist or knee.
6. Straps and suspenders must be fastened and worn over the shoulders at all times.

Reference Education Code Chapter 325 SB 1269  
Center Unified School District BP 5132.1

## **APPENDIX K            SUSPENDABLE OFFENSES**

### **Center Joint Unified School District Discipline Policies**

Grounds for Suspension or Expulsion; Legislative Intent: California Education Code 48900 and Center Unified School District Board Policy 5144 (a) allow the superintendent or site administrator to suspend or recommend for expulsion a student for any violation of the following rules while on school grounds, going to or coming from school, during the lunch period whether on or off the campus, or during, or while going to, or coming from a school sponsored activity. Suspension of up to 5 days or a recommendation for expulsion may occur when the conduct is of an extreme nature.

- 1            \*48900(a-1): Caused, Attempted, or Threatened Physical Injury (S)
- 2            \*48900(a-2): Use of Force or Violence (S)
- 3            \*48900(b): Weapons (S)
- 4            \*48900(c): Drugs or Alcohol, Possession/Use of (S)
- 5            \*48900(d): Drugs or Alcohol, Sale of (S)
- 6            \*48900(e): Robbery/Extortion (S)
- 7            \*48900(f): School Property Damage (S)
- 8            \*48900(g): Property Theft (S)
- 9            \*48900(h): Tobacco, Possession/Use(S)
- 10           \*48900(i): Language, Obscene/Profanity (S)
- 11           \*48900(j): Drugs, Paraphernalia (S)
- 12           \*48900(k): Disrupted School Activities / Defiance of Authority(S)
- 13           \*48900(l): Stolen Property, Possession of (S)
- 14           \*48900(m): Firearm, Imitation (S)
- 15           \*48900(n): Sexual Assault (S)
- 16           \*48900(o): Harassment, Witness (S)
- 17           \*48900(p): Soma, Selling of (S)
- 18           \*48900(q): Hazing (S)
- 19           \*48900(r): Bullying/Harassment (S)
- 20           \*48900(t): Aids or Abets Physical Injury(S)
- 21           \*48900.2: Sexual Harassment (S)(E)
- 22           \*48900.3: Hate Violence (S)(E)
- 23           \*48900.4: Harassment, threats, intimidation (S)(E)
- 24           \*48900.7(a): Terroristic threats against school officials or property (S)(E)
- 25           \*48900.7(b): Terroristic Threat (S)(E)
- 50           \*48915(a-1): Caused Serious Physical injury (S)(E)
- 51           \*48915(a-2): Possession of Knife or other Dangerous Object (S)(E)
- 52           \*48915(a-3): Possession of any Controlled Substance (S)(E)
- 53           \*48915(a-4): Robbery/Extortion (S)(E)
- 54           \*48915(a-5): Assault or Battery on a School Employee (S)(E)
- 55           \*48915(c-1): Firearm; Possessing, Selling or Furnishing (E)\*\*
- 56           \*48915(c-2): Brandishing a Knife (E)\*\*
- 57           \*48915(c-3): Sales of Controlled Substance (E)\*\*
- 58           \*48915(c-4a): Sexual Assault(E)\*\*
- 59           \*48915(c-4b): Sexual Battery (E)\*\*
- 60           \*48915(c-5): Possession of an Explosive (E)\*\*

**APPENDIX L  
PUPILS**

**PROCEDURES TO NOTIFY TEACHERS OF DANGEROUS**

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



## **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)

## **Non Discrimination/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 non discrimination to handle complaints regarding discrimination and inquiries regarding the district's nondiscrimination policies:

Director of Personnel  
8408 Watt Avenue  
Antelope, California 95843  
(916) 338-6419

Any student who feels that he/she is being harassed should immediately contact the Coordinator for non discrimination, the principal or any other staff member. Any student who observes an incident of harassment should report the harassment to a school employee, whether or not the victim files a complaint.

Employees who become aware of an act of harassment shall immediately report the incident to the Coordinator for non discrimination. Upon receiving a complaint of discrimination or harassment, the Coordinator shall immediately investigate the complaint in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment. Where the Coordinator finds that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim.

The Coordinator shall also advise the victim of any other remedies that may be available. The Coordinator shall file a report with the Superintendent or designee and refer the matter to law enforcement where required.

# Center Joint Unified School District

**AGENDA REQUEST FOR:**

**Dept./Site:** Facilities & Operations Department

**To:** Board of Trustees

**Action Item** \_\_\_\_\_

**Date:** January 17, 2018

**Information Item** X

**From:** Craig Deason, Assist. Supt.

**# Attached Pages** 3

**Assist. Supt. Initials:** CD

**SUBJECT:** Amendment 1 to CCTR-7183,  
Local Agreement for Child Development Services

The CCTR-7183 is being amended to reflect an increase in the Maximum Reimbursable Amount (MRA) from \$681,096.00 to \$769,890.00 and the Maximum Rate per child day of enrollment payable shall be amended by deleting reference \$40.20 and inserting \$45.44.

CONSENT AGENDA

**CALIFORNIA DEPARTMENT OF EDUCATION**

1430 N Street

Sacramento, CA 95814-5901

**F.Y. 17 - 18****Amendment 01****LOCAL AGREEMENT FOR CHILD DEVELOPMENT SERVICES**

Budget Act

DATE: July 01, 2017CONTRACT NUMBER: CCTR-7183PROGRAM TYPE: GENERAL CHILD CARE &  
DEV PROGRAMSPROJECT NUMBER: 34-7397-00-7CONTRACTOR'S NAME: CENTER JOINT UNIFIED SCHOOL DISTRICT

This agreement with the State of California dated July 01, 2017 designated as number CCTR-7183 shall be amended in the following particulars but no others:

The Maximum Reimbursable Amount (MRA) payable pursuant to the provisions of this agreement shall be amended by deleting reference to \$681,096.00 and inserting \$769,890.00 in place thereof.

The Maximum Rate per child day of enrollment payable pursuant to the provisions of the agreement shall be amended by deleting reference to \$40.20 and inserting \$45.44 in place thereof.

**SERVICE REQUIREMENTS**

The minimum Child Days of Enrollment (CDE) Requirement shall be 16,943.0. (No change)

Minimum Days of Operation (MDO) Requirement shall be 249. (No change)

EXCEPT AS AMENDED HEREIN all terms and conditions of the original agreement shall remain unchanged and in full force and effect.

STATE OF CALIFORNIA		CONTRACTOR			
BY (AUTHORIZED SIGNATURE)		BY (AUTHORIZED SIGNATURE)			
PRINTED NAME OF PERSON SIGNING VALARIE BLISS,		PRINTED NAME AND TITLE OF PERSON SIGNING Scott Lochr, Superintendent			
TITLE CONTRACT MANAGER		ADDRESS 8408 Watt Ave, Antelope, CA 95843			
AMOUNT ENCUMBERED BY THIS DOCUMENT \$ 88,794	PROGRAM/CATEGORY (CODE AND TITLE) Child Development Programs		FUND TITLE		Department of General Services use only
PRIOR AMOUNT ENCUMBERED FOR THIS CONTRACT \$ 681,096	(OPTIONAL USE) See Attached				
TOTAL AMOUNT ENCUMBERED TO DATE \$ 769,890	ITEM See Attached	CHAPTER	STATUTE	FISCAL YEAR	
OBJECT OF EXPENDITURE (CODE AND TITLE) 702					
I hereby certify upon my own personal knowledge that budgeted funds are available for the period and purpose of the expenditure stated above.					
SIGNATURE OF ACCOUNTING OFFICER See Attached		T.B.A. NO.		B.R. NO.	
		DATE			

CONTRACTOR'S NAME: CENTER JOINT UNIFIED SCHOOL DISTRICT

CONTRACT NUMBER: CCTR-7183

## Amendment 01

AMOUNT ENCUMBERED BY THIS DOCUMENT \$ 0	PROGRAM/CATEGORY (CODE AND TITLE) Child Development Programs		FUND TITLE Federal	
PRIOR AMOUNT ENCUMBERED \$ 197,170	(OPTIONAL USE)0656 FC# 93.596 13609-7397		PC# 000321	
TOTAL AMOUNT ENCUMBERED TO DATE \$ 197,170	ITEM 30.10.020.001 6100-194-0890	CHAPTER B/A	STATUTE 2017	FISCAL YEAR 2017-2018
	OBJECT OF EXPENDITURE (CODE AND TITLE) 702 SACS: Res-5025 Rev-8290			

AMOUNT ENCUMBERED BY THIS DOCUMENT \$ 0	PROGRAM/CATEGORY (CODE AND TITLE) Child Development Programs		FUND TITLE Federal	
PRIOR AMOUNT ENCUMBERED \$ 90,631	(OPTIONAL USE)0656 FC# 93.575 15136-7397		PC# 000324	
TOTAL AMOUNT ENCUMBERED TO DATE \$ 90,631	ITEM 30.10.020.001 6100-194-0890	CHAPTER B/A	STATUTE 2017	FISCAL YEAR 2017-2018
	OBJECT OF EXPENDITURE (CODE AND TITLE) 702 SACS: Res-5025 Rev-8290			

AMOUNT ENCUMBERED BY THIS DOCUMENT \$ 88,794	PROGRAM/CATEGORY (CODE AND TITLE) Child Development Programs		FUND TITLE General	
PRIOR AMOUNT ENCUMBERED \$ 393,295	(OPTIONAL USE)0656 23254-7397			
TOTAL AMOUNT ENCUMBERED TO DATE \$ 482,089	ITEM 30.10.020.001 6100-194-0001	CHAPTER B/A	STATUTE 2017	FISCAL YEAR 2017-2018
	OBJECT OF EXPENDITURE (CODE AND TITLE) 702 SACS: Res-6105 Rev-8590			

I hereby certify upon my own personal knowledge that budgeted funds are available for the period and purpose of the expenditure stated above.  SIGNATURE OF ACCOUNTING OFFICER	T.B.A. NO.	B.R. NO.
	DATE	

**Attachment A**

FY2017-18

Revised 12/28/2017

**CENTER JOINT UNIFIED SCHOOL DISTRICT - CHILD CARE AGREEMENT**

<b>Name of Program</b>	<b>Term</b>	<b>*CDD Contract and Project Number</b>	<b>**MRA</b>	<b>Days of Operation</b>	<b>\$/Child per ***CDE</b>	<b>***CDE Minimum Goal</b>	<b>Notes</b>
General Child Care	7/1/2017 to 6/30/2018	CCTR-7183 34-7397-00-7	\$769,890	249	\$45.44	16,943	ICR: 4.73% Indirect: \$34,771.12 Net: \$735,118.88

Any and all contracts or grants that are ancillary to the above contract for services (e.g., Instructional Materials, School Age Resources, etc.), will be considered part of this Agreement and subject to its terms and conditions. Any and all amendments from CDE to the contract referenced above are considered part of this agreement.

\* CDD - California Department of Education, Child Development Division

\*\* MRA - Maximum Reimbursable Amount

\*\*\* CDE - Child Days of Enrollment (Adjusted for Full Time Equivalent)

# *Center Joint Unified School District*

**AGENDA REQUEST FOR:**

**Dept./Site:** Facilities & Operations Department

**Date:** January 17, 2018

**Action Item** XX

**To:** Board of Trustees

**Information Item**     

**From:** Craig Deason, Asst. Superintendent

**# Attached Pages** 6

**Asst. Superintendent Initials:** CD

**SUBJECT:**

**Contract Amendment #1**

**Center Joint Unified School District Center High School  
Intercom and Master Clock System Upgrade**

The District is requesting the approval of Contract Amendment #1 – Center Joint Unified School District Center High School Intercom and Master Clock System Upgrade. Original contract approved for \$33,900.00 at the December 13, 2017 board meeting.

**RECOMMENDATION:** That the Board of Trustees approves Contract Amendment #1 – Center Joint Unified School District Center High School Intercom and Master Clock System Upgrade.

**CONSENT AGENDA**

**Contract Amendment #1**

**Center Joint Unified School District  
Center High School Intercom and Master Clock System Upgrade**

January 17, 2018

AGREEMENT made and entered into on the 13<sup>th</sup> day of December in the year 2017 by and between the CENTER UNIFIED SCHOOL DISTRICT, referred to as "DISTRICT," and The Engineering Enterprise, referred to as ELECTRICAL ENGINEER", collectively as the "PARTIES", for electrical engineering services for the Center High School Intercom and Master Clock System Upgrade, referred to as the "PROJECT"; and

**WHEREAS, the Parties wish to amend the Agreement.**

**NOW, THEREFORE, the Parties hereby agree as follows:**

This is an AMENDMENT to obtain additional services above and beyond that of the original scope as defined by the AGREEMENT and increase the lump sum compensation from Thirty-Three Thousand Nine Hundred Dollars (\$33,900) to combined total lump sum of Fifty-Six Thousand Nine Hundred Dollars (\$56,900), an increase of Twenty-three Thousand Dollars (\$23,000), for performing all the Basic Services required by the Agreement including but not limited to those services detailed in Article I and II, and defined in Exhibits "A", "B" and "C" as follows:

**ADD to Cover Page, DOCUMENTS BOUND HEREWITH**

Exhibit B: The Engineering Enterprise Proposal dated January 4, 2018, project entitled "Additional Services for a VoIP Telephone System"

Exhibit C: The Engineering Enterprise Proposal dated January 4, 2018, project entitled "Additional Services for a Campus Fiber System"

**REPLACE Paragraph 1. of ARTICLE 1 – ELECTRICAL ENGINEER'S SERVICES AND RESPONSIBILITIES with the following:**

1. The ELECTRICAL ENGINEER's services shall consist of those services performed by the ELECTRICAL ENGINEER, ELECTRICAL ENGINEER's employees and ELECTRICAL ENGINEER's consultants, as enumerated in Articles II and III of this AGREEMENT and Exhibit "A", The Engineering Enterprise proposal Dated December 6, 2017, project entitled "Center High School Campus Intercom and Master Clock System Upgrade", Exhibit "B", The Engineering Enterprise proposal Dated January 4, 2018, project entitled "Additional Services for a VoIP Telephone System", and Exhibit "C", The Engineering Enterprise proposal Dated January 4, 2018, project entitled "Additional Services for a Campus Fiber System".



REPLACE Paragraph 2. of ARTICLE X- COMPENSATION TO THE ELECTRICAL ENGINEER with the following:

2. The ELECTRICAL ENGINEER's compensation for performing all the Basic Services required by this AGREEMENT including, but not limited to, those services detailed in Article I and II, and defined in Exhibits "A", "B" and "C" shall be as follows:

a. Center High School Campus Intercom and Master Clock System Upgrade Lump Sum for Basic Services	\$33,900
b. Center High School VoIP Telephone System Lump Sum for Basic Services	\$10,000
c. Center High School Campus Fiber System Lump Sum for Basic Services	<u>\$13,000</u>
Total Lump Sum for Services	\$56,900

NOW, THEREFORE, the Parties agree that all other terms, conditions, Exhibits, and obligations of the AGREEMENT remain in effect throughout the term of the AGREEMENT except for those provisions of the AGREEMENT that are directly contradicted by this AMENDMENT, in which event the terms of the AMENDMENT shall control.

The covenants and conditions contained in this AMENDMENT shall apply to and bind the Parties and the heirs, legal representatives, successors and permitted assigns of the Parties.

This Amendment is executed as of the day and year first written above.

ELECTRICAL ENGINEER:

DISTRICT:

The Engineering Enterprise

Center Joint Unified School District

By: Scott Wheeler

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

Its: 

Its: \_\_\_\_\_

APPROVED AS TO FORM:

Atkinson, Andelson, Loya, Ruud & Romo



David A. Soldani, Esq.  
Attorneys for Center Unified School District



## **AGREEMENT FOR ADDITIONAL SERVICES**

TO: CRAIG DEASON  
FROM: DERYLE ROWE  
DATE: JANUARY 4, 2018  
PROJECT: CENTER HIGH SCHOOL INTERCOM UPGRADE  
SUBJECT: **ADDITIONAL SERVICE FOR A VOIP TELEPHONE SYSTEM**  
TEE Project No.

---

The Engineering Enterprise proposes to provide additional electrical engineering services, above and beyond that of the original scope, as defined by this agreement. All terms and conditions of our original agreement for the above referenced project are applicable as if completely restated herein. The additional services are as described below:

### **1.0 SCOPE OF SERVICES:**

- 1.1 Provide a design for the district to implement a Voice over IP (VoIP) telephone system. The system design will include:
  - A. Telephone system server specifications.
  - B. Administrative Staff telephone set specifications.
  - C. Classroom telephone set specifications.
  - D. System software specifications.
  - E. Network Cabling specifications where required.

### **2.0 ADDITIONAL UNDERSTANDINGS:**

- 2.1 Change order pricing review for work associated with this agreement is excluded.
- 2.2 Printing costs associated with the documents prepared under this agreement are excluded.
- 2.3 Materials and services provided by the Owner:
  - A. Written description from the district of the minimum requirements the system shall provide.
  - B. Detailed information on Owner furnished equipment to be installed or for which provisions are to be made under the electrical subcontract. This could include any work stations, required servers, etc...
  - C. Reproduction of drawings and specifications for in-house distribution to the districts staff and record copies of construction documents for the consultant's use.

### **3.0 FEE AMOUNT:**

Services described under Section 1.0, Scope of Services, will be performed for the lump sum fee value of \$10,000

**4.0 RELEASE OF DOCUMENTS:**

- 4.1 The Engineering Enterprise will commence work on the above referenced additional service work upon receiving authorization by a Principal/Owner of your firm.
- 4.2 Authorization shall be receipt of this signed agreement or a change authorization initiated by Owner or Owner's representative.

**5.0 PAYMENT:**

- 5.1 Your firm is completely responsible for payment to The Engineering Enterprise for services rendered under this agreement.
- 5.2 Payment is due within thirty (30) days upon receipt of an invoice. Invoices will be submitted monthly.
- 5.3 Full payment shall be made upon completion of work described herein and shall not be withheld due to any other payment schedule.

Please acknowledge your concurrence with the foregoing by signing and returning one copy of this agreement for our records.

By: \_\_\_\_\_ Date: \_\_\_\_\_  
for Center Unified High School District  
Craig Deason, Assistant Superintendent

By:  \_\_\_\_\_ Date: January 4, 2018  
for The Engineering Enterprise  
Scott Wheeler, Principal



## **AGREEMENT FOR ADDITIONAL SERVICES**

TO: CRAIG DEASON  
FROM: DERYLE ROWE  
DATE: JANUARY 4, 2018  
PROJECT: CENTER HIGH SCHOOL INTERCOM UPGRADE  
SUBJECT: **ADDITIONAL SERVICE FOR A CAMPUS FIBER SYSTEM**  
TEE Project No.

---

The Engineering Enterprise proposes to provide additional electrical engineering services, above and beyond that of the original scope, as defined by this agreement. All terms and conditions of our original agreement for the above referenced project are applicable as if completely restated herein. The additional services are as described below:

### **1.0 SCOPE OF SERVICES:**

- 1.1 Provide a design for the district to replace the existing legacy multimode fiber system. The new fiber system will incorporate new hybrid singlemode and OM4 multimode fiber cable. The system shall include:
  - A. Site drawings showing the existing conduit pathway with fiber requirements to each building from the MDF.
  - B. Demolition notes for removal of existing fiber cable.
  - C. New MDF room plan including additional power requirements for rack equipment and mechanical unit.
  - D. Fiber cable system specifications
    1. Fiber cable
    2. Fiber patch cable
    3. Fusion Splice and termination panels
    4. Installation and Testing
  - E. MDF room specifications
    1. Racks
    2. Grounding
    3. Cable Runway
    4. Rack support
    5. Power

### **2.0 ADDITIONAL UNDERSTANDINGS:**

- 2.1 Change order pricing review for work associated with this agreement is excluded.

- 2.2 Printing costs associated with the documents prepared under this agreement are excluded.
- 2.3 Materials and services provided by the Owner:
  - A. MDF room design and construction including required HVAC system.
  - B. Reproduction of drawings and specifications for in-house distribution to the districts staff and record copies of construction documents for the consultant's use.

**3.0 FEE AMOUNT:**

Services described under Section 1.0, Scope of Services, will be performed for the lump sum fee value of \$13,000

**4.0 RELEASE OF DOCUMENTS:**


- 4.1 The Engineering Enterprise will commence work on the above referenced additional service work upon receiving authorization by a Principal/Owner of your firm.
- 4.2 Authorization shall be receipt of this signed agreement or a change authorization initiated by Owner or Owner's representative.

**5.0 PAYMENT:**

- 5.1 Your firm is completely responsible for payment to The Engineering Enterprise for services rendered under this agreement.
- 5.2 Payment is due within thirty (30) days upon receipt of an invoice. Invoices will be submitted monthly.
- 5.3 Full payment shall be made upon completion of work described herein and shall not be withheld due to any other payment schedule.

Please acknowledge your concurrence with the foregoing by signing and returning one copy of this agreement for our records.

By: \_\_\_\_\_ Date: \_\_\_\_\_  
for Center Unified High School District  
Craig Deason, Assistant Superintendent

By:  \_\_\_\_\_ Date: January 4, 2018  
for The Engineering Enterprise  
Scott Wheeler, Principal

# *Center Joint Unified School District*

**AGENDA REQUEST FOR:**

**Dept./Site:** Facilities & Operations Department

**Date:** January 17, 2018

**Action Item** XX

**To:** Board of Trustees

**Information Item**     

**From:** Craig Deason, Asst. Superintendent

**# Attached Pages** 58

**Asst. Superintendent Initials:** CD

**SUBJECT:** Developer Agreement

The District is requesting approval of the attached document between the Center Unified School District and HBT of Riolo Vineyards LLC. The agreement updates the option date to purchase the SMUD Substation Site.

**RECOMMENDATION:** That the Board of Trustees approves the agreement between Center Unified School District and HBT of Riolo Vineyards LLC.

CONSENT AGENDA

**Recording Requested by:**

David A. Soldani, Esq.  
 Atkinson, Andelson, Loya, Ruud & Romo  
 for the benefit of Center Joint Unified  
 School District. No fee under Government  
 Code section 6103.

**When Recorded Mail to:**

10 River Park Place East, Suite 240  
 Fresno, CA 93720

(SPACE ABOVE THIS LINE RESERVED FOR RECORDER'S USE)

**DEVELOPER AGREEMENT**

**Center Unified School District  
 and  
 HBT of Riolo Vineyards, LLC.**

This Developer Agreement ("Agreement"), dated for reference purposes as of December \_\_, 2017, is entered into between the **Center Unified School District** ("District"), a public school district organized and existing under the laws of the State of California, and **HBT of Riolo Vineyards, LLC**, a California limited liability company ("Developer").

**RECITALS**

A. Developer is the applicant for the proposed Riolo Vineyard Specific Plan Project (the "Project"), currently under consideration for approval by Placer County. Developer is one of four landowners within the Riolo Vineyards Specific Plan with land that would be designated for residential development. Approximately 601 of the 933 residential units in the Specific Plan would be constructed on land owned by Developer. The legal descriptions of the properties owned by Developer and affected by this Agreement are attached as **Exhibit "A."** The Assessor's Parcel Number for the Developer's Property include: 023-200-023; 023-200-031; 023-200-051; 023-200-052; 023-200-053; 023-200-055; 023-200-056; and 023-221-006.

B. The entire Riolo Vineyard Specific Plan area lies within District boundaries. District is actively pursuing plans to construct a new elementary school (Rex Fortune Elementary School) on property south of PFE Road, adjacent to the Specific Plan. District desires that certain infrastructure improvements be provided by Specific Plan developers in order for the District to complete the Rex Fortune Elementary School in a timeframe to accommodate demand created by Specific Plan development.

The Parties hereby acknowledge and agree as follows:

2. SMUD Substation Site. Developer acknowledges the existence of that certain agreement between the District and the Sacramento Municipal Utility District (SMUD) dated March 21, 2003 (as amended)(**Exhibit B**), which obligates the District to either (a) provide SMUD with an identified substation parcel at the site of the existing Wilson Riles Middle School, or (b) pay to SMUD a portion of the cost to acquire an alternative substation site acceptable to SMUD. Developer desires to assist the District in meeting its agreement obligations to SMUD, as follows:

A. Developer has identified a 0.5 acre site within the Riolo Vineyard Specific Plan for use as a substation site ("Substation Parcel"), as shown on **Exhibit "C,"** Map of Riolo Specific Plan. This site is designated for Public/Quasi-Public uses under the Specific Plan, which permits the use of the Substation Parcel for substation purposes. The Substation Parcel is an unsubdivided portion of a parcel (APN 023-221-006) owned by Developer.

B. In accordance with and subject to the terms of this Agreement, Developer grants District an option to purchase the Substation Parcel at fair market value. This option is conveyed by the Developer at no cost to the District. "Fair market value" of the Substation Parcel (the "Acquisition Price") shall be determined by a District appraisal dated within ninety (90) days of the District's exercise of the option to acquire the Substation Parcel. District may use an appraisal, if any, obtained by SMUD.

C. Unless extended by written amendment to this Agreement, the option to purchase the Substation Parcel shall expire and become void on the Option Date if not earlier exercised. For the purpose of this Agreement, the Option Date shall be the earlier of 1) five (5) years from the Effective Date of the Agreement or, 2) ninety (90) days from the date on which Developer notifies District that SMUD has offered to purchase the Substation Parcel and the price offered by SMUD.

D. At any time on or before 5:00 p.m. Pacific Time on the Option Date, District may elect to purchase the Substation Parcel in accordance with the terms of this Agreement by delivering written notice to Developer and paying the Acquisition Price no later than the Option Date. Should the option not be exercised by the Option Date, the option shall expire and District shall execute and record a Quitclaim Deed in favor of Developer or such other instrument as deemed necessary to confirm the expiration and non-exercise of the option in the official records of Placer County.

E. On or before the Option Date, District may exercise its option to acquire the Substation Site in the name of the District, or may assign the option to SMUD.

F. Developer may agree to accept payment for all or a portion of the Substation Parcel in the form of a credit by District against school facilities fees the District would otherwise receive from Developer. The payment, shall be made to an escrow account established by the Parties for the purchase of the property.



3. Traffic Signal at Entrance to Future Rex Fortune School Site. The District has indicated the desire for a traffic signal to be constructed at the entrance to the District's future Rex Fortune Elementary School, providing signalized access to both the Rex Fortune School and development within the Riolo Vineyard Specific Plan. The location of this future signal improvement is shown on **Exhibit "D."** Construction of a traffic signal at this location is identified as a Mitigation Measure in the Riolo Vineyard Specific Plan *Environmental Impact Report* (Mitigation Measure 9-20a). The County of Placer will require this signal improvement to be constructed at the time it is needed to serve the Rex Fortune School, in conjunction with development phases of the Specific Plan occurring on the north side of PFE Road, across from the school site. District has indicated a desire to have this signal improvement completed no later than the construction of the 450<sup>th</sup> residential unit within the Riolo Vineyard Specific Plan. Developer agrees to construct this signal improvement under the following circumstances:

A. In the event that Developer receives County approval of a tentative small lot subdivision map within the Eastern Portion of the Specific Plan, as shown on **Exhibit "E,"** Developer shall construct the traffic signal as part of the subdivision improvements for the approved small lot tentative map as required by Placer County. This signal shall be completed no later than issuance of the 450th building permit within the Riolo Vineyards Specific Plan area as a whole. The traffic signal shall be constructed in accordance with Placer County requirements.

B. The Parties recognize that other developers of property within the Riolo Vineyard Specific Plan may be separately required by the County of Placer to construct or contribute to the costs of the same signal improvements as a condition of subdivision approval. Notwithstanding paragraph 2A, in the event that another developer has installed such signal improvements pursuant to Placer County requirements or an Agreement with the District, Developer's obligation for the installation of the signal under this Agreement may be met through payment of its fair share of the cost of the signal, in the manner described in the Riolo Vineyards Specific Plan *Public Facilities Finance Plan*.

C. The District shall not be required to contribute funding or reimbursement for the cost of the signal improvements. Nothing in this Agreement shall prevent Developer from collecting reimbursement on a fair share basis from benefitting properties or developments not owned by the District in the event that the Developer constructs the signal improvements which are the subject of this Agreement.

D. This provision is not intended to relieve Developer of any obligation otherwise imposed by Placer County to install traffic signal improvements.

4. Provision of Sewer Infrastructure to Future Rex Fortune School Site. The District has requested Developer to provide a sewer line through the Riolo Vineyard Specific Plan to serve the future Rex Fortune Elementary School. As depicted on exhibits contained within the Riolo Vineyards Specific Plan *Wastewater Master Plan (Exhibit "F")* sewer infrastructure will be provided to serve properties adjacent to the Specific Plan, including the Rex Fortune School site, as buildout within the Specific Plan occurs north of PFE Road, in the vicinity of and across from the school site. Developer agrees to construct a sewer line in PFE Road to serve the Rex Fortune school site under the following circumstances:

A. In the event that Developer receives County approval of a tentative small lot subdivision map within the Eastern Portion of the Specific Plan, as shown on Exhibit "E," Developer shall construct a sewer line in PFE Road as part of the subdivision improvements for the approved small lot tentative map as required by Placer County. This sewer shall be completed no later than the issuance of the 450th building permit within the Riolo Vineyards Specific Plan area as a whole. The Developer shall ensure that the sewer shall be constructed in accordance with Placer County requirements and shall be available to the District for hookup at the Rex Fortune Elementary School site on PFE Road.

B. The Parties recognize that other developers of property within the Riolo Vineyard Specific Plan may be separately required by the County of Placer to construct or contribute to the costs of the same sewer improvements as a condition of subdivision approval.

C. The District shall not be required to contribute funding or reimbursement for the cost of the sewer. Nothing in this Agreement shall prevent Developer from collecting reimbursement on a fair share basis from benefitting properties or developments not owned by the District in the event that another developer or owner constructs the sewer improvements which are the subject of this Agreement.

D. This provision is not intended to relieve Developer of any obligation otherwise imposed by Placer County to install sewer improvements.

5. Effective Date. The Effective Date of this Agreement shall be as of the latter date of (1) the date of execution by all of the Parties, or (2) 35 days after the Riolo Vineyard Specific Plan receives final approval by the Placer County Board of Supervisors.

6. Specific Plan Approval. The commitments of Developer as identified in this Agreement are subject to, and conditional upon, approval of the Riolo Vineyard Specific Plan and related development entitlements by the County of Placer.

7. McClellan High School Property. District agrees to consider and negotiate in good faith the Developer's request to acquire property from the District for right-of-way purposes associated with improvements to the Watt Avenue/PFE Road intersection required by the County to be implemented by Developer and affecting the District's McClellan Continuation High School site (APNs 203-020-003 and 203-020-018). Developer would pay District fair market value for the necessary right-of-way, as determined by appraisal conducted at the Developer's expense. At the election of the District, Developer will offset monies owed to District for the acquisition of the above-referenced right-of-way against District's Acquisition Price paid to Developer for the Substation Parcel, if any.

8. Fees. Nothing in this Agreement shall limit District's right to assess and collect school facilities fees from Developer, at the amount then in effect, except under circumstances where fee credit is offered by District and accepted by Developer for costs associated with the Substation Parcel.

9. Waiver. In consideration for the commitments made by Developer herein, District hereby waives and relinquishes all claims, rights or causes of action to challenge, either administratively or judicially, any governmental approval or entitlement related to the Project

based upon compliance with the California Environmental Quality Act (CEQA), or other applicable laws.

10. Successors and Assigns. This Agreement, and the obligations of Developer set forth herein, shall be binding obligations enforceable under the Laws of the State of California, shall be covenants that run with the land, and shall be binding upon all heirs, successors in interest, and assigns of Developer.

11. Recordation. This Agreement shall be recorded in the official records of Placer County and this Agreement shall constitute a covenant running with the land.

12. Disputes. If a dispute arises relating to the interpretation of, enforcement of, or compliance with the terms of this Agreement, the Developer and the District shall first attempt to resolve such dispute through informal discussions or negotiations. Any Party may convene such discussions by written notice, and shall reasonably accommodate the other Parties with respect to scheduling. If the dispute is not resolved in this manner within thirty (30) days, it may be referred to mediation upon the request of either Party for a period not to exceed an additional thirty (30) days. This dispute resolution process shall be undertaken in good faith and exhausted prior to judicial review. However, compliance with this process does not waive any Party's obligation to comply with, or right to assert as a defense, any applicable statute of limitations. The Parties may agree in writing to toll any applicable statute of limitations for such period as may reasonably be necessary to complete the dispute resolution process.

13. Breach, Default And Cure.

A. Notice of Breach. If a Party materially breaches or fails to comply with any of its obligations under this Agreement, such breaching Party shall have thirty (30) days following receipt of a written notice of breach from the non-defaulting Party (the "Breach Notice") to cure such breach or noncompliance (the "Cure Period"). If such breaching Party shall not have cured such breach or noncompliance within the Cure Period and after the expiration of fifteen (15) days from the later of the expiration of the Cure Period and the date it receives written notice of default (the "Default Notice"), it shall be deemed in default ("Default") under this Agreement; provided, however, that if the nature of the breach or noncompliance reasonably requires more than thirty (30) days to cure, the breaching Party shall not be in Default under this Agreement so long as the breaching Party commences such cure within the Cure Period and diligently prosecutes such cure, and provided further that the Breach Notice and the Default Notice shall set forth in reasonable detail the nature of the breach, noncompliance or Default, as the case may be. Copies of all notices required hereunder shall be sent to all Parties in this Agreement.

B. Default Remedies. Upon a Default pursuant to Section 12(a), the non-defaulting Party(s) shall have the following cumulative rights and remedies: (a) to specifically enforce the obligations under this Agreement, or (b) to exercise any and all other rights and remedies the non-defaulting Party(s) may have under this Agreement and/or under the law by reason of the Default.

14. Assignment of Liability.

A. In General. Developer acknowledges that all terms and conditions of this Agreement shall be binding on all successors-in-interest, including, but not limited to purchasers of all or a portion of each Developer's property.

B. Notice of Assignment; Assignment and Assumption Agreement. Upon any sale or transfer of any parcel of land in bulk or individual lot which occurs prior to issuance of final building inspection or certificate of occupancy, Developer shall give written notice of the sale or transfer, including the name, address, telephone number of purchaser or transferee. The District shall require Developer and any successor-in-interest to the Developer to execute an Assignment and Assumption Agreement in a form which reflects and acknowledges the terms of this Agreement.

15. Notices. All notices or other communications that may be given under this Agreement shall be in writing and shall be served personally or by certified or first-class mail, postage prepaid, return receipt requested, or sent by overnight delivery, postage prepaid, addressed as follows for the District and Developer or to such other address as either Party may provide the other Party in writing:

Center Joint Unified School District  
8408 Watt Avenue  
Antelope, CA 95843  
Att: Superintendent

with a copy to:

Atkinson, Andelson, Loya, Ruud & Romo  
5260 N. Palm Avenue, Suite 300  
Fresno, CA 93704  
Att: David A. Soldani

Notices to Developer shall be addressed to the following address:

HBT of Riolo Vineyards, LLC  
11060 White Rock Rd., Suite 150  
Rancho Cordova, CA 95670  
Attn: Jeffrey Pemstein

With a copy to:

Young & Madigen  
710 N. Plankinton Ave., Suite 1200  
Milwaukee, WI 53203  
Attn: Mark Madigan

16. Entire Agreement, Waivers And Amendments. This Agreement, and any written agreement entered into by the Parties with respect to the Riolo Vineyards Project, incorporates all of the terms and conditions mentioned herein, or incidental hereto, and supersedes all negotiations and previous agreements between the Parties with respect to all or part of the subject matter thereof. All waivers of the provisions of this Agreement must be in writing and signed by the appropriate authorities of the Party to be charged. Any amendment or modification to this Agreement must be in writing and executed by District and Developer.

17. Counterparts. This Agreement may be executed in counterparts, each of which shall be an original and all of which shall constitute but one in the same Agreement.

18. California Law. This Agreement shall be governed and construed in accordance with the laws of the State of California.

19. Additional Representations of Authority.

A. Developer represents and warrants that the individual executing this Agreement on its behalf has the legal power, right and actual authority to bind the Developer to the terms and conditions of this Agreement.

B. District represents and warrants that the individual(s) executing this Agreement on its behalf have the legal power, right and actual authority to bind the District to the terms and conditions of this Agreement.

20. Severability. Should any term or provision of this Agreement be determined to be illegal or in conflict with any law of the State of California, the validity of the remaining portions or provisions shall not be affected thereby, and each term or provision of this Agreement shall be valid and be enforced as written to the full extent permitted by law.

21. Time. Time is of the essence of this Agreement and of each and every term.

22. Attorney's Fees. In the event of any action or proceeding brought by either Party against the other Party under this Agreement, the prevailing Party shall be entitled to recover its reasonable attorney's fees and costs in such action or proceeding in such amount as the court may adjudge.

23. Assignment. Developer shall not assign this Agreement or any right or privilege District might have under this Agreement without the prior written consent of District, in its sole and exclusive discretion. Notwithstanding the foregoing, upon prior written notice to the District, Developer may assign this Agreement to subsequent purchaser(s) of developer's property, or any portion thereof, including builders, or to any affiliate of Developer owned or controlled by Developer, without first obtaining District's consent.

24. Third Party Beneficiaries. Nothing in this Agreement shall be construed to confer any rights upon any Party not signatory to this Agreement.

25. Exhibits. The Exhibits attached to this Agreement are incorporated herein by this reference and made a part hereof. Said Exhibits are identified as follows:

- Exhibit A - Legal Description of Developer's Property
- Exhibit B - Agreement Between CUSD and SMUD dated March 21, 2003
- Exhibit C - Location of Substation Site
- Exhibit D - Location of Future Signal Improvement
- Exhibit E - Location of "Eastern Portion" of Specific Plan
- Exhibit F - Wastewater Master Plan Exhibit

26. Effect of Recitals. The Recitals above are deemed true and correct, are hereby incorporated into this Paragraph as though fully set forth herein, and Developer and District acknowledge and agree that they are each bound by the same.

27. Nondiscrimination. There shall be no discrimination by Developer or District against any person on account of race, color, religion, sex, marital status, national origin, or ancestry in the performance of their respective obligations under this Agreement.

28. Rights And Remedies Are Cumulative. Except as may be otherwise expressly stated in this Agreement, the rights and remedies of the Parties are cumulative, and the exercise by any Party of one or more of its rights or remedies shall not preclude the exercise by it, at the same time or at different times, of any other rights or remedies for the same Default or any other Default by another Party.

29. Provisions Required By Law Deemed Inserted. Each and every provision of law and clause required by law to be inserted in this Agreement shall be deemed to be inserted herein and the Agreement shall be read and enforced as though it were included herein, and if through mistake or otherwise any such provision is not inserted, or is not correctly inserted, then upon application of either Party the Agreement shall forthwith be physically amended to make such insertion or correction.

30. Cooperation. District and Developer acknowledge that it may be necessary to execute documents other than those specifically referred to herein in order to accomplish the objectives and requirements that are set out in this Agreement. Both District and Developer hereby agree to cooperate with each other by executing such other documents or taking such other actions as may be reasonably necessary to complete this transaction in accordance with the intent of the Parties as evidenced in this Agreement and attached Exhibits hereto.

31. Interpretation Guides. In interpreting this Agreement, it shall be deemed that the Agreement was prepared by the Parties jointly and no ambiguity shall be resolved against either Party on the premise that it or its attorneys were responsible for drafting this Agreement or any provision thereof. Headings used in this Agreement are for convenience and ease of reference only and are not intended nor may be constructed as a guide to interpret any provision of this Agreement.

32. Due Authority Of Signatories To Execute Agreement. Each individual signing this Agreement warrants and represents that he or she has been authorized by appropriate action of the Party which he or she represents to enter into this Agreement on behalf of the Party.

33. No Joint Venture. The relationship of the Parties to this Agreement is determined solely by the provisions of this Agreement. This Agreement does not create and shall not be construed to create any agency, partnership, joint venture, trust or other relationship with duties or incidents different from those of parties to an arm's length contract.

34. Sale to Third Party Not a Successor in Interest. Unless otherwise agreed in writing by the District, in the event that all or a portion of the Property is sold, transferred or conveyed to a third party who is not a successor in interest to the Developer (whether by foreclosure, deed in lieu of foreclosure, or bankruptcy), and such third party does not agree to be bound by this

Agreement, including all amendments hereto, then with respect to that portion of the Property so sold, transferred or conveyed, this Agreement shall not be deemed to satisfy the Placer County Development Agreement requirement that the Developer enter into a written agreement with the District.

**IN WITNESS WHEREOF**, the Parties hereto have caused this Agreement to be executed by their respective duly authorized officers, as of the Effective Date.

DISTRICT

CENTER JOINT UNIFIED SCHOOL DISTRICT

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

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

Scott A. Loehr  
Its: Superintendent

DISTRICT

CENTER JOINT UNIFIED SCHOOL DISTRICT

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

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

Kevin J. Jolly  
Its: Superintendent

DEVELOPER

**HBT OF RIOLO VINEYARDS, LLC**, a  
limited liability company

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

Jeffrey Pemstein, Vice President

STATE OF CALIFORNIA        )  
                                           )ss.  
 COUNTY OF \_\_\_\_\_ )

On \_\_\_\_\_, before me, \_\_\_\_\_ Notary Public,  
 personally appeared \_\_\_\_\_, who proved to me on the basis of  
 satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within  
 instrument and acknowledged to me that he/she/they executed the same in his/her/their  
 authorized capacity(ies), and that by his/her/their signature(s) on the instrument the person(s), or  
 the entity upon behalf of which the person(s) acted, executed the instrument.

I certify under PENALTY OF PERJURY under the laws of the State of California that the  
 foregoing paragraph is true and correct.

WITNESS my hand and official seal.

\_\_\_\_\_  
 SIGNATURE OF NOTARY PUBLIC

[SEAL]





**EXHIBIT "A"**

**EXHIBIT "A-1"**  
**LEGAL DESCRIPTION**

**PARCEL 1**

ALL THAT CERTAIN REAL PROPERTY SITUATED IN THE COUNTY OF PLACER, STATE OF CALIFORNIA, BEING A PORTION OF THE SOUTHWEST QUARTER OF SECTION 12, TOWNSHIP 10 NORTH, RANGE 5 EAST, M.D.M., MORE PARTICULARLY DESCRIBED AS FOLLOWS:

**BEGINNING** AT THE SOUTHWEST CORNER OF SAID SECTION 12, MARKED BY A TWO INCH BRASS CAP IN WELL, THENCE ALONG THE WEST LINE OF SAID SECTION 12, NORTH 00°49'46" WEST 462.00 FEET; THENCE LEAVING SAID WEST LINE, NORTH 89°10'14" EAST 429.00 FEET; THENCE SOUTH 00°49'46" EAST 468.06 FEET TO THE SOUTH LINE OF SAID SECTION 12; THENCE ALONG SAID SOUTH LINE, SOUTH 89°58'45" WEST 429.04 FEET TO THE POINT OF BEGINNING.

CONTAINING A TOTAL AREA OF 4.58 ACRES, MORE OR LESS.

**PARCEL 2**

ALL THAT CERTAIN REAL PROPERTY SITUATED IN THE COUNTY OF PLACER, STATE OF CALIFORNIA, BEING A PORTION OF SECTION 12, TOWNSHIP 10 NORTH, RANGE 5 EAST, M.D.M., MORE PARTICULARLY DESCRIBED AS FOLLOWS:

**BEGINNING** AT THE SOUTHEAST CORNER OF SAID SECTION 12, THENCE ALONG THE SOUTH LINE OF SAID SOUTHEAST ONE-QUARTER OF SAID SECTION 12, SOUTH 89°59'06" WEST 2662.17 FEET TO THE SOUTH QUARTER CORNER OF SAID SECTION 12; THENCE ALONG THE SOUTH LINE OF SAID SOUTHWEST ONE-QUARTER OF SAID SECTION 12, SOUTH 89°58'45" WEST 944.53 FEET TO THE SOUTHEAST CORNER OF LANDS OF FRISVOLD AND CAROLLO, AS DESCRIBED IN THE GRANT DEED RECORDED AS DOCUMENT NO. 97-0067751, OFFICIAL RECORDS OF PLACER COUNTY; THENCE ALONG THE EAST LINE OF SAID LANDS OF FRISVOLD AND CAROLLO, NORTH 00°49'46" WEST 506.91 FEET; THENCE ALONG THE NORTH LINE OF SAID LANDS OF FRISVOLD AND CAROLLO, SOUTH 89°58'45" WEST 1,034.55 FEET TO THE BEGINNING OF A NON-TANGENT CURVE; THENCE NORTHERLY ALONG THE ARC OF SAID NON-TANGENT CURVE TO THE RIGHT, HAVING A RADIUS OF 73.00 FEET, A CENTRAL ANGLE OF 95°08'20" AND A RADIAL BEARING OF NORTH 19°02'03" EAST FOR AN ARC LENGTH OF 121.22 FEET TO THE BEGINNING OF A REVERSE CURVE; THENCE NORTHERLY ALONG THE ARC OF SAID REVERSE CURVE TO THE LEFT, HAVING A RADIUS OF 17.00 FEET AND A CENTRAL ANGLE OF 24°19'56" FOR AN ARC LENGTH OF 7.22 FEET; THENCE NORTH 00°09'33" WEST 111.88 FEET TO THE BEGINNING OF A TANGENT CURVE; THENCE NORTHERLY ALONG THE ARC OF SAID TANGENT CURVE TO THE LEFT, HAVING A RADIUS OF 37.00 FEET AND A CENTRAL ANGLE OF 42°59'54" FOR AN ARC LENGTH OF 27.77 FEET TO THE BEGINNING OF A REVERSE CURVE; THENCE NORTHERLY ALONG THE ARC OF SAID REVERSE CURVE TO THE RIGHT, HAVING A

RADIUS OF 67.00 FEET AND A CENTRAL ANGLE OF 78°34'55" FOR AN ARC LENGTH OF 91.89 FEET TO THE BEGINNING OF A NON-TANGENT CURVE; THENCE WESTERLY ALONG THE ARC OF SAID NON-TANGENT CURVE TO THE LEFT, HAVING A RADIUS OF 490.00 FEET, A CENTRAL ANGLE OF 39°37'47" AND A RADIAL BEARING OF SOUTH 54°34'32" EAST FOR AN ARC LENGTH OF 338.92 FEET; THENCE SOUTH 87°49'24" WEST 300.02 FEET TO THE WEST LINE OF SAID SECTION 12; THENCE ALONG SAID WEST LINE, NORTH 00°49'46" WEST 93.73 FEET TO THE SOUTHWEST CORNER OF LANDS OF RIAR, AS DESCRIBED IN THAT CERTAIN GRANT DEED RECORDED AS DOCUMENT NUMBER 2016-0034613, OFFICIAL RECORDS OF PLACER COUNTY; THENCE ALONG THE SOUTHERLY LINE OF SAID LANDS OF RIAR, NORTH 67°46'14" EAST 1,229.47 FEET TO THE SOUTHEAST CORNER OF SAID LANDS OF RIAR; THENCE ALONG THE EAST LINE OF SAID LANDS OF RIAR, NORTH 00°49'46" WEST 1,192.31 FEET; THENCE LEAVING SAID EAST LINE, NORTH 59°03'14" EAST 313.05 FEET; THENCE NORTH 78°04'14" EAST 279.70 FEET; THENCE SOUTH 89°40'46" EAST 210.70 FEET; THENCE NORTH 81°29'14" EAST 117.90 FEET; THENCE SOUTH 73°06'46" EAST 261.20 FEET; THENCE NORTH 82°49'08" EAST 392.79 FEET TO THE NORTH-SOUTH QUARTER SECTION LINE OF SAID SECTION 12; THENCE ALONG SAID NORTH-SOUTH QUARTER SECTION LINE, SOUTH 00°59'50" EAST 102.33 FEET; THENCE LEAVING SAID NORTH-SOUTH QUARTER SECTION LINE, NORTH 89°59'06" EAST 1,311.69 FEET; THENCE NORTH 00°00'54" WEST 150.70 FEET; THENCE SOUTH 73°58'36" WEST 30.00 FEET; THENCE NORTH 03°51'36" EAST 299.75 FEET; THENCE NORTH 75°13'36" EAST 320.00 FEET; THENCE NORTH 53°51'06" EAST 528.51 FEET; THENCE NORTH 53°52'06" EAST 267.00 FEET; THENCE NORTH 79°11'06" EAST 171.71 FEET; THENCE NORTH 84°43'06" EAST 218.91 FEET TO THE EAST LINE OF SAID SECTION 12; THENCE ALONG SAID EAST LINE, SOUTH 00°59'57" EAST 3,690.09 FEET TO THE POINT OF BEGINNING.

**EXCEPTING THEREFROM** A PORTION OF THE EAST HALF OF SAID SECTION 12, MORE PARTICULARLY DESCRIBED AS FOLLOWS:

RESULTANT PARCEL B AS DESCRIBED IN THAT CERTAIN GRANT DEED RECORDED ON SEPTEMBER 14, 2010 IN DOCUMENT NO. 2010-0072285 OF OFFICIAL RECORDS OF PLACER COUNTY.

CONTAINING A TOTAL AREA OF 277.73 ACRES, MORE OR LESS.

### **PARCEL 3**

ALL THAT CERTAIN REAL PROPERTY SITUATED IN THE COUNTY OF PLACER, STATE OF CALIFORNIA, BEING A PORTION OF THE SOUTHWEST QUARTER OF SECTION 7, TOWNSHIP 10 NORTH, RANGE 6 EAST, M.D.M., MORE PARTICULARLY DESCRIBED AS FOLLOWS:

LOTS 1 THROUGH 107 AND LOTS A THROUGH G, AS SHOWN ON THE FINAL MAP OF "MARIPOSA AT RIOLO VINEYARD" FILED IN BOOK DD OF MAPS AT PAGE 91, PLACER COUNTY RECORDS.

CONTAINING A TOTAL AREA OF 30.36 ACRES, MORE OR LESS.



WATT AVENUE

RIAR  
APN 023-200-019

PARCEL 2  
HBT OF RIOLO VINEYARDS, LLC  
APN 023-200-055

ROSEVILLE PUBLIC  
CEMETERY DISTRICT  
APN 023-200-027

PARCEL 1  
HBT OF RIOLO VINEYARDS, LLC  
APN 023-200-056

FRISVOLD  
APN 023-200-057

N0°49'46"W  
462.00'

N89°10'14"E  
429.00'

468.06'  
S0°49'46"E

429.04'  
S89°58'45"W

PARCEL 1 POB  
SW ¼ CORNER OF SECTION 12  
FOUND BRASS CAP IN WELL

PFE ROAD

HBT OF RIOLO VINEYARDS, LLC  
11060 WHITE ROCK RD., SUITE 150  
RANCHO CORDOVA, CA 95670  
PH: 916-782-2424

**KING  
ENGINEERING  
INC.**  
200 Auburn Folsom Rd. Suite 201  
Auburn, California 95603  
T: (916) 272-8328  
E: info@king-engineering-inc.com  
Land Planning • Civil Engineering • Construction Support

EXHIBIT A-2

PARCEL 1

LANDS OF

HBT OF RIOLO VINEYARDS, LLC

COUNTY OF PLACER

CALIFORNIA

SCALE: 1"=150'

DRAWN BY: C. KING

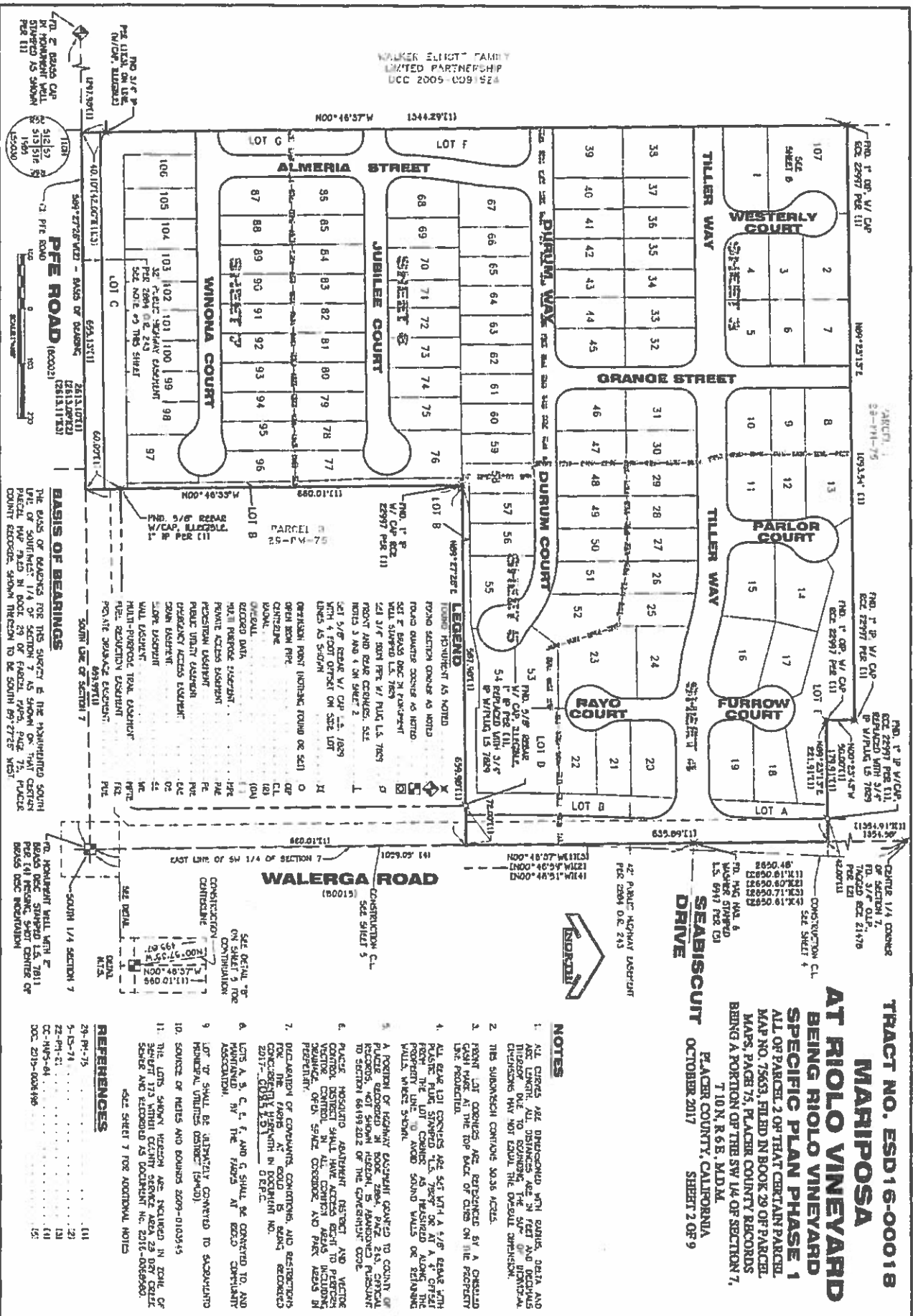
CHECKED BY: C. KING

DATE DRAWN: 01/05/2018

DATE REVISED: -

SHEET 1 OF 3





**EXHIBIT "B"**



**AGREEMENT FOR THE PURCHASE  
AND  
SALE OF REAL PROPERTY  
AND  
ESCROW INSTRUCTIONS**

This Agreement for the Purchase and Sale of Real Property ("the Agreement") is entered into this 21<sup>st</sup> day of March, 2003 by and between SACRAMENTO MUNICIPAL UTILITY DISTRICT, a municipal utility district ("SMUD") and CENTER UNIFIED SCHOOL District, a public school District ("District") and is predicated on the following facts:

**RECITALS**

1. SMUD is the owner of that certain real property in Placer County, California, consisting of a parcel measuring 80 feet by 142 feet located on the south side of P.F.E. Road in the Dry Creek District of Placer County, commonly known as Assessor's Parcel Number 023-220-021 ("Property") and described more fully in "Appendix I."
2. Seller desires to sell and Buyer desires to purchase the Property on the terms and conditions of this Agreement.
3. Buyer intends to use the Property for the creation of a Junior High School on the Property and other property acquired from third parties.
4. District is the owner of other real property in Sacramento County, California consisting of a rectangular-shaped parcel measuring 80 feet by 142 feet and approximately 11,360 square feet in size located on the west side of W'alerga Road, immediately south of the Sacramento/Placer County line in the Antelope community of Sacramento County ("Option Site"). The Option Site is commonly known as a portion of Assessor's Parcel Number 203-1100-066 and described more fully in Appendix II.
5. The parties desire to provide the terms and conditions for the sale and purchase of the Property.

**AGREEMENT**

NOW, THEREFORE, in consideration of the mutual promises and covenants herein contained, Seller and Buyer agree as follows:

005464 00029116508v1

1. **PURCHASE AND SALE.**

Seller agrees to sell, convey and transfer all of Seller's right, title and interest in and to the Property, including any easements and rights appurtenant thereto and District agrees to purchase and accept the Property, for the price and upon the terms and conditions herein contained.

2. **TRUTH OF RECITALS.**

The parties agree that all of the Recitals are true.

3. **EFFECTIVE DATE.**

This Agreement is effective upon execution by the parties.

4. **PURCHASE PRICE AND PAYMENT.**

A. **Price.** The Purchase Price for the Property shall be Twenty-eight Thousand Dollars (\$28,000).

B. **Payment.** The Purchase Price shall be payable at the close of escrow in readily available funds such as wire transfer or certified check. Buyer has established an Escrow Account No. 1038668-BB at Chicago Title Insurance Company, 2901 "K" Street, Suite 290, Sacramento, CA 95816.

5. **FUTURE PURCHASE OF PROPERTY BY SMUD.**

District agrees to enable SMUD to obtain substitute real property for the Property sold to District subject to the following terms and conditions:

A. No earlier than two (2) years after the escrow closing date for the sale of the Property by SMUD to the District, SMUD may notify District that it desires to acquire the Option Site pursuant to this Agreement. SMUD shall give the District this notification no later than seven (7) years after the escrow closing date for the sale of the Property by SMUD to the District. If SMUD does not notify the District during such period of time, SMUD shall have no further right to acquire the Option Site pursuant to this Agreement.

B. Upon notification by SMUD, pursuant to subparagraph 5.A. above, District, in its sole discretion, shall do one of the following:

(1) Within ninety (90) business days, provide written notification to SMUD that District agrees to sell to SMUD the Option Site for Twenty-eight Thousand Dollars (\$28,000); or

- (2) Within ninety (90) business days, provide written notification to SMUD that SMUD must identify for possible purchase an alternative similar site suitable for SMUD ("Alternative Similar Site").
- C. SMUD shall have one (1) year to identify an Alternative Similar Site and notify District of the price.
  - D. If the Cost of the Alternative Similar Site, which includes the purchase price of the property, escrow fees and the amount to bring the site to road height if needed, is greater than Twenty-eight Thousand Dollars (\$28,000), District shall have the option of either paying SMUD the difference between the Cost of the Alternative Similar Site and Twenty-eight Thousand Dollars (\$28,000) ("Price Difference") or conveying to SMUD the Option Site upon payment of Twenty-eight Thousand Dollars (\$28,000) by SMUD. District must notify SMUD of its choice within sixty (60) business days after receiving identification of the Alternative Similar Site and estimated cost from SMUD.
  - E. In the event that District elects to sell SMUD the Option Site, the terms and conditions of this Agreement and Escrow Instructions shall apply similarly to the sale of the Option Site unless otherwise expressly provided below:
    - (1) Escrow and Closing. District shall have five (5) business days from District's notification to SMUD that it will sell the Option Property to SMUD to request a standard ALTA preliminary report. District shall open a new escrow for this purpose at Chicago Title Insurance Company in Sacramento, California or other title company agreed to by the parties. District shall pay all escrow, title, and closing costs.
    - (2) The closing of the purchase and Recordation of the deed transferring title to SMUD shall occur no later than thirty business (30) days after the opening of a new Escrow by Buyer, unless otherwise agreed by the parties, in writing.
    - (3) Conditions to close of escrow paragraph 7.A.(3) shall be inapplicable and of no force and effect.
    - (4) The purchase price shall be as provided in this Section 5. Section 4.A. is inapplicable.
    - (5) The term "Seller" shall refer to the District. The term "Buyer" shall refer to SMUD.
  - F. Acceptance of the Option Site by SMUD is conditioned upon the adoption by the SMUD Board of Director's of an appropriate environmental assessment document under the then applicable California Environmental Quality Act regulations. If SMUD determines that the Option Site cannot be utilized as an

electrical distribution substation site the District shall provide SMLD the Price Difference for the Alternative Option Site under the applicable terms and conditions of this Agreement.

6. ESCROW AND CLOSING.

- A. Within five (5) business days after Delivery Date, Buyer shall request from Escrow Holder a Standard ALTA preliminary title report covering the Property (the "ALTA Title Report"). Within ten (10) days after delivery to Buyer of the ALTA Title Report, Buyer shall, in writing, either approve or disapprove, in whole or in part, the legal description and the condition of title. In the event that Buyer disapproves any exception to title, (the "Disapproved Exception"), Seller shall have five (5) business days from notice of such disapproval to notify Buyer in writing that Seller, at its reasonable option, either (i) agrees to cause such exception to be removed prior to or upon Close of Escrow, or (ii) is unable or unwilling to remove such exception (in which event Buyer shall have five (5) business days from receipt of such notice within which to deliver written notice to Seller that Buyer either unconditionally waives the objection or elects to terminate this Agreement). In the event Seller does not deliver to Buyer notice, within the prescribed period, that it is unwilling or unable to remove a Disapproved Exception, it shall conclusively be deemed notice of Seller's intention and agreement not to remove such Disapproved Exception. In the event that Buyer fails to provide Seller and Escrow Holder, within the prescribed period, written notice of its disapproval of the condition of title, it shall conclusively be deemed to have approved the condition of title. If this Agreement is terminated pursuant to this Section 6.A., neither party shall have any right, claim, cause of action or incur any liability in connection with Buyer exercising its rights as herein granted and Buyer shall, in such event, receive a full and immediate refund of any and all monies deposited in escrow, together with accrued interest thereon.

Title to the property shall be conveyed by grant deed free and clear of all encumbrances, except those agreed to between Buyer and Seller in accordance with the terms hereof ("Permitted Exceptions"). At and as a condition to close of escrow Buyer shall receive from Escrow Holder an ALTA form policy of title insurance in an amount equal to the Purchase Price, insuring title to the Property and any improvements conveyed to Buyer hereunder to be free and clear of all liens and encumbrances except the Permitted Exceptions. If escrow is cancelled Buyer shall pay any and all title/escrow and/or cancellation fees.

- B. Provided that all conditions of this Agreement have been satisfied on or before the Closing Date, the closing of the Purchase and Sale and Deed transferring title shall occur no later than April 15, 2003, unless otherwise agreed to in writing by the parties. The Escrow Holder shall record Seller's Grant Deed to the Property at the Close of Escrow.

- C. Buyer shall pay all applicable closing costs including preparing and acknowledging Grant Deed, escrow fees, and recording costs. Transfer taxes if applicable and costs and expenses of clearing title shall be borne solely by Seller. The cost of the policy of title insurance shall be borne by Buyer.
- D. All non-delinquent real property taxes, general or special assessment installments and any other similar recurring charges imposed on the property by any governmental authority or special district organization or body shall be prorated as of the Close of Escrow. Any delinquent taxes or assessments shall be paid by Seller at the Close of Escrow.
- E. Said escrow holder may expend any and all monies payable under this Agreement to discharge any obligations which are liens upon the Property, including but not limited to those arising from judgments, assessments, taxes or debts secured by deeds of trust or mortgages and/or to defray any other incidental costs other than those specified in Section 6.A and 6.C. hereof to be borne by the Buyer. Property taxes and assessments for the fiscal year in which this escrow closes, if unpaid, shall be paid by Seller in escrow to and including the date of close of escrow. The payment shall be based on the most recent information applicable to the fiscal year and obtainable through the taxing agencies. The Buyer shall not be responsible for any tax refund.

7. CONDITIONS TO CLOSE OF ESCROW.

- A. Conditions to Buyer's Obligations. Buyer's obligation to proceed with the purchase of the Property is conditioned upon the following:
  - (1) Condition of Title to the Property. Seller's delivery of Title to the Property in the condition set forth in Section 6.A. hereof including a duly authorized and executed grant deed conveying fee title and title insurance as described in Section 6.A.
  - (2) Possession. Seller's delivery of possession of the Property to Buyer, at Close of Escrow, free of all occupants, tenants, and licensees.
  - (3) Funding. Buyer shall have received funding from the State Allocation Board to purchase the Property. The Department of Education shall have approved in writing the acquisition by the District of Site 1 to be retained by the District and the development thereon of a public school.
  - (4) Deed. Seller shall have delivered into Escrow a Grant Deed, duly authorized, executed, and acknowledged by Seller, pursuant to which Seller shall convey to Buyer fee title to the Property.



In the event that all of the above conditions are not satisfied or waived on the Closing Date, or such earlier date as set forth above, the Buyer may terminate this Agreement by written notice to Seller. Seller shall return all funds received hereunder from the Buyer, and neither party shall hereafter have any further rights or liabilities under this Agreement.

B. Conditions to Seller's Obligations. The obligation of Seller to consummate the transaction contemplated hereunder is subject to the following conditions:

- (1) Buyer shall have timely delivered the Purchase Price to Escrow Holder and fully, faithfully, and timely performed all of its other obligations under this Agreement.
- (2) On or before the date which is one (1) business day prior to the Closing Date, Buyer shall have deposited with Escrow Holder funds sufficient to meet its obligations under Sections 4.B. and 5.C.

In the event that all of the above conditions are not satisfied or waived on the Closing Date, or such earlier date as set forth above, Seller, upon returning all funds received hereunder to the Buyer, may terminate this Agreement by written notice to the Buyer and neither party shall thereafter have any further rights or liabilities under this Agreement.

6. RIGHT OF ENTRY.

At all reasonable times, Buyer or its representatives shall have the right to inspect and examine the Property to the extent Buyer reasonably deems necessary. Buyer shall defend, indemnify and hold Seller harmless from and against any and all liability, which liability is attributable to Buyer or its agents, servants, or employees, for any personal injury and/or damage to personal or real property arising from the aforesaid inspections and investigations, and provided further, that notwithstanding any other provision of this Agreement to the contrary, the indemnification obligation of Buyer to Seller set forth in this provision shall survive the termination of this Agreement.

9. WARRANTIES.

A. Seller's Representations and Warranties. Seller represents and warrants as provided in this Section 9.A. The representations and warranties of Seller contained in this Agreement are made as of the date hereof and as of the Close of Escrow and shall, except as herein expressly provided to the contrary, survive the Close of Escrow.

- (1) Ownership. Seller owns and has good and marketable title to the Property and Seller has full authority to sell the Property. Upon Escrow Holder's issuance, at Close of Escrow, of the title policy referenced in Section 6.A. hereof, the foregoing warranty shall not survive the Close of Escrow.

- (2) Authority. The execution and delivery of this Agreement and the consummation of the transaction thereof, will be duly authorized and approved by all requisite actions and no other authorizations or approvals, whether by governmental bodies or otherwise, will be necessary in order to enable Seller to enter into or perform this Agreement.
- (3) Binding Effect of Documents. This Agreement and the other documents to be executed by Seller hereunder, upon execution and delivery thereof by Seller, will have been duly entered into by Seller, will constitute valid, legal and binding obligations of Seller and will be enforceable against Seller in accordance with their terms, subject to bankruptcy, insolvency, and similar laws affecting generally the enforcement of creditor's rights.
- (4) Foreign Person. Seller warrants its non-foreign status pursuant to Section 1445 of the Internal Revenue Code of 1954, as amended, and agrees to execute a certificate to such extent at Close of Escrow.
- (5) Hazardous Waste. Seller warrants, to Seller's actual knowledge but without inquiry, that the Property has not previously been used as a landfill, nor as a dump for garbage or refuse, nor as a site where hazardous waste or hazardous substances, and/or toxic materials (as defined in the Comprehensive Environmental Response and Liability Act, or the Resource Conservation and Recovery Act, and the California Hazardous Substance Control Act) have been stored, treated, or disposed of.
- (6) Seller's Warranties Regarding Assessments.
- a. Seller warrants and represents that the Property is not and at the Close of Escrow shall not be the subject of any proposed assessments or assessment liens, other than those specifically excepted in this Agreement, by reason of any work or improvement completed or installed at or before the Close of Escrow.
  - b. Seller warrants and represents that the Property is not and at the Close of Escrow shall not be the subject of any proposed assessment for work or improvements to be completed after the Close of Escrow.
- (7) Seller's Warranty Regarding Authorization. Seller warrants that the party or parties executing this Agreement on their behalf are duly authorized to do so and the execution and performance of this Agreement has been duly and validly authorized by all necessary partnership, corporate, government or other necessary action.

(6) Warranty Against Contradict Concerning the Property Seller warrants that, to the best of its knowledge, at the Close of Escrow there are no contracts, encumbering or affecting the Property, including but not limited to its maintenance and care.

(9) Material Defects. Seller has no knowledge, actual or constructive, of any material defect in this Property.

B. Buyer's Representations and Warranties. Buyer represents and warrants as provided in this Section 9.B. The representations and warranties of Buyer contained in this Agreement are made as of the date hereof and as of the Close of Escrow and shall survive the Close of Escrow.

(1) Organization. Buyer is a public agency duly organized under the laws of the State of California with full power and authority to purchase the Property.

(2) Authority. The execution and delivery of this Agreement and the consummation of the transaction hereof have been duly authorized and approved by all requisite actions and no other authorizations or approvals, whether by governmental bodies or otherwise, will be necessary in order to enable Buyer to enter into or perform this Agreement.

(3) Binding Effect of Documents. This Agreement and the other documents to be executed by Buyer hereunder, upon execution and delivery thereof by Buyer, will have been duly entered by Buyer, will constitute valid, legal and binding obligations of Buyer, and will be enforceable against Buyer in accordance with their terms, subject to bankruptcy, insolvency and similar laws affecting generally the enforcement of creditor's rights.

#### 10. DISCLOSURE.

Seller agrees to disclose within five (5) business days of the delivery date any matters required by law and allow Buyer ten (10) days after disclosure to approve or disapprove the matters disclosed. Items to be disclosed shall be all matters within the knowledge of the Seller regarding the condition of the Property and limitations on its use which could reasonably affect the Buyer's desire to purchase the Property.

#### 11. CONDITION OF PROPERTY.

A. Buyer acknowledges that it has made or will make its own inspection of the Property and its acreage, physical, environmental and economic characteristics and conditions, and based upon said inspection and contingent upon approval of Buyer's conditions to Close of Escrow as set forth in Section 7.A. hereof, approves and waives any and all objections to its acreage, physical, environmental and economic characteristics and condition, whether or not disclosed by such.



inspection. Buyer represents and warrants, upon its approval of its Conditions to Close of Escrow as set forth in Section 7.A. hereof, that Buyer is familiar with the Property and is relying, except as to matters specifically warranted by Seller herein, solely upon its own inspection, investigation, and analysis of the Property.

B. Any and all reports, plans, soils and environmental reports, and other information ("Plans") which may be given to Buyer by Seller have been given without consideration as an accommodation to Buyer and shall remain the property of the Seller. Buyer may retain a copy and provide the copy to potential purchasers.

C. Buyer acknowledges that, except as to the matters specifically warranted by Seller herein, neither Seller nor any of its employees, agents, officers, representatives, or any other person acting on or in behalf of Seller, has made any representations, warranties, or agreements by or on behalf of Seller as to any matters concerning the Property or the Plans and the present use thereof, or the suitability of the Property or the Plans for Buyer's intended use.

The foregoing disclaimer includes, without limitation, the improvements, landscaped areas, the Plans, and toxic and hazardous materials. Buyer further acknowledges that the Property is to be purchased, conveyed, and accepted by Buyer in its present condition, "AS IS" with all faults, and that no patent or latent physical condition of the Property, whether or not known or discovered, shall affect the rights of either party.

D. Any agreements, warranties, or representations not expressly contained herein shall in no way bind Seller. Buyer expressly waives any right of sham and all claims for damages by reason of any statement, representations, warranty, promise, or covenant, if any, not contained in this Agreement. The provisions of this Section shall survive the Close of Escrow.

## 12. ENTRY TO PROPERTY.

Buyer agrees to indemnify and hold harmless Seller from any liability arising out of the Buyer's entry onto the Property for inspections referred to in this Agreement. Buyer further agrees that prior to termination of this Agreement, it will, at its sole cost and expense, restore the Property, as reasonably possible, to repair any damage caused by Buyer's activities hereunder if Buyer elects not to buy the Property. In the unlikely event that Buyer were to discover hazardous materials on the Property and does not close the sale contemplated by this Agreement, the Buyer does not assume liability for cleanup of such hazardous material or for any other legal or economic consequences of the discovery.

**13. PRORATION OF TAXES, INSURANCE AND INTEREST.**

Real property taxes, interest on assessments assumed by Buyer, and rents shall all be prorated as part of the closing date on the basis of a 30-day month. Any balance in any tax and insurance impound account shall be credited to Seller. Assessments of record shall be paid by Seller. Any supplemental tax bill shall be prorated between the parties outside of escrow with Seller paying any additional taxes assessed for any period before close of escrow, and Buyer responsible for taxes for any period after the Close of Escrow.

**14. LIMITATIONS ON WAIVER.**

The provisions of this Agreement may only be waived if the waiver is in writing and is signed by the party making the waiver. No delay or omission in exercising any right under this Agreement shall operate as a waiver of the right or any further provision. No waiver of any particular provision of this Agreement shall be treated as a waiver of any other provision, and no waiver shall be deemed a continuing waiver or a waiver of a subsequent breach or default.

**15. NO INTERPRETATION AGAINST DRAFTER.**

This Agreement has been negotiated at arm's length and between persons sophisticated and knowledgeable in business and real estate matters. In addition, each party has been represented by experienced and knowledgeable legal counsel. The provisions of this Agreement shall be interpreted in a reasonable manner to effect the purposes of the parties and this Agreement. Hence, the normal rule of construction to the effect that any ambiguities are to be resolved against the drafting party shall not be employed in the interpretation of this Agreement or any amendments or exhibits thereto.

**16. ENTIRE AGREEMENT - ORAL REPRESENTATIONS AND AMBIGUITIES.**

Buyer and Seller each warrant to each other that each is a sophisticated owner of real property, and that each is familiar and experienced with the sale, purchase, and ownership of real property. Seller and Buyer agree that all of the terms and conditions of this Agreement between the parties hereto are stated herein and no representations or inducements have been made to Seller by Buyer or to Buyer by Seller other than those expressly set forth herein. Both Buyer and Seller expressly warrant to each other that all of the terms and conditions contained herein have been fully explained and are understood by both Buyer and Seller, and that there are no ambiguous terms contained herein and that the terms, conditions, obligations, rights and duties of both Buyer and Seller are fully understood by each of the parties hereto. No agreement or understanding, whether signed or not, shall have any force or effect with regard to the Property.

It is further understood and agreed by the parties hereto that this Agreement consisting of 15 pages, and the attached Appendices I, II, III, and IV embodies the full and complete terms of the parties' agreement in regard to the subject Property herein described, and as such, this Agreement is intended by the parties and does, in fact, set forth the parties' final expression of their agreement, and as such, this Agreement constitutes an integrated Agreement as is intended by the parties hereto and, in fact, does constitute their intention to supersede any and all oral

and/or written prior or contemporaneous agreements, and this Agreement constitutes the final, complete, and exclusive embodiment of the agreement of the parties hereto.

17. TIME.

Time is of the essence of this Agreement and each and every provision wherein time of performance is a factor.

18. EMINENT DOMAIN.

If any portion or all of the Property is subjected or about to be subjected to eminent domain or similar proceedings by any governmental entity having jurisdiction over the Property, at any time prior to closing, Buyer shall have the right to receive the benefit of any award and the acreage and Purchase Price for the subject property shall be reduced on a pro-rata basis.

19. COOPERATION.

The parties hereto agree to cooperate in executing any other or further documents appropriate or necessary to carry out the provisions of this Agreement.

20. LAW.

This Agreement shall be governed by the laws of the State of California.

21. HEADINGS AND MEANINGS OF WORDS.

The subject headings have been inserted in this Agreement for convenience only and shall not be used to utter or interpret the content of this Agreement. Words of any gender used in this Agreement shall be held and construed to include any other gender, and words in the singular number shall be held to include the plural and vice-versa, unless the context requires otherwise. The words "herein," "hereof," "hereunder," and other similar compounds of the word "here" when used in this Agreement shall refer to the entire Agreement and not to any particular provision or section. If the last day of any time period stated herein shall fall on a Saturday, Sunday, or legal holiday, then the duration of such time period shall be extended so that it shall end on the next succeeding day which is not a Saturday, Sunday, or legal holiday. Unless otherwise specified, the word "day" shall mean a calendar day. The invalidity, illegality or unenforceability of any provision contained in this Agreement shall not effect or render invalid, illegal, or unenforceable the remainder of this Agreement.

22. BINDING EFFECT; SUCCESSORS AND ASSIGNS.

This Agreement and all representations or covenants contained herein shall constitute binding continuing obligations between the parties and, with the exception of agreements to be performed after the Close of Escrow, shall not be binding, insofar as applicable, beyond the Close of Escrow provided for herein and the transfer of ownership of the Property. This Agreement shall inure to the benefit of, and shall be binding upon the parties hereto, their heirs,

personal representatives and successors in interest, executors, administrators, personal representatives, and assigns

23. LEGAL CHALLENGES.

Should any part, term, or provision of this Agreement be decided by a court of competent jurisdiction to be illegal, unenforceable, or in conflict with the laws of the State of California or the United States of America, then such judgment shall not affect, impair, or invalidate the remainder of this Agreement.

24. POSSESSION.

Possession of the Property shall be delivered to Buyer by Seller at the Close of Escrow.

25. SURVIVAL.

All agreements contained herein to be performed after the closing date shall survive the delivery and recordation of the grant deed and the closing of the purchase and sale.

26. EXHIBITS (APPENDICES).

All attached Appendices, Exhibits, and all items delivered into escrow are incorporated herein.

27. SPECIFIC PERFORMANCE.

This is an agreement for the sale and purchase of real property and may be specifically enforced by the parties. This shall not preclude the parties from electing to pursue any other legal remedies available to them in the event this Agreement is breached.

28. ATTORNEYS' FEES.

In the event that any party hereto shall commence any legal action or proceeding, including but not limited to an action for declaratory relief, against any other party or parties to this Agreement by reason of the alleged failure of one or more of the parties hereto to perform or keep any term, covenant, or condition of this Agreement to be performed or kept, the party and/or parties prevailing in said action or proceeding shall be entitled to recover such party's or parties' reasonable attorneys' fees and costs on appeal, if any. In the event suit does not proceed to final judgment, the Superior Court of the State of California, in and for the County of Placer, or such other court of competent jurisdiction, proper under the laws of the State of California, may be requested to determine who is the "prevailing party" and what sum constitutes "reasonable attorneys' fees."



29. NOTICES.

Any notice, demand, payment, or other communication required or permitted to be given by any provision of this Agreement shall be deemed to be sufficiently given or served if delivered personally to the party to whom the same is to be delivered or upon receipt when sent by registered or certified mail, postage fully prepaid, addressed as follows:

DISTRICT	:	CENTER UNIFIED SCHOOL DISTRICT Attn: Dr. Rex Fontene, Superintendent 8408 Watt Avenue Antelope, CA 95843 Telephone: (916) 338-6400
With Copy To	:	Atkinson, Andelson, Loya, Ruud & Rome Attn: Peter J. Lucey, Esq. 5776 Stoneridge Mall Road, Suite 200 Pleasanton, CA 94588
SMUD	:	Sacramento Municipal Utility District Attn: Larry Lagomarsino Real Estate Services MS B 304 P.O. Box 15630 Sacramento, CA 95852-1830
TO ESCROW HOLDER	:	Chicago Title Insurance Company Attn: Nancy Pearson 2901 "K" Street, Suite 390 Sacramento, CA 95816

30. AMENDMENTS.

All modifications of or extensions to this Agreement shall be in writing, signed by both Buyer and Seller.

31. COUNTERPART EXECUTION.

Subject only to delivery to each party of a copy of each such counterpart, this Agreement may be executed in one or more counterparts, each of which independently shall have the same effect as if it were the original, and all of which taken together shall constitute one and the same Agreement.

32. REAL ESTATE COMMISSION OR FEES.

Each party represents to the other that it has not employed any other brokers or finders in connection with the purchase and sale of the Property and each party shall indemnify, defend and hold the other party harmless from any action or claim (including reasonable attorneys' fees and

costs) arising out of or asserted by any such third party claiming any commission or fee or other compensation due to the statement, representation or agreement made by the indemnifying party in a claimed agreement by either party to pay any commission, finder's fee or other compensation to any third party in connection with this transaction.

33. NOT AN OFFER.

This Agreement shall not be binding upon either Buyer or Seller unless and until this Agreement has been fully executed by both Buyer and Seller and a copy thereof delivered to Seller.

34. FORCE MAJEURE.

Each party's obligations hereunder shall be extended (i) by the acts, omissions, delays, or neglect of the other party, any employees or agents of the other party, any contractor employed by the other party and any subcontractor, employees, or agents of such contractor employed by the other party, (ii) by acts of God, (iii) by climatic conditions (including without limitation any time periods for which the party's work or any part thereof is stopped or delayed due to rain or other weather problems), (iv) by unavoidable casualties, (v) by labor disputes beyond the party's control, (vi) by shortages or unavailability of materials beyond the party's control, (vii) by any act, omission, neglect, or delay by a governmental agency, or (viii) by any other causes beyond the party's control (collectively, "Force Majeure Event") for a time period equal to such delay.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement the day and year first above written.

District  
Center Unified School District, a  
public entity

By Dr. Rex Fortune  
Dr. Rex Fortune, Superintendent

DATED: 4-3-03, 2003

Agreed to and Accepted as Escrow Instructions.

DATED: \_\_\_\_\_, 2003

Chicago Title Insurance Company

By \_\_\_\_\_

SMUD  
Sacramento Municipal Utility District, a  
municipal utility district

By Keith D. Sperry  
Title Superintendent, Public Utility District

DATED: March 21, 2003

Approved as to form:

DATED: March 27 2003

ATKINSON, ANDELSON, LOYA, RULD & ROMO

By Christine R. Loya  
Attorneys for Center Unified School District

15

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STATE OF CALIFORNIA )  
 )  
COUNTY OF Sacramento )

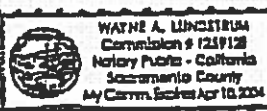
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On March 21, 2003, before me, Wayne A. Lindstrom, a notary public in and for the State of California, personally appeared Kate D. Steyer, personally known to me (or proved to me on the basis of satisfactory evidence) to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument the person(s) or the entity upon behalf of which the person(s) acted, executed the instrument.

WITNESS my hand and official seal.

Signature

[Signature]



[Notary Seal]

STATE OF CALIFORNIA )  
 )  
COUNTY OF Sacramento )

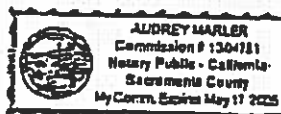
ss.

On April 3, 2003, before me, Audrey Marler, a notary public in and for the State of California, personally appeared Rev. Fortune, personally known to me (or proved to me on the basis of satisfactory evidence) to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument the person(s) or the entity upon behalf of which the person(s) acted, executed the instrument.

WITNESS my hand and official seal.

Signature

[Signature]



[Notary Seal]



APPENDIX I  
LEGAL DESCRIPTION OF PROPERTY  
(Exhibit A attached)

20-1-30
OTHER

## EXHIBIT A

D E D

RM 196  
WC 2624

A. V. GOULD and BEATRICE GOULD, his wife, as community property, hereby grant to SACRAMENTO MUNICIPAL UTILITY DISTRICT, a municipal utility district, all that real property situate in the County of Placer, State of California, described as follows:

All that portion of the Northwest one-quarter of Section 18, Township 10 North, Range 6 East, Mount Diablo Base and Meridian, particularly described as follows:

Beginning at a point on the North line of said Northwest one-quarter of Section 18, from which point the North one-quarter corner of said Section 18, bears North 89°13'07" East 1320.00 feet distant; thence from said point of beginning South 01°08'47" East, parallel with the East line of said Northwest one-quarter, 142.00 feet; thence South 89°13'07" West 80.00 feet; thence North 01°08'47" West 142.00 feet to the North line of said Section 18; thence North 89°13'07" East 80.00 feet to the point of beginning.

Containing .261 acres more or less.

DATED December 20, 1965

*A. V. Gould*  
A. V. Gould

APPROVED AS TO LEGAL SUFFICIENCY

*David L. Kadden*  
Sacramento Municipal Utility District

*Beatrice Gould*  
Beatrice Gould

STATE OF CALIFORNIA )

) RC.

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N.O.T. SEP 1

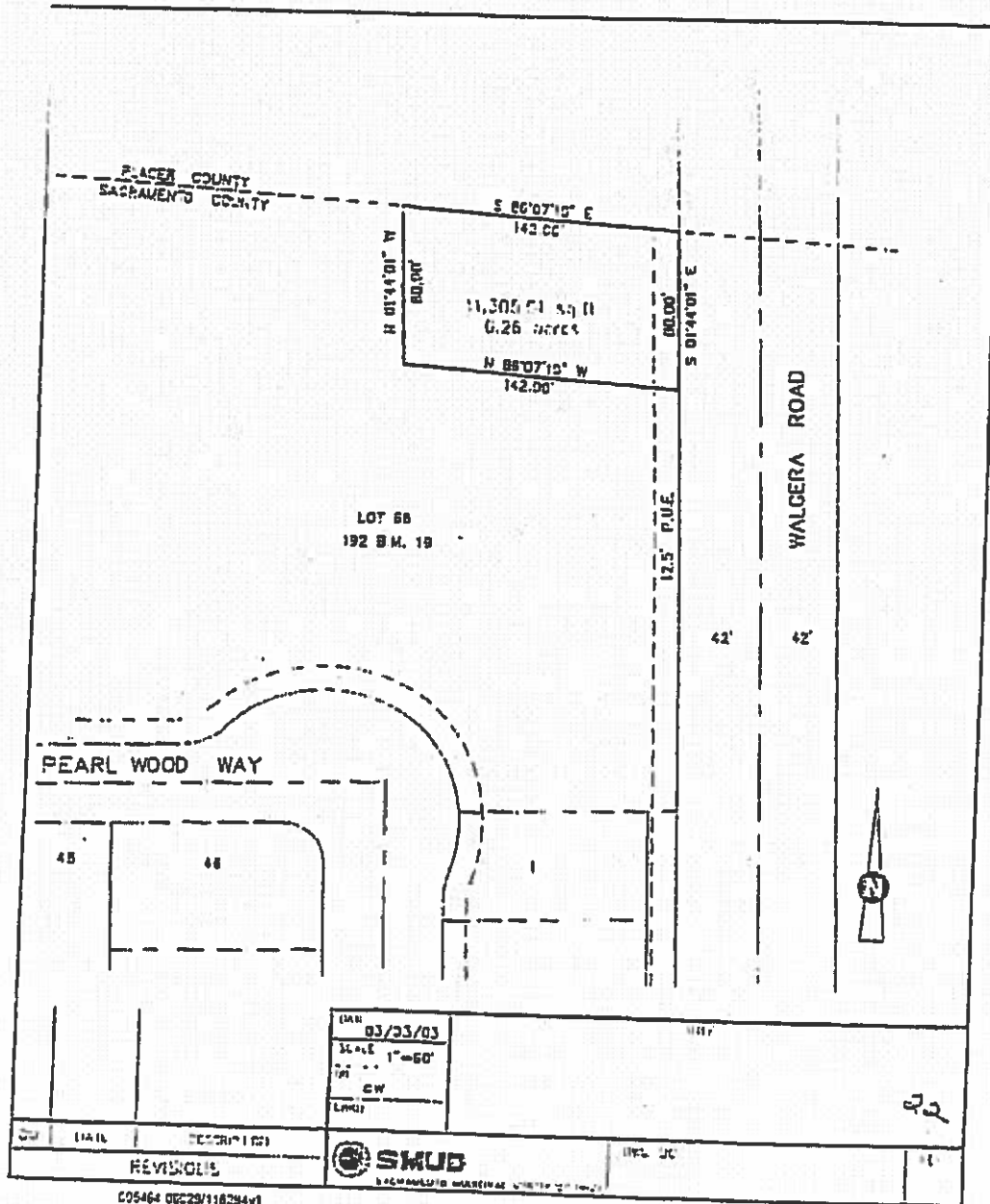
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APPENDIX II  
LEGAL DESCRIPTION OF OPTION SITE

18

005484 C3026/116204v1



M.C. T. LEFT

338 6337

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APPENDIX III

GENERAL CONDITIONS OF ESCROW  
(TO BE PROVIDED BY ESCROW AGENT)

**FIRST AMENDMENT TO  
AGREEMENT FOR THE PURCHASE AND SALE OF REAL PROPERTY  
AND ESCROW INSTRUCTIONS**

This Agreement is the First Amendment to the Agreement for the Purchase and Sale of Real Property and Escrow Instructions between SACRAMENTO MUNICIPAL UTILITY DISTRICT, a municipal utility district ("SMUD") and CENTER UNIFIED SCHOOL DISTRICT, a public school District ("District") dated March 21, 2003 ("Agreement").

1. **Effective Date:** This Agreement is effective September 22, 2006.
2. **Purpose:** The parties desire to agree to a ninety (90) day extension of time for SMUD to identify an Alternative Similar Site and notify the District of the price.
3. **Amendment:** The parties agree that Section 5.C. of the Agreement is amended to read:  

SMUD shall have one (1) year and ninety (90) days to identify an Alternative Similar Site and notify District of the price.
4. **Effect:** Except for the amendment agreed to herein, the Agreement dated March 21, 2003 remains in full force and effect.

IN WITNESS WHEREOF, the CENTER UNIFIED SCHOOL DISTRICT and the SACRAMENTO MUNICIPAL UTILITY DISTRICT have entered this First Amendment Agreement as of the Effective Date.

CENTER UNIFIED SCHOOL DISTRICT, a public entity

By: Dr. Kevin L. Jolly  
Dr. Kevin L. Jolly, Superintendent

Dated: 9/29 2006

SACRAMENTO MUNICIPAL UTILITY DISTRICT, a municipal utility district

By: Bruce A. Ole  
Title: CHIEF LAND SPECIALIST

Dated: 8-17- 2006

APPROVED AS TO FORM:

ATKINSON, ANDELSON, LOYA, RUUD & ROMO

By: Elizabeth B. Heersy  
Elizabeth B. Heersy, Esq.

CSM44-5907/103916v1



STATE OF CALIFORNIA )  
COUNTY OF Sacramento ) ss.

On 7-17-06, before me, Erline E. Applegate, personally appeared Erline E. Applegate, personally known to me, or proven to me on the basis of satisfactory evidence, to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument the person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.

WITNESS my hand and official seal.



Erline E. Applegate  
SIGNATURE OF NOTARY

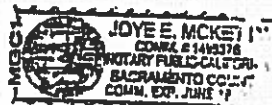
STATE OF CALIFORNIA )  
COUNTY OF Sacramento ) ss.

On 6-9-29-06, before me, Kevin J. Kelly, personally appeared Kevin J. Kelly, personally known to me, or proven to me on the basis of satisfactory evidence, to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument the person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.

WITNESS my hand and official seal.

Joy E. McKetty  
SIGNATURE OF NOTARY

(Seal)



005464.00029/183508v5

**SECOND AMENDMENT TO  
AGREEMENT FOR THE PURCHASE AND SALE OF REAL PROPERTY  
AND ESCROW INSTRUCTIONS**

This Agreement is the Second Amendment to the Agreement for the Purchase and Sale of Real Property and Escrow Instructions between SACRAMENTO MUNICIPAL UTILITY DISTRICT, a municipal utility district ("SMUD") and CENTER UNIFIED SCHOOL DISTRICT, a public school District ("District") dated March 21, 2003 ("Agreement") as amended on September 22, 2006.

1. **Effective Date:** This Agreement is effective December 22, 2006.
2. **Purpose:** The parties intend to provide an extension of time for SMUD to identify an Alternative Similar Site and notify the District of the price, and to provide an extension of time for the District to consider the designated Alternative Similar Site.
3. **Amendment:**
  - (A) The parties agree that Section 5. C is amended to read:

SMUD shall have until January 31, 2008, to identify an Alternative Similar Site and notify District of the price.
  - (B) The parties further agree that the last sentence of Section 5 D is amended to read:

District must notify SMUD of its choice prior to one hundred eighty (180) business days after receiving identification of the Alternative Similar Site and estimated cost from SMUD.
4. **Effect:** Except for the amendment agreed to herein, the Agreement dated March 21, 2003 as amended remains in full force and effect.
5. **Counterparts.** This Amendment may be signed in Counterparts.
6. **Ratification.** The approval of this Second Amendment is subject to ratification by the Center Unified School District Governing Board.

005484 00029/185508v5



IN WITNESS WHEREOF, the CENTER UNIFIED SCHOOL DISTRICT and the  
SACRAMENTO MUNICIPAL UTILITY DISTRICT have entered into this Second Amendment  
Agreement as of the Effective Date.

CENTER UNIFIED SCHOOL DISTRICT, a public entity

By: Dr. Kevin J. Jolly  
Dr. Kevin J. Jolly, Superintendent

Dated: 12/21 2006

SACRAMENTO MUNICIPAL UTILITY DISTRICT, a municipal utility district

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

Title: \_\_\_\_\_

Dated: \_\_\_\_\_ 2006

APPROVED AS TO FORM:

ATKINSON, ANDELSON, LOYA, RUUD & ROMO

By: Elizabeth B. Hearey  
Elizabeth B. Hearey, Esq.

003484-00029/165508v5

STATE OF CALIFORNIA )  
COUNTY OF Sacramento ) ss.

On 12/21/20, before me, Sherry J. Sewell, personally appeared Kevin T. Miller, personally known to me, or proven to me on the basis of satisfactory evidence, to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument the person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.

WITNESS my hand and official seal.

Sherry J. Sewell  
SIGNATURE OF NOTARY

(Seal)

STATE OF CALIFORNIA )  
COUNTY OF \_\_\_\_\_ ) ss.



On \_\_\_\_\_, before me, \_\_\_\_\_, personally appeared \_\_\_\_\_, personally known to me, or proven to me on the basis of satisfactory evidence, to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument the person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.

WITNESS my hand and official seal.

\_\_\_\_\_  
SIGNATURE OF NOTARY

(Seal)

005484.00029/183508v5

IN WITNESS WHEREOF, the CENTER UNIFIED SCHOOL DISTRICT and the  
SACRAMENTO MUNICIPAL UTILITY DISTRICT have entered into this Second Amendment  
Agreement as of the Effective Date.

CENTER UNIFIED SCHOOL DISTRICT, a public entity

By: \_\_\_\_\_  
Dr. Kevin J. Jolly, Superintendent

Dated: \_\_\_\_\_ 2006

SACRAMENTO MUNICIPAL UTILITY DISTRICT, a municipal utility district

By: Bruce H. Heller  
Title CITY LAND SPECIALIST

Dated: 12/19/ 2006

APPROVED AS TO FORM:

ATKINSON, ANDELSON, LOYA, RUUD & ROMO

By: \_\_\_\_\_  
Elizabeth B. Hearsy, Esq.

005484.00029/185508v5

**CALIFORNIA ALL-PURPOSE ACKNOWLEDGMENT**

State of California

County of SACRAMENTO

ss.

On DECEMBER 19, 2006 before me, KATHERINE ELIZABETH KNOWLES, Notary Public  
 personally appeared BRUCE J. ALEX, CHIEF LAND SPECIALIST

☒ Personally known to me  
☐ proved to me on the basis of satisfactory evidence



to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument he/she/they or the entity upon behalf of which the person(s) acted, executed the instrument.

WITNESSES my hand and official seal.

Notary Public

**OPTIONAL**

Though the information below is not required by law, it may prove valuable to persons relying on the accuracy and could prevent fraudulent removal and replacement of this form on another document.

**Description of Attached Document**

Title or Type of Document: SECOND AMENDMENT TO AGREEMENT FOR THE PURCHASE & SALE OF REAL PROPERTY & Easement Instructions

Document Date: DECEMBER 22, 2006

Number of Pages: 2 NOT INCLUDING NOTARIALS

Signer(s) Other Than Named Above: DR. KEVIN J. JOLLY, SUPERINTENDENT CENTER UNIFIED SCHOOL DISTRICT

**Capacity(ies) Claimed by Signer**

Signer's Name: BRUCE J. ALEX

- ☐ Individual
- ☐ Corporate Officer — Title(s): CHIEF LAND SPECIALIST
- ☐ Partner — ☐ Limited ☐ General
- ☐ Attorney-in-Fact
- ☐ Trustee
- ☐ Guardian or Conservator
- ☐ Other:

Signer is Representing SACRAMENTO MUNICIPAL UTILITY DISTRICT

IDENTIFICATION  
 TOP OF THREE PARTS

**THIRD AMENDMENT TO  
AGREEMENT FOR THE PURCHASE AND SALE OF REAL PROPERTY  
AND ESCROW INSTRUCTIONS**

This Agreement is the Third Amendment to the Agreement for the Purchase and Sale of Real Property and Escrow Instructions between SACRAMENTO MUNICIPAL UTILITY DISTRICT, a municipal utility district ("SMUD"), and CENTER UNIFIED SCHOOL DISTRICT, a public school district ("District"), dated March 21, 2003 ("Agreement") as amended on September 22, 2006 and as amended effective December 22, 2006.

1. **Effective Date:** This Third Amendment to the Agreement is effective January 16, 2008.
2. **Purpose:** SMUD desires to acquire property within the Riolo Vineyard Development ("Riolo Site"). Figure 3.1, a Land Use Diagram showing the Riolo Site as the site marked "Public or Quasi Public (Substation) ± 0.5 AC." located immediately north of the commercial 7.5 acre site, is attached hereto as Exhibit "A." A portion of the Riolo Site would be acceptable to SMUD as an Alternative Similar Site. The District has requested additional time to negotiate and enter into a Development Agreement in conjunction with the planning process for Riolo Vineyards. Therefore, the timeline for identifying the Alternative Similar Site is extended.
3. **Amendment:**  
The parties agree that Section 5.C. is amended to read:  

SMUD shall have until thirty (30) days after the approval of a Final Map for Riolo Vineyards to identify an Alternative Similar Site and notify the District of the price. Unless otherwise agreed by the District, SMUD shall not designate an Alternative Similar Site until the District enters into a Development Agreement with Riolo Vineyards or thirty (30) days after the approval or denial of a Final Map for Riolo Vineyards, whichever comes earlier.
4. **Effect:** Except for the amendment agreed to herein, the Agreement dated March 21, 2003 as previously amended remains in full force and effect.
5. **Counterparts.** This Amendment may be signed in Counterparts.

005484.00027/121637v5  
Page 1 of 5

IN WITNESS WHEREOF, the CENTER UNIFIED SCHOOL DISTRICT and the  
SACRAMENTO MUNICIPAL UTILITY DISTRICT have entered into this Third Amendment  
to the Agreement as of the Effective Date.

CENTER UNIFIED SCHOOL DISTRICT, a public entity

By: Dr. Kevin J. Jolly  
Dr. Kevin J. Jolly, Superintendent

Dated: 2/6, 2008

SACRAMENTO MUNICIPAL UTILITY DISTRICT, a municipal utility district

By: Bruce H. Romo  
Title: CHIEF LAND SPECIALIST

Dated: 1-8-08, 2008

APPROVED AS TO FORM:

ATKINSON, ANDELSON, LOYA, RUUD & ROMO

By: Elizabeth B. Hearey  
Elizabeth B. Hearey, Esq.

UGS484.06027/12163765  
Page 2 of 3



IN WITNESS WHEREOF, the CENTER UNIFIED SCHOOL DISTRICT and the  
SACRAMENTO MUNICIPAL UTILITY DISTRICT have entered into this Third Amendment  
to the Agreement as of the Effective Date.

CENTER UNIFIED SCHOOL DISTRICT, a public entity

By: Dr. Kevin J. Jolly  
Dr. Kevin J. Jolly, Superintendent

Dated: 2/6, 2008

SACRAMENTO MUNICIPAL UTILITY DISTRICT, a municipal utility district

By: Bruce A. ...  
Title: CHIEF LAND SPECIALIST

Dated: 1-8-08, 2008

APPROVED AS TO FORM:

ATKINSON, ANDELSON, LOYA, RUUD & ROMO

By: Elizabeth B. Hezrey  
Elizabeth B. Hezrey, Esq.

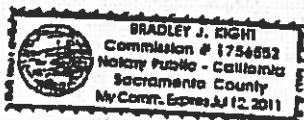
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Page 2 of 5

# CALIFORNIA ALL-PURPOSE ACKNOWLEDGEMENT

State of California

County of SAN JOAQUIN

On JANUARY 9, 2009 before me, BRADLEY J. KIGHT,  
personally appeared BRUCE J. ALLEN



who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their authorized capacity(ies), and that he/she/they sign the instrument in the capacity(ies) on the instrument the person(s) or the entity upon behalf of which the person(s) acted, executed the instrument.

I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing paragraph is true and correct.

WITNESS my hand and official seal.

Signature Bradley J. Kight

OPTIONAL

Though the information below is not required by law, it may prove valuable to persons relying on the document and could prevent misinterpretation and misstatements of the facts to another document.

## Description of Attached Document

Title or Type of Document: \_\_\_\_\_

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

Number of Pages: \_\_\_\_\_

Signer(s) Other Than Named Above: \_\_\_\_\_

Capacity(ies) Claimed by Signer(s)

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

- ☐ Individual
- ☐ Corporate Officer — Title(s): \_\_\_\_\_
- ☐ Partner — ☐ Limited ☐ General
- ☐ Attorney in Fact
- ☐ Trustee
- ☐ Guardian or Conservator
- ☐ Other: \_\_\_\_\_

Signer is Representing: \_\_\_\_\_

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

- ☐ Individual
- ☐ Corporate Officer — Title(s): \_\_\_\_\_
- ☐ Partner — ☐ Limited ☐ General
- ☐ Attorney in Fact
- ☐ Trustee
- ☐ Guardian or Conservator
- ☐ Other: \_\_\_\_\_

Signer is Representing: \_\_\_\_\_



**CALIFORNIA ALL-PURPOSE ACKNOWLEDGMENT**

State of California

County of SAN MATEO

On February 20th before me, Elizabeth D. Rahlfs Notary Public  
 personally appeared Dr. Edwin T. Jolly



who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument the person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.

I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing paragraph is true and correct.

WITNESS my hand and official seal.

Signature Elizabeth D. Rahlfs

**OPTIONAL**

Though the information below is not required by law, it may prove valuable to persons relying on the document and could prevent fraud and misstatement of the facts in another document.

Description of Attached Document:

Time or Type of Document: Agreement for the purchase and sale of Real Property

Document Date: 2-10-2007 Number of Pages: \_\_\_\_\_

Signer(s) Other Than Named Above: \_\_\_\_\_

Capacity(ies) Claimed by Signer(s)

Signer's Name: \_\_\_\_\_

- ☐ Individual  
☐ Corporate Officer — Title(s): \_\_\_\_\_  
☐ Partner — ☐ Limited ☐ General  
☐ Attorney in Fact  
☐ Trustee  
☐ Guardian or Conservator  
☐ Other: \_\_\_\_\_

Signer is Representing: \_\_\_\_\_

Signer's Name: \_\_\_\_\_

- ☐ Individual  
☐ Corporate Officer — Title(s): \_\_\_\_\_  
☐ Partner — ☐ Limited ☐ General  
☐ Attorney in Fact  
☐ Trustee  
☐ Guardian or Conservator  
☐ Other: \_\_\_\_\_

Signer is Representing: \_\_\_\_\_

005484.00027:12163715  
 Page 4 of 5

**FOURTH AMENDMENT TO  
AGREEMENT FOR THE PURCHASE AND SALE OF REAL PROPERTY  
AND ESCROW INSTRUCTIONS**

This Amendment is the Fourth Amendment to the Agreement for the Purchase and Sale of Real Property and Escrow Instructions between SACRAMENTO MUNICIPAL UTILITY DISTRICT, a municipal utility district ("SMUD"), and CENTER UNIFIED SCHOOL DISTRICT, a public school district ("District"), dated March 21, 2003 ("Agreement"). The Agreement was amended on September 22, 2006, later amended effective December 22, 2006, and later amended effective January 16, 2008.

1. **Background:** Pursuant to Section 5.A, SMUD notified the District that SMUD desired to acquire the Option Site. Thereafter, the District provided written notification to SMUD that SMUD must identify an Alternative Similar Site. The purpose of this amendment is to extend SMUD's period for identifying the Alternative Similar Site.
2. **Effective Date:** This Fourth Amendment to the Agreement is effective as of November 19, 2014 ("Effective Date").
3. **Purpose:** SMUD desires to acquire property within the Riolo Vineyard Development ("Riolo Site"). Figure 3.1, a Land Use Diagram showing the Riolo Site as the site marked "Public or Quasi Public (Substation)  $\pm$  0.5 AC." located immediately north of the commercial 7.5 acre site, is attached hereto as Exhibit "A." The parties desire to establish a revised timeline for identification of the Riolo Site as the Alternative Similar Site.
4. **Amendment:**  
  
The parties agree that Section 5.C. is amended to read:  
  
SMUD shall have until June 1, 2015 to identify an Alternative Similar Site and notify the District of the price.
5. **Effect:** Except for the amendment agreed to herein, the Agreement dated March 21, 2003 as previously amended remains in full force and effect.
6. **Counterparts.** This Amendment may be signed in Counterparts.

**IN WITNESS WHEREOF**, the **CENTER UNIFIED SCHOOL DISTRICT** and the **SACRAMENTO MUNICIPAL UTILITY DISTRICT** have entered into this Fourth Amendment to the Agreement as of the Effective Date.

**CENTER UNIFIED SCHOOL DISTRICT**, a public entity

By: \_\_\_\_\_  
Scott Lochr, Superintendent

Dated: \_\_\_\_\_, 2014

**SACRAMENTO MUNICIPAL UTILITY DISTRICT**, a municipal utility district

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

Title: \_\_\_\_\_

Dated: \_\_\_\_\_, 2014

**APPROVED AS TO FORM:**

**ATKINSON, ANDELSON, LOYA, RUUD & ROMO**

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

David A. Soldani, Esq.

State of California

County of \_\_\_\_\_)

On \_\_\_\_\_ before me, \_\_\_\_\_  
(insert name and title of the officer)

personally appeared \_\_\_\_\_,  
who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are  
subscribed to the within instrument and acknowledged to me that he/she/they executed the same  
in his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument  
the person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.

I certify under PENALTY OF PERJURY under the laws of the State of California that the  
foregoing paragraph is true and correct.

WITNESS my hand and official seal.

Signature \_\_\_\_\_ (Seal)

State of California

County of \_\_\_\_\_)

On \_\_\_\_\_ before me, \_\_\_\_\_  
(insert name and title of the officer)

personally appeared \_\_\_\_\_,  
who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are  
subscribed to the within instrument and acknowledged to me that he/she/they executed the same  
in his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument  
the person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.

I certify under PENALTY OF PERJURY under the laws of the State of California that the  
foregoing paragraph is true and correct.

WITNESS my hand and official seal.

Signature \_\_\_\_\_ (Seal)

**FIFTH AMENDMENT TO  
AGREEMENT FOR THE PURCHASE AND SALE OF REAL PROPERTY  
AND ESCROW INSTRUCTIONS**

Resolution #9/2014-15

This Amendment is the Fifth Amendment to the Agreement for the Purchase and Sale of Real Property and Escrow Instructions between SACRAMENTO MUNICIPAL UTILITY DISTRICT, a municipal utility district ("SMUD"), and CENTER UNIFIED SCHOOL DISTRICT, a public school district ("District"), dated March 21, 2003 ("Agreement"). The Agreement was amended on September 22, 2006, later amended effective December 22, 2006, and later amended effective January 16, 2008 and most recently, on November 19, 2014.

1. **Background:** Pursuant to Section 5.A, SMUD notified the District that SMUD desired to acquire the Option Site. Thereafter, the District provided written notification to SMUD that SMUD must identify an Alternative Similar Site. The purpose of this amendment is to extend SMUD's period for identifying the Alternative Similar Site.
2. **Effective Date:** This Fifth Amendment to the Agreement is effective as of May 1, 2015 ("Effective Date").
3. **Purpose:** SMUD desires to acquire property within the Riolo Vineyard Development ("Riolo Site"). Figure 3.1, a Land Use Diagram showing the Riolo Site as the site marked "Public or Quasi Public (Substation) ± 0.5 AC." located immediately north of the commercial 7.5 acre site, is attached hereto as Exhibit "A." The parties desire to establish a revised timeline for identification of the Riolo Site as the Alternative Similar Site.

4. **Amendment:**

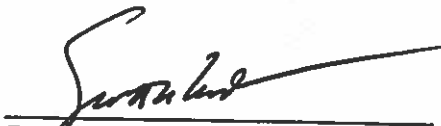
The parties agree that Section 5.C. is amended to read:

SMUD shall have until December 1, 2015 to identify an Alternative Similar Site and notify the District of the price.

5. **Effect:** Except for the amendment agreed to herein, the Agreement dated March 21, 2003 as previously amended remains in full force and effect.
6. **Counterparts.** This Amendment may be signed in Counterparts.

IN WITNESS WHEREOF, the CENTER UNIFIED SCHOOL DISTRICT and the SACRAMENTO MUNICIPAL UTILITY DISTRICT have entered into this Fourth Amendment to the Agreement as of the Effective Date.

**CENTER UNIFIED SCHOOL DISTRICT**, a public entity

By:   
Scott Loehr, Superintendent

Dated: May 21, 2015

**SACRAMENTO MUNICIPAL UTILITY DISTRICT**, a municipal utility district

By: 

Title: Supervisor, Real Estate

Dated: 4/24, 2015

**APPROVED AS TO FORM:**

**ATKINSON, ANDELSON, LOYA, RUUD & ROMO**

By: 

David A. Soldani, Esq.

# CALIFORNIA ALL-PURPOSE CERTIFICATE OF ACKNOWLEDGMENT

A notary public or other officer completing this certificate verifies only the identity of the individual who signed the document to which this certificate is attached, and not the truthfulness, accuracy, or validity of that document.

STATE OF CALIFORNIA }

COUNTY OF Sacramento }

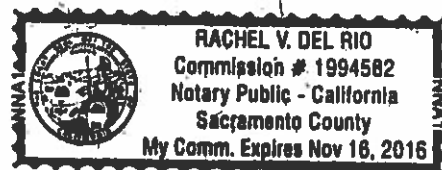
On 4/24/2015 before me, Rachel V. Del Rio, Notary Public  
Date (here insert name and title of the officer)

personally appeared Blandon Granger

who proved to me on the basis of satisfactory evidence to be the person~~(s)~~ whose name~~(s)~~ is/  
are subscribed to the within instrument and acknowledged to me that he/~~she/they~~ executed  
the same in his/~~her/their~~ authorized capacity~~(ies)~~; and that by his/~~her/their~~ signature~~(s)~~ on  
the instrument the person~~(s)~~ or the entity upon behalf of which the person~~(s)~~ acted,  
executed the instrument.

I certify under PENALTY OF PERJURY under the laws of the State of California that  
the foregoing paragraph is true and correct.

WITNESS my hand and official seal.



Rachel V. Del Rio

Notary Public



State of California

County of \_\_\_\_\_)

On \_\_\_\_\_ before me, \_\_\_\_\_  
(insert name and title of the officer)

personally appeared \_\_\_\_\_  
who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are  
subscribed to the within instrument and acknowledged to me that he/she/they executed the same  
in his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument  
the person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.

I certify under PENALTY OF PERJURY under the laws of the State of California that the  
foregoing paragraph is true and correct.

WITNESS my hand and official seal.

Signature See Attached Notary Certificate  
(Seal)

# CALIFORNIA ALL PURPOSE ACKNOWLEDGMENT

A notary public or other officer completing this certificate verifies only the identity of the individual who signed the document to which this certificate is attached, and not the truthfulness, accuracy, or validity of that document.

STATE OF CALIFORNIA

COUNTY OF

Sacramento

On 5-21-15 before me, Audrey Marler Notary  
Public,

Date

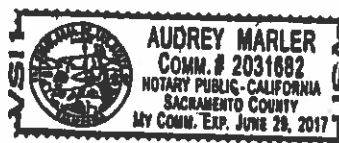
(here insert name and title of the officer)

personally appeared Scott A. Loehr

who proved to me on the basis of satisfactory evidence to be the person~~(s)~~ whose name~~(s)~~ is/are subscribed to the within instrument and acknowledged to me that ~~he/she/they~~ executed the same in ~~his/her/their~~ authorized capacity~~(ies)~~, and that by ~~his/her/their~~ signature~~(s)~~ on the instrument the person~~(s)~~ or the entity upon behalf of which the person~~(s)~~ acted, executed the instrument.

I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing paragraph is true and correct.

WITNESS my hand and official seal.



Signature: Audrey Marler (Seal)

OPTIONAL

Description of Attached Document

Title or Type of Document: \_\_\_\_\_ Number of Pages: \_\_\_\_\_

Document Date: \_\_\_\_\_ Other: \_\_\_\_\_

**SIXTH AMENDMENT TO  
AGREEMENT FOR THE PURCHASE AND SALE OF REAL PROPERTY  
AND ESCROW INSTRUCTIONS**

This Amendment is the Sixth Amendment to the Agreement for the Purchase and Sale of Real Property and Escrow Instructions between SACRAMENTO MUNICIPAL UTILITY DISTRICT, a municipal utility district ("SMUD"), and CENTER UNIFIED SCHOOL DISTRICT, a public school district ("District"), dated March 21, 2003 ("Agreement"). The Agreement was amended on September 22, 2006, later amended effective December 22, 2006, and later amended effective January 16, 2008, November 19, 2014 and most recently on May 1, 2015.

1. **Background:** Pursuant to Section 5.A, SMUD notified the District that SMUD desired to acquire the Option Site. Thereafter, the District provided written notification to SMUD that SMUD must identify an Alternative Similar Site. The purpose of this amendment is to extend SMUD's period for identifying the Alternative Similar Site.
2. **Effective Date:** This Sixth Amendment to the Agreement is effective as of October 1, 2015 ("Effective Date").
3. **Purpose:** SMUD desires to acquire property within the Riolo Vineyard Development ("Riolo Site"). Figure 3.1, a Land Use Diagram showing the Riolo Site as the site marked "Public or Quasi Public (Substation) ± 0.5 AC." located immediately north of the commercial 7.5 acre site, is attached hereto as Exhibit "A." The parties desire to establish a revised timeline for identification of the Riolo Site as the Alternative Similar Site.
4. **Amendment:**  
  
The parties agree that Section 5.C. is amended to read:  
  
SMUD shall have until April 1, 2016 to identify an Alternative Similar Site and notify the District of the price.
5. **Effect:** Except for the amendment agreed to herein, the Agreement dated March 21, 2003 as previously amended remains in full force and effect.
6. **Counterparts.** This Amendment may be signed in Counterparts.

IN WITNESS WHEREOF, the CENTER UNIFIED SCHOOL DISTRICT and the SACRAMENTO MUNICIPAL UTILITY DISTRICT have entered into this Fourth Amendment to the Agreement as of the Effective Date.

**CENTER UNIFIED SCHOOL DISTRICT, a public entity**

By:

  
Scott Loehr, Superintendent

Dated: Sept 17, 2015

**SACRAMENTO MUNICIPAL UTILITY DISTRICT, a municipal utility district**

By:

  
Title: Supervisor, Red Estate Services

Dated: 9/30/, 2015

**APPROVED AS TO FORM:**

**ATKINSON, ANDELSON, LOYA, RUUD & ROMO**

By:

  
David A. Soldani, Esq.

IN WITNESS WHEREOF, the CENTER UNIFIED SCHOOL DISTRICT and the SACRAMENTO MUNICIPAL UTILITY DISTRICT have entered into this Fourth Amendment to the Agreement as of the Effective Date.

**CENTER UNIFIED SCHOOL DISTRICT, a public entity**

By:   
Scott Lochr, Superintendent

Dated: Sept 17, 2015

**SACRAMENTO MUNICIPAL UTILITY DISTRICT, a municipal utility district**

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

Title: \_\_\_\_\_

Dated: \_\_\_\_\_, 2015

**APPROVED AS TO FORM:**

**ATKINSON, ANDELSON, LOYA, RUUD & ROMO**

By:   
David A. Soldani, Esq.

**SEVENTH AMENDMENT TO  
AGREEMENT FOR THE PURCHASE AND SALE OF REAL PROPERTY  
AND ESCROW INSTRUCTIONS**

This Amendment is the Seventh Amendment to the Agreement for the Purchase and Sale of Real Property and Escrow Instructions between SACRAMENTO MUNICIPAL UTILITY DISTRICT, a municipal utility district ("SMUD"), and CENTER UNIFIED SCHOOL DISTRICT, a public school district ("District"), dated March 21, 2003 ("Agreement"). The Agreement was amended on September 22, 2006, later amended effective December 22, 2006, and later amended effective January 16, 2008, November 19, 2014, May 1, 2015 and most recently on October 1, 2015.

1. **Background:** Pursuant to Section 5.A, SMUD notified the District that SMUD desired to acquire the Option Site. Thereafter, the District provided written notification to SMUD that SMUD must identify an Alternative Similar Site. The purpose of this amendment is to extend SMUD's period for identifying the Alternative Similar Site.
2. **Effective Date:** This Fifth Amendment to the Agreement is effective as of April 2, 2016 ("Effective Date").
3. **Purpose:** SMUD desires to acquire property within the Riolo Vineyard Development ("Riolo Site"). Figure 3.1, a Land Use Diagram showing the Riolo Site as the site marked "Public or Quasi Public (Substation) ± 0.5 AC." located immediately north of the commercial 7.5 acre site, is attached hereto as Exhibit "A." The parties desire to establish a revised timeline for identification of the Riolo Site as the Alternative Similar Site.

4. **Amendment:**

The parties agree that Section 5.C. is amended to read:

SMUD shall have until December 31, 2016 to identify an Alternative Similar Site and notify the District of the price.

5. **Effect:** Except for the amendment agreed to herein, the Agreement dated March 21, 2003 as previously amended remains in full force and effect.

6. Counterparts. This Amendment may be signed in Counterparts.

IN WITNESS WHEREOF, the CENTER UNIFIED SCHOOL DISTRICT and the SACRAMENTO MUNICIPAL UTILITY DISTRICT have entered into this Seventh Amendment to the Agreement as of the Effective Date.

CENTER UNIFIED SCHOOL DISTRICT, a public entity

By: 

Scott Loehr, Superintendent

Dated: 3/17, 2016

SACRAMENTO MUNICIPAL UTILITY DISTRICT, a municipal utility district

By: 

Title: Supervisor, Real Estate Services

Dated: March 2, 2016

APPROVED AS TO FORM:

ATKINSON, ANDELSON, LOYA, RUUD & ROMO

By: 

David A. Soldani, Esq.

# CALIFORNIA ALL-PURPOSE CERTIFICATE OF ACKNOWLEDGMENT

**A notary public or other officer completing this certificate verifies only the identity of the individual who signed the document to which this certificate is attached, and not the truthfulness, accuracy, or validity of that document.**

STATE OF CALIFORNIA

COUNTY OF Sacramento

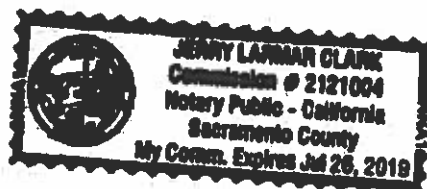
On 3/2/2016 before me, Jerry Larmer Clark, Notary Public  
Date (here insert name and title of the officer)

personally appeared Blandon Granger

who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument the person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.

I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing paragraph is true and correct.

**WITNESS my hand and official seal.**



**Notary Public**



A notary public or other officer completing this certificate verifies only the identity of the individual who signed the document to which this certificate is attached, and not the truthfulness, accuracy, or validity of that document.

## CALIFORNIA ALL-PURPOSE CERTIFICATE OF ACKNOWLEDGMENT

State of California )

County of Sacramento )

On 3-21-16 before me, Audrey Marler Notary Public,  
(here insert name and title of the officer)

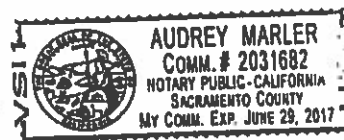
personally appeared Scott Loehr

who proved to me on the basis of satisfactory evidence to be the person~~s~~ whose name~~s~~ is/~~are~~ subscribed to the within instrument and acknowledged to me that he/~~she~~ they executed the same in his/~~her~~ their authorized capacity~~(ies)~~, and that by his/~~her~~ their signature~~s~~ on the instrument the person~~s~~, or the entity upon behalf of which the person~~s~~ acted, executed the instrument.

I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing paragraph is true and correct.

WITNESS my hand and official seal.

Signature Audrey Marler



(Seal)

### OPTIONAL INFORMATION

Although the information in this section is not required by law, it could prevent fraudulent removal and reattachment of this acknowledgment to an unauthorized document and may prove useful to persons relying on the attached document.

### Description of Attached Document

The preceding Certificate of Acknowledgment is attached to a document titled/for the purpose of \_\_\_\_\_

containing \_\_\_\_\_ pages, and dated \_\_\_\_\_

The signer(s) capacity or authority is/are as:

- ☐ Individual(s)  
☐ Attorney-In-Fact  
☐ Corporate Officer(s) \_\_\_\_\_  
Title(s) \_\_\_\_\_

- ☐ Guardian/Conservator  
☐ Partner - Limited/General  
☐ Trustee(s)  
☐ Other: \_\_\_\_\_

representing: \_\_\_\_\_  
Name(s) of Person(s) or Entity(ies) Signer Is Representing

### Additional Information

#### Method of Signer Identification

Proved to me on the basis of satisfactory evidence:  
☒ form(s) of identification ☐ credible witness(es)

Notarial event is detailed in notary journal on:

Page # \_\_\_\_\_ Entry # \_\_\_\_\_

Notary contact: \_\_\_\_\_

#### Other

☐ Additional Signer(s) ☐ Signer(s) Thumbprint(s)

☐ \_\_\_\_\_

**EIGHTH AMENDMENT TO  
AGREEMENT FOR THE PURCHASE AND SALE OF REAL PROPERTY  
AND ESCROW INSTRUCTIONS**

This Amendment is the Eighth Amendment to the Agreement for the Purchase and Sale of Real Property and Escrow Instructions between SACRAMENTO MUNICIPAL UTILITY DISTRICT, a municipal utility district ("SMUD"), and CENTER UNIFIED SCHOOL DISTRICT, a public school district ("District"), dated March 21, 2003 ("Agreement"). The Agreement was amended on September 22, 2006, later amended effective December 22, 2006, and later amended effective January 16, 2008, November 19, 2014, May 1, 2015 and most recently on October 1, 2015.

1. **Background:** Pursuant to Section 5.A, SMUD notified the District that SMUD desired to acquire the Option Site. Thereafter, the District provided written notification to SMUD that SMUD must identify an Alternative Similar Site. The purpose of this amendment is to extend SMUD's period for identifying the Alternative Similar Site.
2. **Effective Date:** This Eighth Amendment to the Agreement is effective as of January 31, 2017 ("Effective Date").
3. **Purpose:** SMUD desires to acquire property within the Riolo Vineyard Development ("Riolo Site"). Figure 3.1, a Land Use Diagram showing the Riolo Site as the site marked "Public or Quasi Public (Substation)  $\pm$  0.5 AC." located immediately north of the commercial 7.5 acre site, is attached hereto as Exhibit "A." The parties desire to establish a revised timeline for identification of the Riolo Site as the Alternative Similar Site.
4. **Amendment:**  
  
The parties agree that Section 5.C. is amended to read:  
  
SMUD shall have until December 31, 2017 to identify an Alternative Similar Site and notify the District of the price.
5. **Effect:** Except for the amendment agreed to herein, the Agreement dated March 21, 2003 as previously amended remains in full force and effect.
6. **Counterparts.** This Amendment may be signed in Counterparts.

BOARD APPROVED  
2/15/17 *ch*

IN WITNESS WHEREOF, the CENTER UNIFIED SCHOOL DISTRICT and the SACRAMENTO MUNICIPAL UTILITY DISTRICT have entered into this Eighth Amendment to the Agreement as of the Effective Date.

**CENTER UNIFIED SCHOOL DISTRICT, a public entity**

By:   
Scott Loehr, Superintendent

Dated: 2/17, 2017

**SACRAMENTO MUNICIPAL UTILITY DISTRICT, a municipal utility district**

By: 

Title: Supervisor, Real Estate Svc.

Dated: 3/1, 2017

**APPROVED AS TO FORM:**

**ATKINSON, ANDELSON, LOYA, RUUD & ROMO**

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

David A. Soldani, Esq.

## ACKNOWLEDGMENT

A notary public or other officer completing this certificate verifies only the identity of the individual who signed the document to which this certificate is attached, and not the truthfulness, accuracy, or validity of that document.

State of California  
County of SACRAMENTO

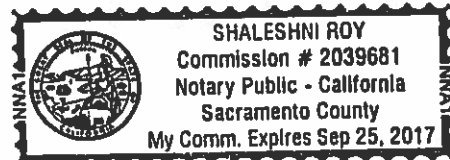
On 17th FEBRUARY, 2017 before me, SHALESHNI ROY, NOTARY PUBLIC  
(insert name and title of the officer)

personally appeared SCOTT LOEHR  
who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/~~she/they~~ executed the same in his/~~her/their~~ authorized capacity(ies), and that by his/~~her/their~~ signature(s) on the instrument the person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.

I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing paragraph is true and correct.

WITNESS my hand and official seal.

Signature \_\_\_\_\_ (Seal)



# CALIFORNIA ALL-PURPOSE CERTIFICATE OF ACKNOWLEDGMENT

A notary public or other officer completing this certificate verifies only the identity of the individual who signed the document to which this certificate is attached, and not the truthfulness, accuracy, or validity of that document.

STATE OF CALIFORNIA }

COUNTY OF Sacramento }

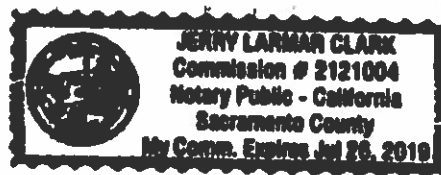
On 3/1/2017 before me, Blandon Granger, Notary Public  
Date (here insert name and title of the officer)

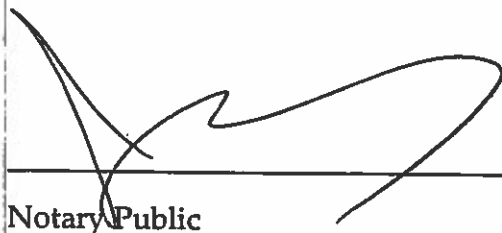
personally appeared Jerry Larmar Clark

who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their authorized capacity(ies); and that by his/her/their signature(s) on the instrument the person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.

I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing paragraph is true and correct.

WITNESS my hand and official seal.



  
Notary Public

State of California

County of \_\_\_\_\_)

On \_\_\_\_\_ before me, \_\_\_\_\_  
(insert name and title of the officer)

personally appeared \_\_\_\_\_,  
who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are  
subscribed to the within instrument and acknowledged to me that he/she/they executed the same  
in his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument  
the person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.

I certify under PENALTY OF PERJURY under the laws of the State of California that the  
foregoing paragraph is true and correct.

WITNESS my hand and official seal.

Signature \_\_\_\_\_ (Seal)



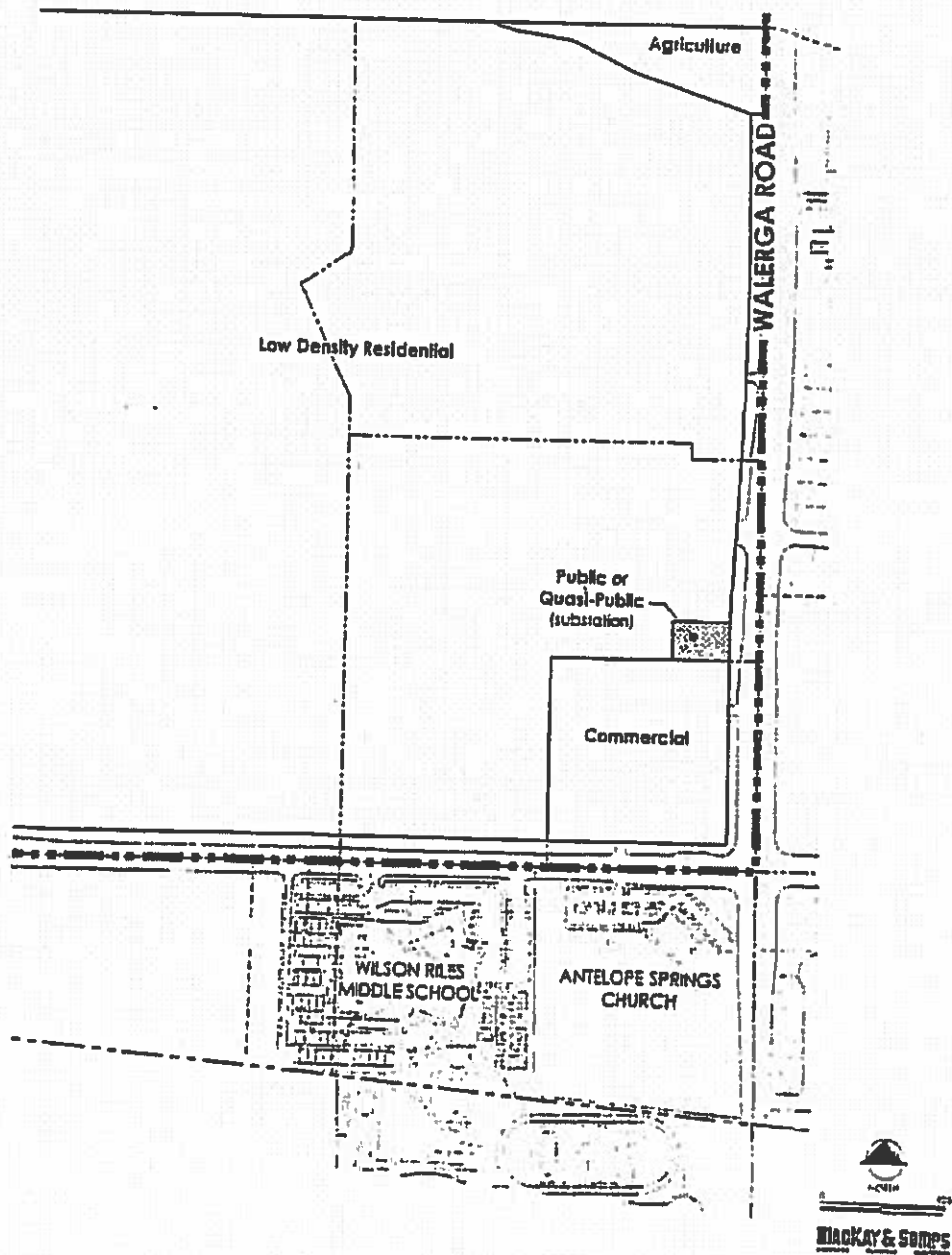
10

**EXHIBIT "A"**

## EXHIBIT "C"



EXHIBIT C SUBSTATION PARCEL



**EXHIBIT “D”**

# EXHIBIT D SIGNAL LOCATION

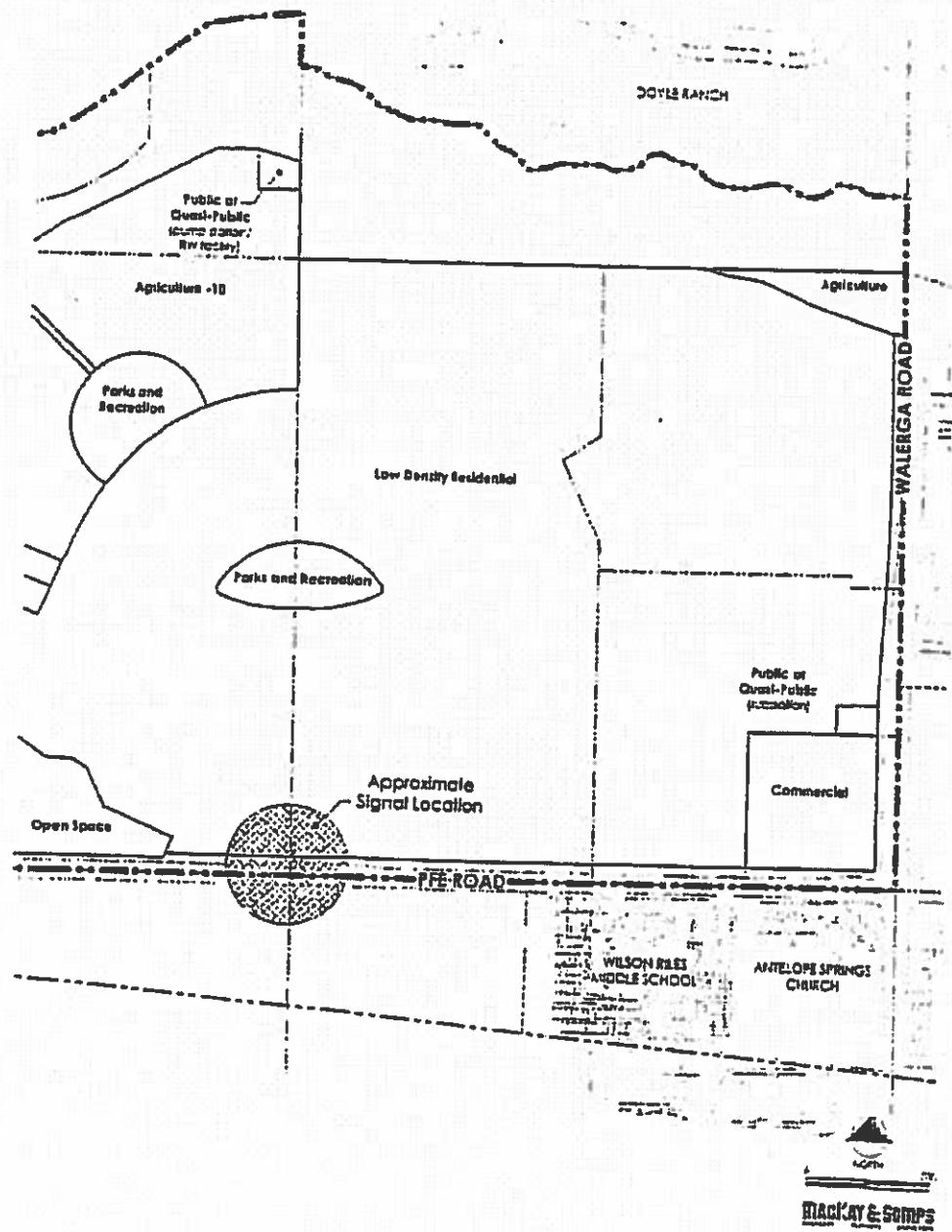
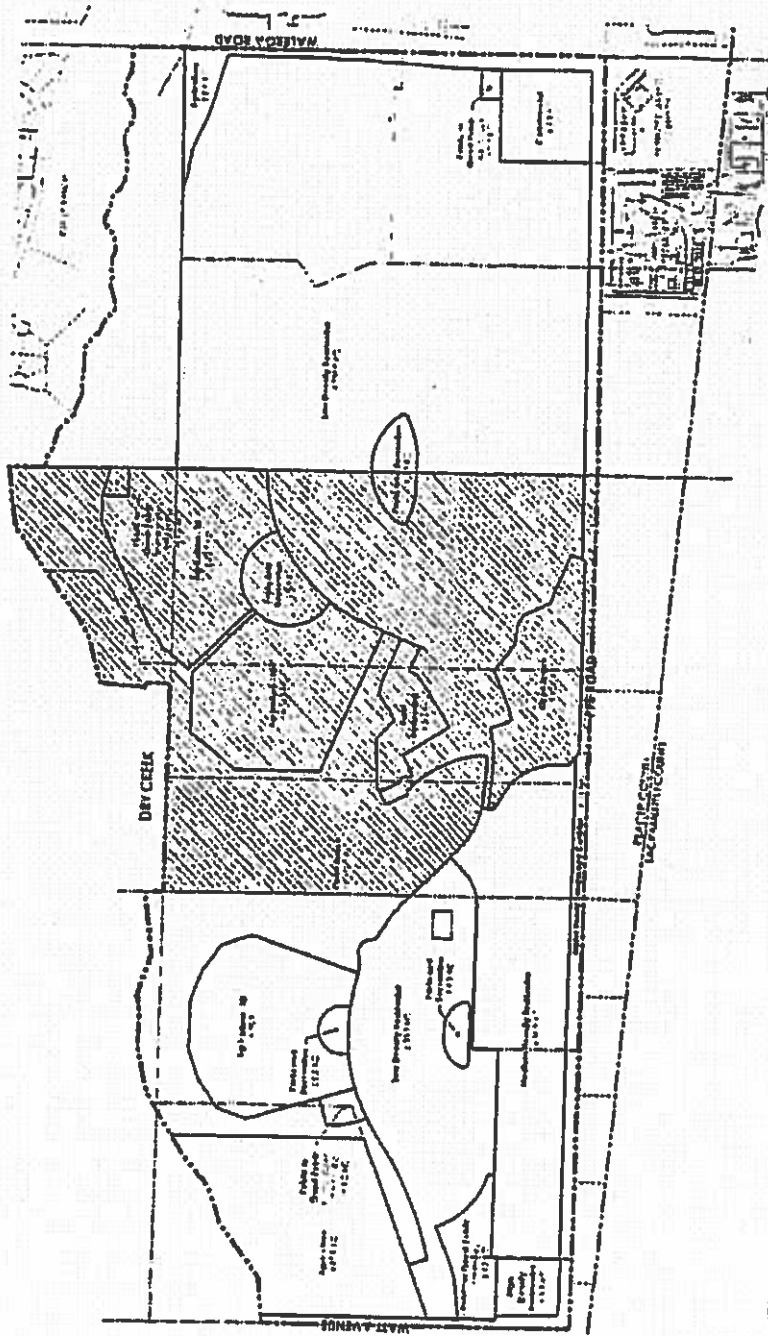


EXHIBIT E EASTERN PORTION



EASTERN PORTION



*Center Joint Unified School District*

## AGENDA REQUEST FOR:

Dept./Site: Facilities & Operations Department      Action Item   X    
To: Board of Trustees      Information Item             
Date: January 17, 2018      # Attached Pages   2    
From: Craig Deason, Assistant Superintendent  
Principal/Administrator Initials:                           

**SUBJECT: Resolution #12/2017-18: Troxel Agreement for Acquisition of Chromebooks Under Public Contract Code Section 20118**

District staff is requesting approval of a resolution which provides authorization for Center Joint Unified School District to participate (piggyback) on the contract of Region 4 Education Service Center for the procurement of Chromebooks. Pursuant to Public Contract Code Sections 20118, Center Joint Unified School District may utilize the provisions of a piggybackable contract to purchase certain property if the Board has determined it to be in the District's the best interest. In this case, utilization of the piggyback contract is in the District's best interest because it ensures us the lowest possible competitively bid price.

**RECOMMENDATION: The Center Joint Unified School District Board of Trustees approve Resolution #12/2017-18: Troxell Agreement for Acquisition of Chromebooks Under Public Contract Code Section 20118.**

CONSENT AGENDA

**CENTER JOINT UNIFIED SCHOOL DISTRICT**

**RESOLUTION NO. 12/2017-18**

**APPROVAL OF TROXEL AGREEMENT FOR ACQUISITION OF**

**CHROMEBOOKS UNDER PUBLIC CONTRACT CODE SECTION 20118**

**WHEREAS**, the Governing Board (the "Board") of the Center Joint Unified School District (the "District") has determined that a true and very real need exists for the acquisition of Chromebooks for use in District educational programs (the "Property"); and

**WHEREAS**, the governing board of a school district may under Section 20118 of the California Public Contract Code, without advertising for bids, if the board has determined it to be in the best interest of the district, authorize by contract, lease, requisition or purchase order, any public corporation or agency to lease data-processing equipment, purchase materials, supplies, equipment, automotive vehicles, tractors, services and other personal property for the district in the manner in which the public corporation is authorized by law to lease or purchase; and

**WHEREAS**, the Board has determined that it is in the best interest of the District to authorize the Property through a bid procured by the Region 4 Education Service Center (the "Region 4 ESC") under the Piggyback Bid No. R160903 ("Region 4 ESC Contract"); and

**WHEREAS**, the District has agreed to acquire the Property under the same pricing, terms and conditions as the Region 4 ESC Contract; and

**WHEREAS**, the Board of the District has by this Resolution determined the need for the Property and authorized the purchase thereof at a proposed cost of \$239,965.85; and

**WHEREAS**, the Board of the District has determined that this purchase is the most economical means for providing the Property to the District.

**NOW, THEREFORE**, the District Board hereby finds, determines, declares and resolves as follows:

Section 1. All of the recitals set forth above are true and correct and the Board so finds and determines.

Section 2. The Board hereby finds and determines the acquisition of the Property pursuant to Public Contract Code section 20118 to be in the best interest of the District.

Section 3. The Board hereby finds and determines the Region 4 ESC Contract provides the most economical means for providing the Property to the District.

Section 4. The Proposal by and between the District and Troxel, on file with the District, is hereby approved. The Superintendent or Superintendent's designee is hereby authorized and directed, for and in the name of and on behalf of the District, to execute and deliver to Troxel any and all documents necessary to complete the transaction contemplated hereunder with any such changes therein as such officer or person may require and approve, such approval to be conclusively evidenced by the execution and delivery thereof.

Section 5. The Superintendent or Superintendent's designee is hereby authorized and directed to do any and all things and to execute and deliver any and all documents which they may, in consultation with legal counsel, deem necessary or advisable in order to consummate this transaction and otherwise carry out, give effect to and comply with the terms and intent of this Resolution.

Section 6. This Resolution shall be effective as of the date of its adoption.  
**APPROVED, PASSED AND ADOPTED** by the Governing Board of the Center Joint Unified School District, this 17th day of January, 2018, by the following vote:

AYES: \_\_\_\_\_

NOES: \_\_\_\_\_

ABSTAIN: \_\_\_\_\_

ABSENT: \_\_\_\_\_

\_\_\_\_\_  
President of the Governing Board of  
Center Joint Unified School District



*Center Joint Unified School District*

**AGENDA REQUEST FOR:****Dept./Site: Operations & Facilities**

**Action Item**     X    

**To: Board of Trustees**

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

**Date:** January 17, 2018

# Attached Pages \_\_\_\_\_

**From: Craig Deason, Assistant Superintendent**

Principal/Administrator Initials:

**SUBJECT: Donation of \$5,000.00 from the Winn Foundation for CHS Geometry and Construction Program**

**RECOMMENDATION: The CJUSD Board of Trustees approve the Donation of \$5,000.00 from the Winn Foundation for CHS Geometry and Construction Program.**

# CONSENT AGENDA

# Center Unified School District

**AGENDA REQUEST FOR:**

**Dept./Site:** Business Department

**Date:** January 17, 2018

**To:** CJUSD Board of Trustees

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

**Action Item** X

**Information Item**     

**# Attached Pages** 8

**SUBJECT:**

The California Department of General Services, Procurement Division (DGS PD) entered into a Participating Addendum (Cooperative Agreement) with U.S. Bank National Association for purchase card services to support the State of California Purchase Card (CAL-Card) Program. The agreement provides eligible participating agencies with VISA purchase card services for the acquisition of goods and services.

Center Joint U.S.D. would like to obtain one CAL-Card to use when companies and agencies require pre-payment and do not accept purchase orders. These expenditures will typically relate to professional development conferences and travel-related expenses.

Recommended Action: Approve Resolution #11/2017-18: State of California Purchase Card (CAL-Card) Program

CONSENT AGENDA

# **CENTER JOINT UNIFIED SCHOOL DISTRICT**

## **Resolution #11/2017-18**

### **State of California Purchase Card (CAL-Card) Program**

**WHEREAS**, the Center Joint Unified School District Board of Trustees authorizes the District to participate in a cooperative agreement between the California Department of General Services Procurement Division (DGS PD) and U.S. Bank National Association for purchase card services to support the State of California Purchase Card (CAL-Card) Program; and,

**WHEREAS**, the CAL-Card will enable the District to obtain products and services from companies and agencies that require pre-payment and do not accept purchase orders, or when immediate payment is required; and,

**WHEREAS**, it is the intent of the Board of Trustees that this CAL-Card will remain in the Superintendent's office to be used for the above mentioned purpose for members of the Board of Trustees and all Center Joint Unified School District employees, upon approval by the Superintendent or Cabinet Member;

**THEREFORE, BE IT RESOLVED** that the Governing Board of the Center Joint Unified School District agrees to pay any and all charges in full according to the terms of the agreement, which is payment in full each month as it is billed.

#### **BOARD OF TRUSTEES**

\_\_\_\_\_  
Nancy Anderson, President

\_\_\_\_\_  
Kelly Kelley, Clerk

\_\_\_\_\_  
Jeremy Hunt, Member

\_\_\_\_\_  
Delrae Pope, Member

January 17, 2018  
Adoption Date

\_\_\_\_\_  
Donald E. Wilson, Member

# CAL-Card ®

## Request to Participate Form

### AGENCY INFORMATION:

\_\_\_\_ Center Joint Unified School District  
Legal Name of California Tax Funded Agency

\_\_\_\_ 94-6002490  
Tax ID Number

\_\_\_\_ Lisa Coronado  
Name of Contact Person at Agency

\_\_\_\_ 12/6/17  
Date

\_\_\_\_ 8408 Watt Avenue  
Mailing Address

\_\_\_\_ (916) 338-6400  
Phone

\_\_\_\_ Antelope, CA 95843  
City, State, Zip Code

\_\_\_\_ coronado@centerusd.org  
Email Address

\_\_\_\_ 1  
Estimated number of Cards

\_\_\_\_ \$5,000  
Estimated monthly spend

### REQUIRED DOCUMENTS:

#### State agencies:

Complete and submit the following to U.S. Bank:

- This Request to Participate form.
- Completed State Agency Subscription Agreement (formatted Std. 213).
- Completed W-9 form (Note: Complete Sections 1 and 4 only. Do not complete Section 2.)

#### Local agencies (cities, counties, special districts, schools districts and other non-state agencies):

Complete and submit the following to U.S. Bank:

- This Request to Participate form.
- Signed Local Agency Subscription Agreement; Include signed Certificate of Authority (if applicable).
- Completed W-9 form (Note: Complete Sections 1 and 4. Section 2 is optional.)
- Three years of audited financial statements; check one box to indicate how financials will be provided.

\_\_\_\_ Paper copy mailed with original documents  
\_\_\_\_ ☒ PDF copy emailed to [cpsmidmarketsalescoordinator@usbank.com](mailto:cpsmidmarketsalescoordinator@usbank.com)  
\_\_\_\_ Documents available online at: *provide web address* \_\_\_\_\_

To ensure all documents are completed properly, please check for the following:

- Legal names must be used; documents with abbreviated legal names cannot be processed.
- All documents must be dated and titles must be consistent throughout.

### SUBMITTAL INSTRUCTIONS:

Please send required documentation (listed above) to the CAL-Card Sales Coordinator at:

Email (preferred): [cpsmidmarketsalescoordinator@usbank.com](mailto:cpsmidmarketsalescoordinator@usbank.com)

U.S. Mail (optional): U.S. Bank  
901 Marquette Avenue, EP-MN-A17S  
Minneapolis, MN 55402

**NOTE:** Submit W-9 as directed therein.

U.S. Bank will contact you to confirm receipt of this Request to Participate Form. After U.S. Bank's review is complete, an implementation manager will contact you to set up your program.

QUESTIONS? Email us at: [cpsmidmarketsalescoordinator@usbank.com](mailto:cpsmidmarketsalescoordinator@usbank.com)

---

#### For U.S. Bank Internal Use Only

Date Submitted \_\_\_\_\_

Circle one: <\$5MM> \$5MM

Banker's Employee ID \_\_\_\_\_

Treasury Management Employee ID \_\_\_\_\_

IPM \_\_\_\_\_ RM \_\_\_\_\_

AM \_\_\_\_\_

**State of California Participating Addendum No. 7-14-99-22  
Local Agency Subscription Agreement**

---

This Local Agency Subscription Agreement ("Local Agency Subscription Agreement") constitutes an agreement to participate under the terms and conditions of the Purchase Card Services Participating Addendum No. 7-14-99-22 ("Participating Addendum") signed September 29, 2014 and entered into by U.S. Bank National Association ("U.S. Bank") and the State of California, Department of General Services ("State"). This Local Agency Subscription Agreement is entered into by U.S. Bank and the "Local Governmental Agency" identified herein, and shall become effective upon signing by U.S. Bank ("Effective Date").

**RECITALS**

- A. The State has entered into the Participating Addendum for the purpose of making available a Purchase Card Program as described in the Participating Addendum for use by State of California state agencies and local governmental agencies;
- B. The State is willing to permit Local Governmental Agency to participate in the Purchase Card Program provided that Local Governmental Agency assumes all responsibility and liability for Local Governmental Agency's performance of the terms and conditions of the Participating Addendum as if Local Governmental Agency was the entity signing the Participating Addendum, but Local Governmental Agency shall not be liable for the acts and omissions of the State under the Participating Addendum or this Local Agency Subscription Agreement. The State shall not bear liability or responsibility for Local Governmental Agency under the Participating Addendum or this Local Agency Subscription Agreement; and
- C. Local Governmental Agency has received a copy of the Participating Addendum from the State, and after a thorough review of the Participating Addendum, desires to participate as a Local Governmental Agency under the Participating Addendum. Participating Addendum No. 7-14-99-22 is incorporated into this Local Agency Subscription Agreement in its entirety and all terms and conditions of the Participating Addendum apply to the Local Governmental Agency.

**AGREEMENT**

Now therefore, in consideration of the foregoing Recitals, the mutual premises and covenants set forth in the Participating Addendum, which are incorporated herein by reference, and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, all parties agree as follows:

1. **Local Governmental Agency Responsibility.** Local Governmental Agency agrees to accept and perform all duties, responsibilities and obligations required of Participating Agencies as set forth in the Participating Addendum.
2. **Authority.** The representations, warranties and recitals of Local Governmental Agency set forth in this Local Agency Subscription Agreement and the Participating Addendum constitute valid, binding and enforceable agreements of Local Governmental Agency. All extensions of credit made to Local Governmental Agency pursuant to this Local Agency Subscription Agreement and the Participating Addendum will be valid and enforceable obligations of Local Governmental Agency and Local Governmental Agency shall pay to U.S. Bank all Debts incurred by Local Governmental Agency in accordance with the terms of the Participating Addendum and this Local Agency Subscription Agreement. The execution of this Local Agency Subscription Agreement and the performance of the obligations hereunder and under the Participating Addendum are within the power of Local Governmental Agency, have been authorized by all necessary action and do not constitute a breach of any contract to which Local Governmental Agency is a party or is bound.
3. **Purpose of Card Use.** Local Governmental Agency declares that cards shall be used for official Local Governmental Agency purchases only, and shall not be used for individual consumer purchases or to incur consumer debt. Local Governmental Agency warrants that it possesses the financial capacity to perform all of its obligations under the Participating Addendum and this Local Agency Subscription Agreement.
4. **The notice address for Local Governmental Agency is:**  
  
\_\_\_\_\_  
8408 Watt Avenue  
\_\_\_\_\_  
Antelope, CA 95843  
\_\_\_\_\_  
  
\_\_\_\_\_  
Attn: Lisa Coronado  
\_\_\_\_\_
5. **Billing Statements.** Local Governmental Agency may choose to have Statements for all Accounts with Central Billing (1) delivered by U.S. mail ("Paper Statements"); (2) made available electronically ("Electronic Statement(s)") for Local Governmental Agency to access on its own through the account management system or (3) both delivered as Paper Statements and made available as Electronic Statements. If Local Governmental Agency chooses Electronic Statements only, that is, option (2) herein, U.S. Bank will suppress delivery of Paper Statements.
6. **Authorization.** Local Governmental Agency certifies to U.S. Bank that the person executing this Local Agency Subscription Agreement is authorized by Local Governmental Agency in accordance with its organization rules and applicable law to bind

Local Governmental Agency to the terms and conditions of this Local Agency Subscription Agreement, including the authority to incur Debt in the name of Local Governmental Agency.

7. **Execution.** By signing below, the individual(s) signing this Local Agency Subscription Agreement is/are acting in his or her capacity as an authorized signing officer of Local Governmental Agency and not in his or her personal capacity, and certifies and warrants that (1) all action required by Local Governmental Agency organizational documents to authorize the signer(s) to act on behalf of Local Governmental Agency in all actions taken under this Local Agency Subscription Agreement, including but not limited to, the authority to incur Debt on behalf of Local Governmental Agency, has been taken, (2) each signer is empowered in the name of and on behalf of Local Governmental Agency to enter into all transactions contemplated in this Local Agency Subscription Agreement, and (3) the signatures appearing on all supporting documents of authority, if any, are authentic.
8. **Reliance.** Local Governmental Agency has read, understands and agrees to all terms and conditions in this Local Agency Subscription Agreement and the Participating Addendum, and U.S. Bank is entitled to act in reliance upon the authorizations and certifications set forth herein.

IN WITNESS WHEREOF, the parties have, by their authorized representatives, executed this Local Agency Subscription Agreement.

Dated this _____ day of _____, 20____	Dated this _____ day of _____, 20____
<b>By Local Governmental Agency:</b>	<b>By U.S. Bank:</b>
<u>Center Joint Unified School District</u> (Name)	<u>U.S. Bank National Association</u>
_____ (Signature of Authorized Signer)	_____ (Signature of Authorized Signer)
<u>Lisa Coronado</u> (Printed Name of Authorized Signer)	<u>Michael C. Leppones</u> (Printed Name of Authorized Signer)
<u>Director of Fiscal Services</u> (Printed Title of Authorized Signer)	<u>Vice President</u> (Printed Title of Authorized Signer)

Approved as to form:

\_\_\_\_\_  
(Signature of Attorney for Local Governmental Agency)

\_\_\_\_\_  
(Printed Name of Attorney)

**Vendor Number:** To be completed by U.S. Bank

**Section 1: W-9 information**

U.S. Bank requires your taxpayer identification number (TIN) and filing information for all payments that we process. If required, we also use this information to report to the IRS any income paid to you. Please complete Section 1 in its entirety. A Legal Structure type *must* be selected. If exemptions from backup withholding (exempt payee codes) or FATCA reporting (FATCA reporting codes) apply to you, please ensure that the exemption code is entered. The FATCA reporting code is only for payments outside the U.S.

**Exempt payee codes:**

- 1 – An organization exempt from tax under section 501(a), any IRA, or a custodial account under section 403(b)(7) if the account satisfies the requirements of section 401(f)(2)
- 2 – The United States or any of its agencies or instrumentalities
- 3 – A state, the District of Columbia, a possession of the United States, or any of their political subdivisions or instrumentalities
- 4 – A foreign government or any of its political subdivisions, agencies or instrumentalities
- 5 – A corporation
- 6 – A dealer in securities or commodities required to register in the United States, District of Columbia, or a possession of the United States
- 7 – A futures in securities or commodities required to register in the United States, the District of Columbia, or a possession of the United States
- 8 – A real estate investment trust
- 9 – An entity registered at all times during the tax year under the Investment Company Act of 1940
- 10 – A common trust operated by a bank under section 584(a)
- 11 – A financial institution
- 12 – A middleman known in the investment community as a nominee or custodian
- 13 – A trust exempt from tax under section 664 or described in section 4947

**Exemption from FATCA reporting code:**

- A – An organization exempt from tax under section 501(a) or any individual retirement plan as defined in section 7701(a)(37)
- B – The United States or any of its agencies or instrumentalities
- C – A state, the District of Columbia, a possession of the United States, or any of their political subdivisions or instrumentalities
- D – A corporation the stock of which is regularly traded on one or more established securities markets, as described in Reg. section 1.1472-1(c)(1)(i)
- E – A corporation that is a member of the same expanded affiliated group as a corporation described in Reg. section 1.1472-1(c)(1)(i)
- F – A dealer in securities, commodities, or derivative financial instruments (including notional principal contracts, futures, forwards, and options) that is registered as such under the laws of the United States or any state
- G – A real estate investment trust
- H – A regulated investment company as defined in section 851 or an entity registered at all times during the tax year under the Investment Company Act of 1940
- I – A common trust fund as defined in section 584(a)
- J – A bank as defined in section 581
- K – A broker
- L – A trust exempt from tax under section 664 or described in section 4947(a)(1)
- M – A tax exempt trust under a section 403(b) plan or section 457(g) plan

**Section 2: Automated Clearing House (ACH)**

ACH is U.S. Bank's preferred payment method. Signing up for ACH eliminates postal delays and allows U.S. Bank to pay you (vendor) through an automated electronic deposit into your preferred checking account. Funds are credited within 1-2 business days of the payment date for U.S. Bank account holders and 3-5 business days for non-U.S. Bank account holders. A remittance advice detailing the invoice number(s), date and dollar amount will be sent to you via e-mail if an e-mail address is provided or by mail when the payment has been sent electronically to your account. *Please acquire your routing number and account number from a check (not from a deposit slip).*

**Section 3: MWBEs & DVBEs**

**Minority and Women Owned Business Enterprises (MWBEs)** - U. S. Bank is committed to building relationships with certified MWBEs, defined as companies that are at least 51 percent owned, controlled and managed by one or more of the following categories - African American, Hispanic American, Asian Pacific American, Asian Indian American, Native American, Woman. Please include a copy of certification. **Disabled Veteran Businesses (DVBE)** - The law defines a disabled veteran as a United States military, naval or air service veteran with a service related disability of at least 10 percent. Please include a copy of certification.

**Foreign and Sole Proprietor**

If you are a sole proprietor, please complete and submit a W-9 form or Form 8233 from the IRS. For all other legal structures for foreign vendors, please complete a W-8BEN form or W-8ECI form

**Submission**

U.S. Bank will not process payments without a properly completed W-9 form on file. Send the signed and completed W-9 form to U.S. Bank with your completed contracts or other legal document (rebate addenda, etc.).



Return completed form to U.S. Bank with completed contracts or other legal documents (rebate addenda, etc.)

**Section 1: W-9**

**Vendor Number:**(to be completed by U.S. Bank)  
*Must be completed and returned for payments to be processed.*

**Center Joint Unified School District**

Legal Name

Trade Name

**8408 Watt Avenue**

Address

**Antelope**

City

**CA**

State

**95843**

ZIP

**(916) 338-6400**

Phone

Fax

**94-6002490**

Federal Taxpayer Identification Number (TIN)\*

TIN Type (Check one)

☐ Social Security Number ☒ Employer Identification Number

\*MUST match the person/entity listed above

**Legal Structure**

☐ Sole Proprietorship

☐ Corporation

☐ Partnership

☐ Tax Exempt Organization

☒ Government Agency

☐ Other, please specify \_\_\_\_\_

*If LLC, please select one of the following:*

☐ LLC C Corporation

☐ LLC Partnership

☐ LLC Sole Proprietor ship (Legal

Name/SSN Required)

Legal Name \_\_\_\_\_

SSN \_\_\_\_\_

**Exemptions:**

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

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

**Section 2: Automated Clearing House (Direct Deposit)**

U.S. Bank's preferred payment method.

☐ Authorization Agreement for Automatic Deposits (ACH Credits)

I (We) hereby authorize U.S. Bank, on behalf of any affiliate for which it processes payments, hereinafter called COMPANY, to initiate credit entries to my (our) account indicated below and the depository/financial institution named below, hereinafter called BANK, to credit the same to such account.

E-mail address1 (to receive electronic remittance advices)

**cps.rebates@usbank.com**

E-mail address2

Checking Account Information (Please attach a voided check or copy of a check with MICR coding)

Routing/ABA Number

Account Number

Bank Name

Branch

City

State

ZIP

Phone

This authority is to remain in full force and effect until COMPANY has received written notification from me (us) of its termination in such time and in such manner as to afford COMPANY and DEPOSITORY a reasonably opportunity to act on it.

**Section 3: MWBE & DVBE**

Is your company certified as a minority/ woman owned business?

☐ No

☐ Yes (if yes, a copy of your minority/woman owned certification MUST BE INCLUDED)

MWBE Business Status (check all that apply):

☐ African American

☐ Hispanic American

☐ Asian Pacific American

☐ Asian Indian American

☐ Native American

☐ Woman

Is your company certified as a Disabled Veteran Business Enterprise?

☐ No

☐ Yes (if yes, a copy of your DVBE certification MUST BE INCLUDED)

This will certify to U.S. Bank that I have read the requirements cited on this form, and the company classification(s) I have selected above are true and correct. I will advise U.S. Bank if our classification should change.

**Section 4: Signature (required)**

Name (Print): **Lisa Coronado** Title: **Director of Fiscal Services**

Signature \_\_\_\_\_

Date \_\_\_\_\_

For Internal Use Only: DUNS# \_\_\_\_\_



**CERTIFICATE OF AUTHORITY**  
**\*\*\*INSTRUCTIONS\*\*\***

Before completing the Certificate of Authority, please read:

- If the Local Agency Subscription Agreement being signed was "approved as to form" by an attorney, it is not necessary to complete the attached Certificate of Authority (C of A).
- If the Local Agency Subscription Agreement was not "approved as to form" by an attorney, please complete the attached C of A (page 7).
- Be sure to date all documents upon signing. Undated documents cannot be accepted and will be returned for dating.

**Signing Instructions for  
Certificate of Authority**

Note that three (3) different individuals must sign and date the C of A. If the Local Governmental Agency does not have three individuals who are authorized to sign on behalf of the Local Governmental Agency, please refer to page 6.

**Section 1 Organizational Information-** Enter the legal Local Governmental Agency name and the tax ID number on the C of A. Note: The legal name of the Local Governmental Agency name is required. The legal name is usually the name on the Local Governmental Agency's financial statements.

**Section 2 Authorized Persons -** The individual who signed the Local Agency Subscription Agreement must complete and sign in Section 2.

**Section 3 Execution Requirement -** Check only one box in Section 3 to indicate how many individuals (either 1 or 2) that the Local Governmental Agency requires to sign legal documents on behalf of the Local Governmental Agency.

**Section 4 Execution -** No action required.

**Section 5 Certification -** Two (2) individuals must sign and date Section 5 as well as insert their names and titles. Note: The individual(s) who signed in Section 2 cannot sign in Section 5 or this document is invalid.

- An officer of the Local Governmental Agency ("Officer One") is required to sign the top area of Section 5 attesting to the signatures in Section 2.
- One other officer of the Local Governmental Agency ("Officer Two") must sign the bottom area of Section 5 attesting to the signature of Officer One.

Please see examples below:

5. **Certification.** I certify that I am the Secretary and I am acting in my official capacity as an authorized officer who has been given the authority by the Local Governmental Agency to certify that the Authorized Person(s) has/have the full power and authority under applicable law and the governance rules relating to the Local Governmental Agency to execute and deliver to U.S. Bank, on behalf of the Local Governmental Agency, and to bind the Local Governmental Agency under, the Documents for the purpose of establishing and extending the Services. I also certify that the name(s) and title(s) of the Authorized Person(s) set forth above are correct and that the signature appearing beside each name is a true and genuine specimen of his/her signature.

JOHN DOE

↑ PRINTED NAME OF THE SECRETARY OF THE LOCAL GOVERNMENTAL AGENCY ↑ (CANNOT BE AN AUTHORIZED PERSON LISTED IN SECTION 2)

↑ Signature of the Secretary of the Local Governmental Agency ↑

**DATE**

I certify that I am an officer of the Local Governmental Agency, and as such, I certify that the above-named Secretary is acting in such capacity on behalf of the Local Governmental Agency, the signature below is my genuine signature and the signature above is the genuine signature of such Secretary.

JANE SMITH, TREASURER

↑ PRINTED NAME & TITLE OF INDIVIDUAL SIGNING BELOW ↑ (CANNOT BE AN AUTHORIZED PERSON LISTED IN SECTION 2)

↑ Signature ↑ Attested by One (1) Other Individual of the Local Governmental Agency

**DATE**

**EXAMPLES TO Signing Instructions  
for  
Certificate of Authority (C Of A)**

**EXAMPLE 1:**

1. One (1) person is required to sign legal documents, and
2. Local Governmental Agency has more than two (2) authorized signatories who can attest to signatures of other signatories.

Local Agency Subscription Agreement: Person A signs.

C of A Section 2:

Person A completes and signs.

C of A Section 3:

First box is checked.

C of A Section 5:

Person B (preferably the Secretary) signs attesting to the signature of Person A  
**AND**

Person C signs attesting to Person B's authority and signature.

**EXAMPLE 2:**

1. Two (2) people are required to sign legal documents, and
2. Local Governmental Agency has more than two (2) authorized signatories who can attest to signatures of other signatories.

Local Agency Subscription Agreement: Persons A and B sign.

C of A Section 2:

Persons A and B complete and sign.

C of A Section 3:

Second box is checked.

C of A Section 5:

Person C (preferably the Secretary) signs attesting to the signatures of Persons  
A and B

**AND**

Person D signs attesting to Person C's authority and signature.

**EXAMPLE 3:**

1. One (1) person is required to sign legal documents, and
2. Local Governmental Agency has only one (1) other authorized signatory who can attest to signatures of other signatories.

Local Agency Subscription Agreement: Person A signs.

C of A Section 2:

Person A completes and signs.

C of A Section 3:

First box is checked.

C of A Section 5:

Person B (preferably the Secretary) signs attesting to the signature of Person A.  
**NOTE:** If the Secretary can sign the C of A, than they cannot be Person A; they  
must be Person B.

**AND**

Person A signs attesting to Person B's authority and signature.

**EXAMPLE 4:**

1. Two (2) people are required to sign legal documents, and
2. Local Governmental Agency has only one (1) other authorized signatory who can attest to signatures of other signatories.

Local Agency Subscription Agreement: Persons A and B sign.

C of A Section 2:

Persons A and B complete and sign.

C of A Section 3:

Second box is checked.

C of A Section 5:

Either Person A or B (preferably the Secretary) signs attesting to the signature of  
Persons A and B.

**NOTE:** If the Secretary can sign the C of A, than they must sign in Section 4 and  
the other person must sign in Section 5 **AND** the Person who did not sign Section  
4 signs attesting to the signing authority and signature of the person who did sign  
in Section 4, subject to the note above.


## CERTIFICATE OF AUTHORITY

1. **Organizational Information.** This Certificate of Authority has been completed on behalf of the following Local Governmental Agency (the "Local Governmental Agency"):

Local Governmental Agency Legal Name: Center Joint Unified School District

Federal Tax Identification Number: 94-6002490

2. **Authorized Persons.** In accordance with the governance rules relating to the Local Governmental Agency, the following individuals (the "Authorized Person(s)") are authorized, on behalf of the Local Governmental Agency, to execute and deliver to U.S. Bank National Association ("U.S. Bank") and/or its affiliates the applicable contract(s), any applicable addenda and/or amendments thereto and any other documents or writings required by U.S. Bank (collectively, the "Documents") for the purpose of establishing one (1) or more card programs, extending credit and providing related services to the Local Governmental Agency with U.S. Bank in the United States (collectively, the "Services"):

Name	Title	Signature
Lisa Coronado	Director of Fiscal Services	

3. **Execution Requirements.** The governance rules relating to the Local Governmental Agency require the following number of Authorized Persons to sign the Documents for the Services (choose only one box):

- ☒ One (1) Authorized Person  
☐ Two (2) Authorized Persons

4. **Execution.** By signing the Documents, each individual signing in his or her capacity as an authorized signing officer of the Local Governmental Agency and not in his or her personal capacity, certifies and warrants that (a) all action required by Local Governmental Agency's organizational documents to authorize the signer(s) to act on behalf of the Local Governmental Agency in all actions taken under the Documents, including but not limited to, the authority to incur debt on behalf of the Local Governmental Agency, has been taken, (b) each signer is empowered in the name of and on behalf of the Local Governmental Agency to enter into all transactions and Services contemplated in the Documents, and (c) the signatures appearing on all supporting documents of authority are authentic.
5. **Certification.** I certify that I am the Superintendent and I am acting in my official capacity as an authorized officer who has been given the authority by the Local Governmental Agency to certify that the Authorized Person(s) has/have the full power and authority under applicable law and the governance rules relating to the Local Governmental Agency to execute and deliver to U.S. Bank, on behalf of the Local Governmental Agency, and to bind the Local Governmental Agency under, the Documents for the purpose of establishing and extending the Services. I also certify that the name(s) and title(s) of the Authorized Person(s) set forth above are correct and that the signature appearing beside each name is a true and genuine specimen of his/her signature.

Scott Loehr

⌈ Printed Name of the Superintendent of the Local Governmental Agency ⌋ (Cannot be an Authorized Person listed in Section 2)

⌈ Signature of the Superintendent of the Local Governmental Agency ⌋

Date

I certify that I am an officer of the Local Governmental Agency, and as such, I certify that the above-named Superintendent is acting in such capacity on behalf of the Local Governmental Agency, the signature below is my genuine signature and the signature above is the genuine signature of such Superintendent.

Nancy Anderson, CJUSD Board President

⌈ Printed Name & Title of Individual Signing Below ⌋ (Cannot be an Authorized Person listed in Section 2)

⌈ Signature ⌋ Attested by One (1) Other Individual of the Local Governmental Agency

Date

# Center Joint Unified School District

**AGENDA REQUEST FOR:**

**Dept. /Site:** Business Department

**Date:** 01/04/2018

**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 2017 through December 2017.

**RECOMMENDATION:** That the CJUSD Board of Trustees approve the District Payroll Orders for July 2017 through December 2017.

**CONSENT AGENDA**

# DISTRICT PAYROLL-SUMMARIZED FOR FISCAL YEAR ENDING JUNE 30,2018

	REGULAR	VARIABLE	SPECIAL	TOTAL PAYROLL	#OF TRANSACTIONS
JULY	\$ 938,044.16	\$ 77,180.53		\$ 1,015,224.69	549
AUG	\$ 2,518,721.16	\$ 167,176.65		\$ 2,685,897.81	942
SEPT	\$ 2,512,850.08	\$ 135,559.90		\$ 2,648,409.98	791
OCT	\$ 2,530,305.08	\$ 121,366.22		\$ 2,651,671.30	831
NOV	\$ 3,012,043.61	\$ 153,331.98		\$ 3,165,375.59	854
DEC	\$ 641,198.32	\$ 159,895.74		\$ 801,094.06	492
2-Jan	\$ 1,991,001.43			\$ 1,991,001.43	273
JAN				\$ -	
FEB				\$ -	
MARCH				\$ -	
APRIL				\$ -	
MAY				\$ -	
JUNE				\$ -	
SPECIAL				\$ -	

\$ 14,144,163.84	\$ 814,511.02	\$ -	\$ 14,958,674.86	4732
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# Center Joint Unified School District

**AGENDA REQUEST FOR:**

**Dept./Site:** Business Department

**Date:** December, 2017

**To:** Board of Trustees

**From:** Lisa Coronado

**Action Item**

**Information Item**

**# Attached Pages** 38

**SUBJECT: Supplemental Agenda – Commercial Warrant Registers**

December 7, 2017, \$212,304.30, December 14, 2017, \$447,971.13  
December 19, 2017, \$205,680.58

**The commercial warrant payments to vendors total**

**\$ 865,956.01**

**RECOMMENDATION:** That the CJUSD Board of Trustees approve the  
Supplemental Agenda – Vendor Warrants as  
presented

**CONSENT AGENDA**

**XV-19**

Batch status: A All

From batch: 0028

To batch: 0028

Include Revolving Cash: Y

Include Address: N

Include Object Desc: N

Include Vendor TIN: Y

Include Audit Date and Time in Sort: N

081 CENTER UNIFIED SCHOOL DISTRICT JS125  
12-7-17

ACCOUNTS PAYABLE PRELIST  
BATCH: 0028 12-7-17  
FUND : 01 GENERAL FUND

APY500 L.00.12 12/07/17 10:57 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	T9MPS	Liq Amt	Net Amount
-----								
010669/00	ALHAMBRA & SIERRA SPRINGS							
183 PO-180154	12/07/2017	270452254780818	1	01-0000-0-4300-105-0000-7200-005-000	NN P		26.31	26.31
183 PO-180154	12/07/2017	27045224780818	2	01-0000-0-5600-105-0000-7200-005-000	NN P		5.99	5.99
311 PO-180399	12/07/2017	663302014871405	1	01-6500-0-4300-102-5001-2700-019-000	NN P		55.38	55.38
311 PO-180399	12/07/2017	663302014871405	2	01-6500-0-5600-102-5001-2700-019-000	NN P		6.50	6.50
311 PO-180399	12/07/2017	663302014871405	3	01-0000-0-4300-103-0000-7200-019-000	NN P		55.38	55.38
311 PO-180399	12/07/2017	663302014871405	4	01-0000-0-5600-103-0000-7200-019-000	NN P		6.49	6.49
TOTAL PAYMENT AMOUNT							156.05 *	156.05
011617/00	AMADOR STAGE LINES							
1368 PO-181329	12/07/2017	74482	1	01-0076-0-5865-472-1110-4200-014-915	NN P		1,071.28	1,071.28
1368 PO-181329	12/07/2017	74480	1	01-0076-0-5865-472-1110-4200-014-915	NN P		961.11	961.11
TOTAL PAYMENT AMOUNT							2,032.39 *	2,032.39
010738/00	ANNE WALTERS-COOKE							
1395 PO-181356	12/07/2017	TRAVEL EXPENSE	1	01-5630-0-5200-601-1421-1000-017-000	NN P		130.17	130.17
TOTAL PAYMENT AMOUNT							130.17 *	130.17
010564/00	APPLE COMPUTER							
1361 PO-181309	12/07/2017	6705579403	1	01-6300-0-4400-238-1110-1000-010-000	NN P		5,518.79	5,518.79
TOTAL PAYMENT AMOUNT							5,518.79 *	5,518.79
017493/00	APPLE EDUCATION							
822 PO-180796	12/07/2017	4463629593	1	01-6387-0-4400-472-1110-1000-019-000	NN P		32.27	32.27
822 PO-180796	12/07/2017	6701573837	1	01-6387-0-4400-472-1110-1000-019-000	NN F		160.55	160.55
1037 PO-181121	12/07/2017	6700733626-RECL FEE	1	01-6387-0-4300-472-1110-1000-019-000	NN P		20.00	20.00
1037 PO-181121	12/05/2017	6700733626	1	01-6387-0-4300-472-1110-1000-019-000	NN P		192.87	192.87
1037 PO-181121	12/07/2017	6700685780	1	01-6387-0-4300-472-1110-1000-019-000	NN P		371.74	371.74
1037 PO-181121	12/07/2017	6700395879	1	01-6387-0-4300-472-1110-1000-019-000	NN F		584.48	552.24
1037 PO-181121	12/07/2017	6700733626	2	01-6387-0-4400-472-1110-1000-019-000	NN P		1,633.49	1,633.49
TOTAL PAYMENT AMOUNT							2,963.16 *	2,963.16
010400/00	AT&T							
345 PO-180313	12/07/2017	81008413	1	01-0000-0-5930-106-0000-8110-007-000	NN P		9.31	9.31
TOTAL PAYMENT AMOUNT							9.31 *	9.31



081 CENTER UNIFIED SCHOOL DISTRICT J5125  
12-7-17

ACCOUNTS PAYABLE PRELIST  
BATCH: 0028 12-7-17  
FUND : 01 GENERAL FUND

APY500 L.00.12 12/07/17 10:57 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 T9MPS	Liq Amt	Net Amount		
019736/00	BILTI, ALINA						
1373 PO-181351	12/07/2017	REIMB- ART SUPPLIES	1 01-6300-0-4300-371-1110-1000-012-000 NN F	233.70	233.70		
TOTAL PAYMENT AMOUNT				233.70 *		233.70	
014789/00	BISHO, VERNON						
1356 PO-181324	12/07/2017	reimb lamps	1 01-0000-0-4300-472-0000-8200-014-990 NN F	162.27	162.27		
TOTAL PAYMENT AMOUNT				162.27 *		162.27	
021289/00	CAPITAL METRO AREA AVID						
303 PO-180292	12/07/2017	180948	1 01-3010-0-5200-371-1110-1000-012-916 NN F	600.00	600.00		
TOTAL PAYMENT AMOUNT				600.00 *		600.00	
010575/00	CAPITOL CLUTCH & BRAKE INC.						
1132 PO-181090	12/07/2017	1488206	1 01-0000-0-4300-112-0000-3600-007-000 NN M	0.00	-181.02		
1132 PO-181090	12/07/2017	1487693	1 01-0000-0-4300-112-0000-3600-007-000 NN P	31.03	31.03		
1132 PO-181090	12/07/2017	1487674	1 01-0000-0-4300-112-0000-3600-007-000 NN P	1,238.62	1,980.29		
TOTAL PAYMENT AMOUNT				1,830.30 *		1,830.30	
020305/00	CDW GOVERNMENT INC.						
1285 PO-181245	12/07/2017	KVN0888	1 01-0000-0-4300-110-0000-7200-004-000 NN F	155.34	155.34		
1344 PO-181303	12/07/2017	kxs2233	1 01-1100-0-4400-238-0000-2700-010-995 NN F	3,296.91	3,295.19		
TOTAL PAYMENT AMOUNT				3,450.53 *		3,450.53	
022466/00	CISCO AIR SYSTEMS INC						
1371 PO-181331	12/07/2017	113235-1	1 01-8150-0-5800-106-0000-8110-007-000 NN F	130.00	130.00		
1371 PO-181331	12/07/2017	113232-1	2 01-8150-0-5600-106-0000-8110-007-000 NN F	420.00	420.00		
TOTAL PAYMENT AMOUNT				550.00 *		550.00	
016320/00	COLLIER, ALYSON						
1396 PO-181357	12/07/2017	TRAVEL EXPENSE	1 01-5630-0-5200-601-1421-1000-017-000 NN F	423.46	423.46		
TOTAL PAYMENT AMOUNT				423.46 *		423.46	

081 CENTER UNIFIED SCHOOL DISTRICT J5125  
12-7-17

ACCOUNTS PAYABLE PRELIST  
BATCH: 0028 12-7-17  
FUND : 01 GENERAL FUND

APY500 L.00.12 12/07/17 10:57 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 T9MPS		
010236/00	CREATIVE BUS SALES							
1402	PO-181359	12/07/2017	5123593	1	01-0000-0-4300-112-0000-3600-007-000	NN F	1,195.08	1,195.08
TOTAL PAYMENT AMOUNT							1,195.08 *	1,195.08
010481/00	DEMCO INC							
366	PO-180567	12/07/2017	6229015	1	01-0000-0-4400-236-0000-2420-009-777	NN F	4,399.99	4,399.99
366	PO-180567	12/07/2017	6229015	2	01-0000-0-4300-236-0000-2420-009-777	NN F	1,600.00	1,459.81
366	PO-180567	12/07/2017	6229015	3	01-0000-0-4300-236-0000-2420-009-000	NN F	4,708.47	4,173.11
366	PO-180567	12/07/2017	6229015,6217221	4	01-0000-0-4400-236-0000-2420-009-000	NN F	384.05	384.05
TOTAL PAYMENT AMOUNT							10,416.96 *	10,416.96
011543/00	EDWARDS, LORI							
1394	PO-181358	12/07/2017	REIMB BULBS	1	01-0000-0-4300-240-0000-2700-011-000	NN F	41.83	41.83
TOTAL PAYMENT AMOUNT							41.83 *	41.83
019262/00	ENTERPRISE RENT A CAR							
1403	PO-181360	12/07/2017	96413T	1	01-0076-0-5600-472-1110-4200-014-915	NN P	99.42	99.42
1403	PO-181360	12/07/2017	972D23	1	01-0076-0-5600-472-1110-4200-014-915	NN P	99.42	99.42
1403	PO-181360	12/07/2017	9B6273	1	01-0076-0-5600-472-1110-4200-014-915	NN F	99.42	99.42
1404	PO-181361	12/07/2017	94Y4M4	1	01-0000-0-5600-112-0000-3600-007-000	NN F	100.12	100.12
TOTAL PAYMENT AMOUNT							398.38 *	398.38
015567/00	FERGUSON, JERALD							
1335	PO-181321	12/07/2017	reimb plugs	1	01-0000-0-4300-472-1110-1000-014-000	NN F	12.90	12.90
TOTAL PAYMENT AMOUNT							12.90 *	12.90
014292/00	FLINN SCIENTIFIC INC							
1278	PO-181236	12/07/2017	2161848	1	01-0000-0-4300-472-1600-1000-014-000	NN F	305.95	305.95
TOTAL PAYMENT AMOUNT							305.95 *	305.95
022347/00	GIVE SOMETHING BACK							
1366	PO-181327	12/07/2017	IN-0686172	1	01-6300-0-4300-475-3200-1000-015-000	NN F	16.87	16.87
1367	PO-181328	12/07/2017	IN-0686170	1	01-0000-0-4300-475-3200-2700-015-740	NN F	67.18	67.18
TOTAL PAYMENT AMOUNT							84.05 *	84.05

APY500 L.00.12 12/07/17 10:57 PAGE 4  
 << Open >>

5

081 CENTER UNIFIED SCHOOL DISTRICT J5125  
12-7-17

ACCOUNTS PAYABLE PRELIST  
BATCH: 0028 12-7-17  
FUND : 01 GENERAL FUND

APY500 L.00.12 12/07/17 10:57 PAGE 5  
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num				
Req Reference	Date	Description	FD RESO	P OBJE	SIT GOAL	FUNC RES	DEP T9MPS	Liq Amt	Net Amount
017726/00	LOS ANGELES	FREIGHTLINER							
36 PO-180033	12/07/2017	BN-93187	1	01-0000-0-4300-112-0000-3600-007-000	NN P			116.61	116.61
TOTAL PAYMENT AMOUNT								116.61 *	116.61
020602/00	MCGRAW HILL	SCHOOL EDUCATION							
1254 PO-181208	12/07/2017	205467	1	01-0000-0-5800-472-1500-1000-014-000	NN F			179.70	179.70
TOTAL PAYMENT AMOUNT								179.70 *	179.70
016087/00	MICHAEL'S	TRANSPORTATION SERV.							
555 PO-180518	12/07/2017	100425	1	01-0000-0-5800-112-0000-3600-007-000	NN P			5,882.50	5,882.50
555 PO-180518	12/07/2017	100342	1	01-0000-0-5800-112-0000-3600-007-000	NN P			4,860.00	4,860.00
TOTAL PAYMENT AMOUNT								10,742.50 *	10,742.50
019916/00	NCS PEARSON	INC							
1303 PO-181268	12/07/2017	11424251	1	01-6500-0-4300-102-5770-1110-019-000	NN F			505.38	455.57
TOTAL PAYMENT AMOUNT								455.57 *	455.57
015787/00	O'REILLY	AUTO PARTS							
16 PO-180016	12/07/2017	1333147	1	01-0000-0-4300-112-0000-3600-007-000	NN P			1,406.44	1,406.44
TOTAL PAYMENT AMOUNT								1,406.44 *	1,406.44
017576/00	OFFICE	DEPOT							
1177 PO-181133	12/07/2017	977154706001	1	01-0000-0-4300-236-1110-1000-009-000	NN F			222.20	222.20
TOTAL PAYMENT AMOUNT								222.20 *	222.20
011345/00	PLACER	LEARNING CENTER							
810 PO-180772	12/07/2017	OCT 2017	1	01-6500-0-5800-102-5750-1180-019-000	NN F			33,456.50	33,580.29
TOTAL PAYMENT AMOUNT								33,580.29 *	33,580.29

081 CENTER UNIFIED SCHOOL DISTRICT J5125  
12-7-17

ACCOUNTS PAYABLE PRELIST  
BATCH: 0028 12-7-17  
FUND : 01 GENERAL FUND

APY500 L.00.12 12/07/17 10:57 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 T9MPS			
022525/00	POST-IT LLC							
397 PO-180368	12/07/2017	LIVESCAN OCT-2017	1 01-0000-0-5800-110-0000-7200-004-000	NN	P		272.00	272.00
TOTAL PAYMENT AMOUNT						272.00 *		272.00
021194/00	PRUDENTIAL OVERALL SUPPLY INC							
18 PO-180018	12/07/2017	180293989	1 01-0000-0-5600-112-0000-3600-007-000	NN	P		66.34	66.34
TOTAL PAYMENT AMOUNT						66.34 *		66.34
016340/00	S&S EDUCATION							
1291 PO-181248	12/07/2017	9961819	1 01-0000-0-4300-240-1110-1000-011-000	NN	P		208.82	208.82
TOTAL PAYMENT AMOUNT						208.82 *		208.82
010315/00	SAC CO OFFICE OF ED FIN SVCS							
1370 PO-181330	12/07/2017	180936	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
010552/00	SAC VAL JANITORIAL							
788 PO-180748	12/07/2017	10271661	1 01-0000-0-9320-000-0000-0000-000-000	NN	P		82.32	82.32
788 PO-180748	12/07/2017	10271704	1 01-0000-0-9320-000-0000-0000-000-000	NN	P		88.36	88.36
788 PO-180748	12/07/2017	10271362	1 01-0000-0-9320-000-0000-0000-000-000	NN	P		738.38	738.38
788 PO-180748	12/07/2017	10272093	1 01-0000-0-9320-000-0000-0000-000-000	NN	P		999.92	999.92
TOTAL PAYMENT AMOUNT						1,908.98 *		1,908.98
010266/00	SACRAMENTO COUNTY UTILITIES							
21 PO-180021	12/07/2017	50000918556	1 01-0000-0-5520-106-0000-8110-007-000	N	P		161.97	161.97
21 PO-180021	12/07/2017	50000918618	1 01-0000-0-5520-106-0000-8110-007-000	N	P		670.20	670.20
21 PO-180021	12/07/2017	50000918485	1 01-0000-0-5520-106-0000-8110-007-000	N	P		3,420.81	3,420.81
21 PO-180021	12/07/2017	50008418859	1 01-0000-0-5520-106-0000-8110-007-000	N	P		248.53	248.53
TOTAL PAYMENT AMOUNT						4,501.51 *		4,501.51
020981/00	SAVE MART SUPERMARKETS							
498 PO-180456	12/07/2017	2448176	1 01-6500-0-4300-102-5750-1110-019-000	NN	P		69.21	69.21
TOTAL PAYMENT AMOUNT						69.21 *		69.21

081 CENTER UNIFIED SCHOOL DISTRICT J5125  
12-7-17

ACCOUNTS PAYABLE PRELIST  
BATCH: 0028 12-7-17  
FUND : 01 GENERAL FUND

APY500 L.00.12 12/07/17 10:57 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 T9MPS	Liq Amt	Net Amount
017234/00	SCHIRO, BONNIE								
1306 PO-181320	12/07/2017	reimb bulbs	1	01-0000-0-4300-472-1110-1000-014-000	N	F		69.24	69.24
TOTAL PAYMENT AMOUNT								69.24 *	69.24
010373/00	SCHOOLS INSURANCE AUTHORITY								
255 PO-180209	12/07/2017	2018 ust-kam.12	1	01-0000-0-5800-112-0000-3600-007-000	NN	P		150.00	150.00
TOTAL PAYMENT AMOUNT								150.00 *	150.00
020811/00	SHRED-IT USA LLC								
73 PO-180049	12/07/2017	8123559916	1	01-0000-0-5800-472-0000-2700-014-000	NN	P		50.57	50.57
TOTAL PAYMENT AMOUNT								50.57 *	50.57
020983/00	SIERRA PACIFIC TURF SUPPLY								
875 PO-180827	12/07/2017	0516651	1	01-0000-0-4300-106-0000-8110-007-000	NN	P		1,872.23	1,872.23
TOTAL PAYMENT AMOUNT								1,872.23 *	1,872.23
010263/00	SMUD								
22 PO-180022	12/07/2017	70000000347	1	01-0000-0-5510-106-0000-8110-007-000	NN	P		38,500.50	38,500.50
TOTAL PAYMENT AMOUNT								38,500.50 *	38,500.50
014727/00	STEINKAMP, JULIE								
1387 PO-181345	12/07/2017	REIMB SUPPLIES	1	01-0000-0-4300-240-0000-2700-011-000	NN	F		19.93	19.93
1388 PO-181346	12/05/2017	REIMB CHOIR SUPPLIES	1	01-0000-0-4300-240-0000-2700-011-000	NN	F		91.22	91.22
TOTAL PAYMENT AMOUNT								111.15 *	111.15
010687/00	TAUKEI, URAIA								
1399 PO-181349	12/07/2017	REFUND	1	01-0409-0-4200-240-0000-2420-011-000	NN	F		15.00	15.00
TOTAL PAYMENT AMOUNT								15.00 *	15.00

081 CENTER UNIFIED SCHOOL DISTRICT J5125  
12-7-17

ACCOUNTS PAYABLE PRELIST  
BATCH: 0028 12-7-17  
FUND : 01 GENERAL FUND

APY500 L.00.12 12/07/17 10:57 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 T9MPS				Liq Amt	Net Amount
-----								
018408/00	TEMBEY, STEPHANIE							
1385 PO-181343	12/07/2017	REIMB SUPPLIES	1 01-0000-0-4300-240-0000-2700-011-000 NN F				173.01	173.01
1386 PO-181344	12/07/2017	REIMB SUPPLIES	1 01-0000-0-4300-240-0000-2700-011-000 NN F				45.19	45.19
TOTAL PAYMENT AMOUNT							218.20 *	218.20
010139/00	TROXELL COMMUNICATIONS INC							
1155 PO-181111	12/07/2017	988804	1 01-6500-0-4400-102-5750-1110-019-000 NN P				5,458.63	5,458.63
1155 PO-181111	12/07/2017	990004	1 01-6500-0-4400-102-5750-1110-019-000 NN F				710.06	650.00
TOTAL PAYMENT AMOUNT							6,108.63 *	6,108.63
016370/00	TWIN RIVERS UNIFIED SCH DIST							
481 PO-180432	12/07/2017	180907	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
022179/00	US HEALTHWORKS							
399 PO-180370	12/07/2017	3228454-CA	1 01-0000-0-5800-110-0000-7200-004-000 NN P				99.00	99.00
TOTAL PAYMENT AMOUNT							99.00 *	99.00
TOTAL FUND PAYMENT							161,008.75 **	161,008.75
TOTAL USE TAX AMOUNT							44.74	

081 CENTER UNIFIED SCHOOL DISTRICT J5125  
12-7-17

ACCOUNTS PAYABLE PRELIST  
BATCH: 0028 12-7-17  
FUND : 11 ADULT EDUCATION FUND

APY500 L.00.12 12/07/17 10:57 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 T9MPS			Liq Amt	Net Amount	
-----									
015627/00	HOME DEPOT CREDIT SERVICES								
1013	PO-180986	12/07/2017	6035 3220 2438 2776	1	11-3926-0-4300-600-4130-1000-015-000	NN P	3,772.46	3,772.46	
				TOTAL PAYMENT AMOUNT			3,772.46 *	3,772.46	
				TOTAL FUND PAYMENT			3,772.46 **	3,772.46	



081 CENTER UNIFIED SCHOOL DISTRICT J5125  
12-7-17

ACCOUNTS PAYABLE PRELIST  
BATCH: 0028 12-7-17  
FUND : 13 CAFETERIA FUND

APY500 L.00.12 12/07/17 10:57 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 T9MPS	
								Liq Amt Net Amount
011602/00	DANIELSEN CO., THE							
78 PO-180050	12/07/2017	150972	1	13-5310-0-4700-108-0000-3700-007-000	NN	P		1,217.05 1,217.05
78 PO-180050	12/07/2017	150972	2	13-5310-0-4300-108-0000-3700-007-000	NN	P		8.00 8.00
TOTAL PAYMENT AMOUNT								1,225.05 *
017051/00	DAVIS, LAURA							
194 PO-180181	12/07/2017	AUG-OCT MILEAGE	1	13-5310-0-5210-108-0000-3700-007-000	NN	P		60.72 60.72
1393 PO-181348	12/05/2017	REIMB PARTY SUPPLIES	1	13-5310-0-4300-108-0000-3700-007-000	NN	F		70.79 70.79
TOTAL PAYMENT AMOUNT								131.51 *
016965/00	ECOLAB FOOD SAFETY							
1374 PO-181334	12/07/2017	7628391	1	13-5310-0-5600-108-0000-3700-007-000	NN	F		79.96 79.96
TOTAL PAYMENT AMOUNT								79.96 *
010760/00	EGAN, CHRISTINA							
1378 PO-181336	12/07/2017	REFUND	1	13-5310-0-8634-000-0000-0000-000-000	NN	F		47.95 47.95
TOTAL PAYMENT AMOUNT								47.95 *
021080/00	GOLD STAR FOODS INC							
81 PO-180053	12/07/2017	2237364	1	13-5310-0-4700-108-0000-3700-007-000	NN	P		2,998.62 2,998.62
81 PO-180053	12/07/2017	2237812	1	13-5310-0-4700-108-0000-3700-007-000	NN	P		74.61 74.61
81 PO-180053	12/07/2017	2237925	1	13-5310-0-4700-108-0000-3700-007-000	NN	P		75.60 75.60
TOTAL PAYMENT AMOUNT								3,148.83 *
017730/00	HARRIS COMPUTER SYSTEMS							
193 PO-180180	12/07/2017	mn00103225	1	13-5310-0-5800-108-0000-3700-007-000	NN	P		12,739.62 12,739.62
TOTAL PAYMENT AMOUNT								12,739.62 *
014098/00	JEW, JEANNENE							
195 PO-180182	12/07/2017	SEPT- NOV MILEAGE	1	13-5310-0-5210-108-0000-3700-007-000	NN	P		64.63 64.63
TOTAL PAYMENT AMOUNT								64.63 *

081 CENTER UNIFIED SCHOOL DISTRICT J5125  
12-7-17

ACCOUNTS PAYABLE PRELIST  
BATCH: 0028 12-7-17  
FUND : 13 CAFETERIA FUND

APY500 L.00.12 12/07/17 10:57 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 T9MPS	Liq Amt
								Net Amount
016279/00	P&R PAPER SUPPLY							
118 PO-180060	12/07/2017	30162330-00	1	13-5310-0-4300-108-0000-3700-007-000	NN	P		2,075.10
118 PO-180060	12/07/2017	30160977-01	1	13-5310-0-4300-108-0000-3700-007-000	NN	P		91.91
TOTAL PAYMENT AMOUNT								2,167.01 *
019993/00	PROPACIFIC FRESH							
82 PO-180054	12/07/2017	62230	1	13-5310-0-4700-108-0000-3700-007-000	NN	P		1,777.59
82 PO-180054	12/07/2017	61883	1	13-5310-0-4700-108-0000-3700-007-000	NN	P		789.70
82 PO-180054	12/07/2017	61188	1	13-5310-0-4700-108-0000-3700-007-000	NN	P		1,795.53
82 PO-180054	12/07/2017	61169	1	13-5310-0-4700-108-0000-3700-007-000	NN	P		1,717.79
82 PO-180054	12/07/2017	60507	1	13-5310-0-4700-108-0000-3700-007-000	NN	P		1,557.57
82 PO-180054	12/07/2017	60270	1	13-5310-0-4700-108-0000-3700-007-000	NN	P		4,504.07
TOTAL PAYMENT AMOUNT								12,142.25 *
021194/00	PRUDENTIAL OVERALL SUPPLY INC							
113 PO-180097	12/07/2017	180293988	1	13-5310-0-5800-108-0000-3700-007-000	NN	P		77.75
TOTAL PAYMENT AMOUNT								77.75 *
011422/00	SYSCO OF SAN FRANCISCO							
80 PO-180052	12/07/2017	131537942	1	13-5310-0-4700-108-0000-3700-007-000	NN	P		1,294.41
80 PO-180052	12/07/2017	131537942	2	13-5310-0-4300-108-0000-3700-007-000	NN	P		29.20
TOTAL PAYMENT AMOUNT								1,323.61 *
TOTAL FUND PAYMENT								33,148.17 **
								33,148.17

081 CENTER UNIFIED SCHOOL DISTRICT J5125  
12-7-17

ACCOUNTS PAYABLE PRELIST  
BATCH: 0028 12-7-17  
FUND : 14

APY500 L.00.12 12/07/17 10:57 PAGE 12

<< Open >>

DEFERRED MAINTENANCE FUND

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 T9MPS				Liq Amt	Net Amount
016043/00		SHELTONS UNLIMITED MECHANICAL							
1297 PO-181252	12/07/2017	17-20465		1 14-0024-0-4300-106-9265-8110-007-000 NN F				134.69	134.69
1297 PO-181252	12/07/2017	17-20465		2 14-0024-0-4400-106-9265-8110-007-000 NN F				1,345.25	1,345.25
1297 PO-181252	12/07/2017	17-20465		3 14-0024-0-5600-106-9265-8110-007-000 NN F				1,250.00	1,250.00
				TOTAL PAYMENT AMOUNT				2,729.94 *	2,729.94
				TOTAL FUND	PAYMENT			2,729.94 **	2,729.94

081 CENTER UNIFIED SCHOOL DISTRICT J5125  
12-7-17

ACCOUNTS PAYABLE PRELIST  
BATCH: 0028 12-7-17  
FUND : 21 BUILDING FUND

APY500 L.00.12 12/07/17 10:57 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 T9MPS				Liq Amt	Net Amount
014069/00	PLATT ELECTRIC SUPPLY INC							
1001 PO-180965	12/07/2017	0328478	1 21-0000-0-6200-240-0000-8500-007-165 NN P				2,362.31	2,362.31
TOTAL PAYMENT AMOUNT			2,362.31 *					2,362.31
010750/00	REFRIGERATION SUPPLIES DISTR.	951262130						
1337 PO-181298	12/07/2017	52275682-00	1 21-0000-0-4300-106-0000-8500-007-171 NN P				9,255.73	9,282.67
TOTAL PAYMENT AMOUNT			9,282.67 *					9,282.67
TOTAL FUND PAYMENT			11,644.98 **					11,644.98
TOTAL BATCH PAYMENT			212,304.30 ***			0.00		212,304.30
TOTAL USE TAX AMOUNT			44.74					
TOTAL DISTRICT PAYMENT			212,304.30 ****			0.00		212,304.30
TOTAL USE TAX AMOUNT			44.74					
TOTAL FOR ALL DISTRICTS:			212,304.30 ****			0.00		212,304.30
TOTAL USE TAX AMOUNT			44.74					

Number of checks to be printed: 67, not counting voids due to stub overflows.

Batch status: A All

From batch: 0030

To batch: 0030

Include Revolving Cash: Y

Include Address: N

Include Object Desc: N

Include Vendor TIN: Y

Include Audit Date and Time in Sort: N

081 CENTER UNIFIED SCHOOL DISTRICT J5381  
12-14-17

ACCOUNTS PAYABLE PRELIST  
BATCH: 0030 12-14-17  
FUND : 01 GENERAL FUND

APY500 L.00.12 12/14/17 11:07 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 T9MPS		
019053/00	A TOUCH OF UNDERSTANDING INC							
1065 PO-181034	12/14/2017	17-18-059	1	01-9315-0-5800-601-1110-1000-017-000	NN	P	600.00	600.00
TOTAL PAYMENT AMOUNT							600.00 *	600.00
011802/00	A-Z BUS SALES INC.							
1432 PO-181389	12/11/2017	02p438101	1	01-0000-0-4300-112-0000-3600-007-000	NN	P	244.93	244.93
1432 PO-181389	12/14/2017	02p438100	1	01-0000-0-4300-112-0000-3600-007-000	NN	P	405.04	405.04
1432 PO-181389	12/14/2017	02P438132	1	01-0000-0-4300-112-0000-3600-007-000	NN	P	52.30	52.30
TOTAL PAYMENT AMOUNT							702.27 *	702.27
020187/00	ACTenviro							
1450 PO-181410	12/14/2017	155759	1	01-0000-0-5600-112-0000-3600-007-000	NN	P	160.00	160.00
1450 PO-181410	12/14/2017	155759	2	01-0000-0-5800-112-0000-3600-007-000	NN	P	130.00	130.00
TOTAL PAYMENT AMOUNT							290.00 *	290.00
010002/00	ALDAR ACADEMY							
716 PO-180686	12/14/2017	NOV 17	1	01-6500-0-5800-102-5750-1180-019-000	NN	P	2,611.52	2,611.52
TOTAL PAYMENT AMOUNT							2,611.52 *	2,611.52
011617/00	AMADOR STAGE LINES							
1455 PO-181411	12/14/2017	73480	1	01-0000-0-5865-371-1110-1000-012-000	NN	F	1,839.86	1,839.86
1456 PO-181412	12/14/2017	74448,74445,73988	1	01-0076-0-5865-472-1110-4200-014-915	NN	F	1,350.95	1,350.95
1456 PO-181412	12/14/2017	73989,73990	2	01-0000-0-5865-112-0000-3600-007-000	NN	F	1,653.90	1,653.90
TOTAL PAYMENT AMOUNT							4,844.71 *	4,844.71
010564/00	APPLE COMPUTER							
1362 PO-181310	12/14/2017	6706180657	1	01-0000-0-4400-240-0000-2700-011-000	NN	P	161.57	161.57
1362 PO-181310	12/14/2017	6706512385	1	01-0000-0-4400-240-0000-2700-011-000	NN	P	1,006.00	1,006.00
1379 PO-181333	12/14/2017	6706525927	1	01-6300-0-4400-238-1110-1000-010-000	NN	F	8,698.45	8,698.45
1379 PO-181333	12/14/2017	6706525927	2	01-0370-0-4400-115-1110-1000-007-000	NN	F	8,698.45	8,698.45
TOTAL PAYMENT AMOUNT							18,564.47 *	18,564.47

081 CENTER UNIFIED SCHOOL DISTRICT J5381  
12-14-17

ACCOUNTS PAYABLE PRELIST  
BATCH: 0030 12-14-17  
FUND : 01 GENERAL FUND

APY500 L.00.12 12/14/17 11:07 PAGE 2  
<< 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 T9MPS					
011481/00	AT&T							
521 PO-180480	12/14/2017	9391028109	1 01-0000-0-5930-106-0000-8110-007-000 NN P			1,356.01	1,356.01	
TOTAL PAYMENT AMOUNT			1,356.01 *				1,356.01	
021604/00	ATLAS DISPOSAL INDUSTRIES							
27 PO-180026	12/14/2017	1031	1 01-0000-0-5525-106-0000-8110-007-000 NN P			181.61	181.61	
27 PO-180026	12/14/2017	149397	1 01-0000-0-5525-106-0000-8110-007-000 NN P			480.60	480.60	
27 PO-180026	12/14/2017	149398	1 01-0000-0-5525-106-0000-8110-007-000 NN P			1,305.27	1,305.27	
27 PO-180026	12/14/2017	149399	1 01-0000-0-5525-106-0000-8110-007-000 NN P			643.50	643.50	
27 PO-180026	12/14/2017	149400	1 01-0000-0-5525-106-0000-8110-007-000 NN P			260.53	260.53	
27 PO-180026	12/14/2017	149401	1 01-0000-0-5525-106-0000-8110-007-000 NN P			204.92	204.92	
27 PO-180026	12/14/2017	149402	1 01-0000-0-5525-106-0000-8110-007-000 NN P			409.42	409.42	
27 PO-180026	12/14/2017	149403	1 01-0000-0-5525-106-0000-8110-007-000 NN P			430.54	430.54	
27 PO-180026	12/14/2017	149404	1 01-0000-0-5525-106-0000-8110-007-000 NN P			81.23	81.23	
27 PO-180026	12/14/2017	1032	1 01-0000-0-5525-106-0000-8110-007-000 NN P			323.67	323.67	
TOTAL PAYMENT AMOUNT			4,321.29 *				4,321.29	
019504/00	B & H PHOTO-VIDEO							
966 PO-180928	12/14/2017	INVOICES	1 01-0370-0-4300-115-0000-7700-007-000 YN F			2,908.24	1,935.82	
966 PO-180928	12/12/2017	INVOICES-SEE ATTACHED	2 01-0370-0-4400-115-0000-7700-007-000 YN F			10,070.03	10,070.03	
TOTAL PAYMENT AMOUNT			12,005.85 *				12,005.85	
TOTAL USE TAX AMOUNT			930.46					
019504/02	B&H PHOTO-VIDEO							
86 PO-180254	12/14/2017	131023385	1 01-0000-0-4300-472-0000-2700-014-000 YN F			406.07	190.35	
86 PO-180254	12/14/2017	131042292,131023385	2 01-0000-0-4400-472-0000-2700-014-000 YN F			1,803.53	1,803.53	
TOTAL PAYMENT AMOUNT			1,993.88 *				1,993.88	
TOTAL USE TAX AMOUNT			154.52					
015623/00	BARRIGA, MARIA I. PEREZ							
1172 PO-181130	12/12/2017	OCT-2017	1 01-6500-0-5800-102-5770-3600-019-000 NN P			100.37	100.37	
1172 PO-181130	12/14/2017	OCT MILEAGE	1 01-6500-0-5800-102-5770-3600-019-000 NN P			152.72	152.72	
TOTAL PAYMENT AMOUNT			253.09 *				253.09	

081 CENTER UNIFIED SCHOOL DISTRICT J5381  
12-14-17

ACCOUNTS PAYABLE PRELIST  
BATCH: 0030 12-14-17  
FUND : 01 GENERAL FUND

APY500 L.00.12 12/14/17 11:07 PAGE 3  
<< Open >>

Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
			FD RESO	P OBJE	SIT GOAL	FUNC RES DEP T9MPS		
015718/00	BASIC PACIFIC							
	PV-180032	12/13/2017 DECEMBER2017			01-0000-0-9552-000-0000-0000-000	NN		3,250.44
			TOTAL PAYMENT AMOUNT			3,250.44 *		3,250.44
020065/00	BOLTON, LOIS							
	1467 PO-181416	12/14/2017 REIMB MEDICAL			1 01-0000-0-3402-111-0000-8200-000-000	NN F	50.00	50.00
			TOTAL PAYMENT AMOUNT			50.00 *		50.00
016216/00	BORASI, CHRIS							
	1425 PO-181386	12/14/2017 CONFERENCE LUNCHES			1 01-0000-0-5200-101-1110-1000-002-995	NN F	56.05	56.05
	1425 PO-181386	12/14/2017 REWARD ITEMS			2 01-0000-0-4300-371-1110-1000-012-777	NN F	81.11	81.11
			TOTAL PAYMENT AMOUNT			137.16 *		137.16
018071/00	BRADY, ASHLEY							
	1443 PO-181405	12/14/2017 MILEAGE			1 01-6520-0-5200-472-5770-1110-019-000	NN F	27.92	27.92
			TOTAL PAYMENT AMOUNT			27.92 *		27.92
022282/00	BRIGHT START THERAPIES							
	1448 PO-181419	12/13/2017 CUAH1115.17			1 01-6500-0-5800-102-5750-1180-019-000	NN P	480.00	480.00
	1448 PO-181419	12/13/2017 CUEH1115.17			1 01-6500-0-5800-102-5750-1180-019-000	NN P	630.00	630.00
			TOTAL PAYMENT AMOUNT			1,110.00 *		1,110.00
013988/00	BUTTES/CENTER STATE PIPE &							
	159 PO-180126	12/14/2017 8009898045.001			1 01-8150-0-4300-106-0000-8110-007-000	NN P	1,012.85	1,012.85
			TOTAL PAYMENT AMOUNT			1,012.85 *		1,012.85
010340/00	CA DEPT OF JUSTICE							
	395 PO-180366	12/14/2017 271239			1 01-0000-0-5800-110-0000-7200-004-000	NN P	416.00	416.00
			TOTAL PAYMENT AMOUNT			416.00 *		416.00



APY500 L.00.12 12/14/17 11:07 PAGE 4  
 << Open >>

19

081 CENTER UNIFIED SCHOOL DISTRICT J5381  
12-14-17

ACCOUNTS PAYABLE PRELIST  
BATCH: 0030 12-14-17  
FUND : 01 GENERAL FUND

APY500 L.00.12 12/14/17 11:07 PAGE 5  
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num		Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS					
018180/00	CITRUS HEIGHTS SAW & MOWER							
1209 PO-181162	12/14/2017	414407	1 01-0000-0-4300-106-0000-8110-007-000 NN P			407.28	407.28	
TOTAL PAYMENT AMOUNT						407.28 *	407.28	
015699/00	CLARK SECURITY PRODUCTS							
20 PO-180020	12/14/2017	22K238357	1 01-8150-0-4300-106-0000-8110-007-000 NN P			356.79	356.79	
20 PO-180020	12/14/2017	22K238062	1 01-8150-0-4300-106-0000-8110-007-000 NN P			87.12	87.12	
20 PO-180020	12/14/2017	22K239192	1 01-8150-0-4300-106-0000-8110-007-000 NN P			347.68	347.68	
TOTAL PAYMENT AMOUNT						791.59 *	791.59	
018791/00	COLLINS, CHRIS							
1444 PO-181391	12/14/2017	REIMB LUNCHES	1 01-0000-0-4300-475-3200-1000-015-740 NN F			145.46	145.46	
TOTAL PAYMENT AMOUNT						145.46 *	145.46	
021797/00	D3 SPORTS INC							
1180 PO-181136	12/14/2017	27939	1 01-0000-0-5800-472-1110-1000-014-000 NN F			384.51	384.51	
TOTAL PAYMENT AMOUNT						384.51 *	384.51	
010481/00	DEMCO INC							
1246 PO-181255	12/14/2017	6265479	1 01-0409-0-4300-371-0000-2420-012-000 NN F			220.95	221.66	
1246 PO-181255	12/14/2017	6265479	2 01-0409-0-5800-371-0000-2420-012-000 NN F			30.97	30.97	
TOTAL PAYMENT AMOUNT						252.63 *	252.63	
019943/00	DOCUMENT TRACKING SERVICES							
1440 PO-181399	12/14/2017	T-958430012	1 01-0000-0-5800-103-4760-1000-019-740 NN F			178.07	178.07	
TOTAL PAYMENT AMOUNT						178.07 *	178.07	
010336/00	ECOTECH PEST MANAGEMENT INC							
14 PO-180014	12/14/2017	18377	1 01-0000-0-5500-106-0000-8110-007-000 NN P			787.00	787.00	
TOTAL PAYMENT AMOUNT						787.00 *	787.00	

081 CENTER UNIFIED SCHOOL DISTRICT J5381  
12-14-17

ACCOUNTS PAYABLE PRELIST  
BATCH: 0030 12-14-17  
FUND : 01 GENERAL FUND

APY500 L.00.12 12/14/17 11:07 PAGE 6  
<< Open >>

Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
			FD RESO	P OBJE	SIT GOAL	FUNC RES DEP T9MPS		
018444/00	ELITE TROPHIES & AWARDS							
1461 PO-181421	12/14/2017	2266		1	01-0000-0-5800-120-0000-7110-000-000	NN F	15.09	15.02
			TOTAL PAYMENT AMOUNT			15.02 *		15.02
020232/00	ENCORE GRAPHICS INC							
1264 PO-181223	12/14/2017	20647		1	01-8150-0-5800-106-0000-8110-007-000	NN F	1,779.90	1,770.60
			TOTAL PAYMENT AMOUNT			1,770.60 *		1,770.60
016162/00	EVE EASTTEAM							
1413 PO-181374	12/11/2017	reimb assessment		1	01-5640-0-4300-601-1369-3150-017-000	NN F	231.00	231.00
			TOTAL PAYMENT AMOUNT			231.00 *		231.00
010408/00	FERRELLGAS							
1446 PO-181407	12/14/2017	1098746339		1	01-0000-0-4300-112-0000-3600-007-000	NN F	387.41	387.41
			TOTAL PAYMENT AMOUNT			387.41 *		387.41
022347/00	GIVE SOMETHING BACK							
1272 PO-181234	12/14/2017	IN-0687088		1	01-0000-0-4300-472-1500-1000-014-000	NN F	153.86	153.86
1272 PO-181234	12/14/2017	IN-0688165		1	01-0000-0-4300-472-1500-1000-014-000	NN F	5.27	5.27
			TOTAL PAYMENT AMOUNT			159.13 *		159.13
017718/00	GUIDING HANDS INC.							
782 PO-180744	12/14/2017	4707		1	01-6500-0-5800-102-5750-1180-019-000	NN P	250.00	250.00
782 PO-180744	12/14/2017	4697		1	01-6500-0-5800-102-5750-1180-019-000	NN P	187.50	187.50
782 PO-180744	12/14/2017	4679		1	01-6500-0-5800-102-5750-1180-019-000	NN P	3,083.36	3,083.36
			TOTAL PAYMENT AMOUNT			3,520.86 *		3,520.86
015498/00	HARRIS WELDING							
570 PO-180534	12/14/2017	01730725		1	01-8150-0-4300-106-0000-8110-007-000	N P	332.98	332.98
			TOTAL PAYMENT AMOUNT			332.98 *		332.98

081 CENTER UNIFIED SCHOOL DISTRICT J5381  
12-14-17

ACCOUNTS PAYABLE PRELIST  
BATCH: 0030 12-14-17  
FUND : 01 GENERAL FUND

APY500 L.00.12 12/14/17 11:07 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 T9MPS				Liq Amt	Net Amount
020904/00	HIBBERT, NIKKI							
1433	PO-181394	12/14/2017	TRIP1577	1	01-0000-0-5800-112-0000-3600-007-000	NN P	12.75	12.75
TOTAL PAYMENT AMOUNT							12.75 *	12.75
017002/00	HOME DEPOT CREDIT SERVICES							
11	PO-180011	12/13/2017	6035322503880209	1	01-8150-0-4300-106-0000-8110-007-000	NN P	1,418.77	1,418.77
486	PO-180437	12/14/2017	6020905	1	01-0000-0-4300-106-0000-8110-007-000	NN P	50.97	50.97
486	PO-180437	12/14/2017	592537	1	01-0000-0-4300-106-0000-8110-007-000	NN P	25.29	25.29
486	PO-180437	12/14/2017	80902	1	01-0000-0-4300-106-0000-8110-007-000	NN P	32.39	32.39
486	PO-180437	12/14/2017	2023995	1	01-0000-0-4300-106-0000-8110-007-000	NN P	327.45	468.69
1328	PO-181288	12/14/2017	8081818	1	01-0000-0-4300-112-0000-7200-007-000	NN F	107.62	107.62
1328	PO-181288	12/14/2017	8081818	2	01-0000-0-4300-106-0000-8110-007-000	NN F	106.67	106.67
TOTAL PAYMENT AMOUNT							2,210.40 *	2,210.40
021789/00	JABBERGYM INC							
1256	PO-181219	12/14/2017	9112	1	01-6500-0-5800-102-5750-1180-019-000	NN P	30,240.00	30,240.00
TOTAL PAYMENT AMOUNT							30,240.00 *	30,240.00
018343/00	JBEILY, TAMI							
1419	PO-181380	12/14/2017	reimb snacks	1	01-4203-0-4300-103-4760-1000-019-000	NN F	38.64	38.64
TOTAL PAYMENT AMOUNT							38.64 *	38.64
016750/00	JUST SEND IT POSTAL CENTER							
378	PO-180347	12/14/2017	1437	1	01-5630-0-5800-601-1421-1000-017-000	NN P	540.00	540.00
TOTAL PAYMENT AMOUNT							540.00 *	540.00
019086/00	KATRINA EMERSON							
1451	PO-181401	12/14/2017	#104	1	01-0000-0-5800-475-3200-1000-015-740	NY F	450.00	450.00
TOTAL PAYMENT AMOUNT							450.00 *	450.00
010609/00	KELLY MOORE PAINT COMPANY INC							
40	PO-180037	12/14/2017	20300000277616	1	01-8150-0-4300-106-0000-8110-007-000	NN P	34.98	34.98
TOTAL PAYMENT AMOUNT							34.98 *	34.98

081 CENTER UNIFIED SCHOOL DISTRICT J5381  
12-14-17

ACCOUNTS PAYABLE PRELIST  
BATCH: 0030 12-14-17  
FUND : 01 GENERAL FUND

APY500 L.00.12 12/14/17 11:07 PAGE 8  
<< 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 T9MPS	Liq Amt
								Net Amount
017899/00	LAWSON, BECKY							
1416 PO-181377	12/14/2017	REIMB SNACKS	1	01-0000-0-4300-103-0000-2110-019-000	N	F		26.37
1417 PO-181378	12/14/2017	TRAVEL EXPENSE	1	01-3010-0-5200-103-0000-2700-019-822	N	F		1,019.82
TOTAL PAYMENT AMOUNT								1,046.19 *
014800/00	LORD, KATHLEEN							
1400 PO-181365	12/15/2017	REIMB TRAVEL EXPENSE	1	01-3010-0-5200-236-0000-2700-009-000	NN	F		4,575.47
TOTAL PAYMENT AMOUNT								4,575.47 *
017726/00	LOS ANGELES FREIGHTLINER							
36 PO-180033	12/14/2017	XA410000964.01	1	01-0000-0-4300-112-0000-3600-007-000	NN	P		22.08
TOTAL PAYMENT AMOUNT								22.08 *
021914/00	LOY MATTISON ENTERPRISES							
416 PO-180382	12/14/2017	100117113017	1	01-0000-0-5800-106-0000-8110-007-000	NY	P		750.00
TOTAL PAYMENT AMOUNT								750.00 *
019087/00	MCCARTY, MELADEE	569848465						
1258 PO-181221	12/12/2017	11-2017	1	01-6500-0-5800-102-5750-1180-002-000	NY	P		2,400.00
TOTAL PAYMENT AMOUNT								2,400.00 *
016078/00	MCGLAUGHLIN, DONNA							
818 PO-180783	12/14/2017	NOV-17	1	01-6500-0-5800-102-5750-1180-019-000	NY	P		3,330.00
TOTAL PAYMENT AMOUNT								3,330.00 *
022590/00	MICHAEL JONES							
1135 PO-181092	12/14/2017	TRIP 1577	1	01-0000-0-5800-112-0000-3600-007-000	NN	P		15.00
TOTAL PAYMENT AMOUNT								15.00 *

081 CENTER UNIFIED SCHOOL DISTRICT J5381  
12-14-17

ACCOUNTS PAYABLE PRELIST  
BATCH: 0030 12-14-17  
FUND : 01 GENERAL FUND

APY500 L.00.12 12/14/17 11:07 PAGE 9  
<< Open >>

Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount					
			FD RESO	P	OBJE	SIT	GOAL	FUNC	RES	DEP	T9MPS		
016087/00	MICHAEL'S TRANSPORTATION SERV.												
555 PO-180518	12/14/2017	100566		1	01-0000-0-5800-112-0000-3600-007-000	NN P	4,860.00	4,860.00					
			TOTAL PAYMENT AMOUNT				4,860.00 *	4,860.00					
019059/00	MILLENNIUM TERMITE & PEST												
39 PO-180036	12/14/2017	TR-71099		1	01-0000-0-5500-106-0000-8110-007-000	NN P	91.00	91.00					
39 PO-180036	12/14/2017	TR-72628		1	01-0000-0-5500-106-0000-8110-007-000	NN P	59.00	59.00					
39 PO-180036	12/15/2017	TR-72628		1	01-0000-0-5500-106-0000-8110-007-000	NN P	57.00	57.00					
			TOTAL PAYMENT AMOUNT				207.00 *	207.00					
021692/00	MONOPRICE INC												
1376 PO-181352	12/14/2017	16899183		1	01-0000-0-4300-371-1110-1000-012-000	NN P	38.72	36.97					
			TOTAL PAYMENT AMOUNT				36.97 *	36.97					
017315/00	NAPA AUTO PARTS - GENUINE AUTO												
17 PO-180017	12/14/2017	1850		1	01-0000-0-4300-112-0000-3600-007-000	NN P	105.20	105.20					
			TOTAL PAYMENT AMOUNT				105.20 *	105.20					
019916/00	NCS PEARSON INC												
660 PO-180634	12/14/2017	11305031		1	01-6500-0-4300-102-5770-1110-019-000	NN F	162.27	161.50					
			TOTAL PAYMENT AMOUNT				161.50 *	161.50					
021511/00	OCCUPATIONAL THERAPY FOR												
1204 PO-181166	12/14/2017	17-11-11		1	01-6500-0-5800-102-5750-1180-019-000	NN P	90.00	90.00					
			TOTAL PAYMENT AMOUNT				90.00 *	90.00					
017576/00	OFFICE DEPOT												
1332 PO-181294	12/14/2017	985912725001		1	01-4203-0-4300-103-4760-1000-019-000	NN F	185.46	185.46					
1341 PO-181301	12/14/2017	985903572001,1001		1	01-0000-0-4300-238-0000-2700-010-000	NN F	50.00	50.00					
1341 PO-181301	12/14/2017	985903570001		2	01-6300-0-4300-238-1110-1000-010-000	NN F	21.30	19.46					
1351 PO-181313	12/14/2017	985909344001		1	01-0000-0-4300-103-0000-2110-019-000	NN P	15.34	15.34					
1351 PO-181313	12/14/2017	985909343001		1	01-0000-0-4300-103-0000-2110-019-000	NN P	18.95	18.95					
1351 PO-181313	12/14/2017	985909342001		1	01-0000-0-4300-103-0000-2110-019-000	NN F	39.41	39.40					
1359 PO-181318	12/14/2017	985908149001		1	01-0409-0-4300-236-0000-2420-009-000	NN P	3.54	3.54					

081 CENTER UNIFIED SCHOOL DISTRICT J5381  
12-14-17

ACCOUNTS PAYABLE PRELIST  
BATCH: 0030 12-14-17  
FUND : 01 GENERAL FUND

APY500 L.00.12 12/14/17 11:07 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 T9MPS				Liq Amt	Net Amount
017576 (CONTINUED)								
1359 PO-181318	12/14/2017	985908148001	1 01-0409-0-4300-236-0000-2420-009-000 NN F				186.54	186.54
TOTAL PAYMENT AMOUNT							518.69 *	518.69
014069/00 PLATT ELECTRIC SUPPLY INC								
12 PO-180012	12/14/2017	P137561	1 01-8150-0-4300-106-0000-8110-007-000 NN P				13.34	13.34
12 PO-180012	12/14/2017	Y021800	1 01-8150-0-4300-106-0000-8110-007-000 NN P				252.14	252.14
TOTAL PAYMENT AMOUNT							265.48 *	265.48
021401/00 PRACTI-CAL INC								
1415 PO-181376	12/14/2017	339214	1 01-5640-0-5800-109-0000-3140-017-000 NN P				310.43	310.43
1415 PO-181376	12/14/2017	339266	1 01-5640-0-5800-109-0000-3140-017-000 NN P				90.37	90.37
1415 PO-181376	12/14/2017	339317	1 01-5640-0-5800-109-0000-3140-017-000 NN P				335.74	335.74
1415 PO-181376	12/14/2017	339368	1 01-5640-0-5800-109-0000-3140-017-000 NN F				500.20	500.20
TOTAL PAYMENT AMOUNT							1,236.74 *	1,236.74
021194/00 PRUDENTIAL OVERALL SUPPLY INC								
18 PO-180018	12/14/2017	180293442	1 01-0000-0-5600-112-0000-3600-007-000 NN P				66.34	66.34
18 PO-180018	12/14/2017	180294641	1 01-0000-0-5600-112-0000-3600-007-000 NN P				66.34	66.34
18 PO-180018	12/14/2017	180292371	1 01-0000-0-5600-112-0000-3600-007-000 NN P				134.59	134.59
TOTAL PAYMENT AMOUNT							267.27 *	267.27
010627/00 RIVERVIEW INTERNATIONAL TRUCKS								
1275 PO-181227	12/14/2017	949221	1 01-0000-0-4300-112-0000-3600-007-000 NN P				663.23	663.23
1275 PO-181227	12/14/2017	949857	1 01-0000-0-4300-112-0000-3600-007-000 NN P				307.35	307.35
TOTAL PAYMENT AMOUNT							970.58 *	970.58
019951/00 ROBINSON, PAULA								
1441 PO-181404	12/14/2017	REIMB	1 01-6500-0-4300-102-5750-1110-019-000 NN F				19.54	19.54
TOTAL PAYMENT AMOUNT							19.54 *	19.54

081 CENTER UNIFIED SCHOOL DISTRICT J5381  
12-14-17

ACCOUNTS PAYABLE PRELIST  
BATCH: 0030 12-14-17  
FUND : 01 GENERAL FUND

APY500 L.00.12 12/14/17 11:07 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 T9MPS				Liq Amt	Net Amount
-----								
010229/00	RYLAND SCHOOL BUSINESS							
1449 PO-181409	12/14/2017	1925	1 01-0000-0-5800-105-0000-7200-005-000 NN F				616.25	616.25
TOTAL PAYMENT AMOUNT							616.25 *	616.25
010552/00	SAC VAL JANITORIAL		*					
788 PO-180748	12/14/2017	10272992	1 01-0000-0-9320-000-0000-0000-000-000 NN P				674.19	674.19
788 PO-180748	12/14/2017	10272849	1 01-0000-0-9320-000-0000-0000-000-000 NN P				2,911.21	2,911.21
788 PO-180748	12/14/2017	10272850	1 01-0000-0-9320-000-0000-0000-000-000 NN P				429.03	429.03
788 PO-180748	12/14/2017	10273299	1 01-0000-0-9320-000-0000-0000-000-000 NN P				62.97	62.97
788 PO-180748	12/14/2017	10273011	1 01-0000-0-9320-000-0000-0000-000-000 NN P				62.97	62.97
788 PO-180748	12/14/2017	10272854	1 01-0000-0-9320-000-0000-0000-000-000 NN P				944.83	944.83
TOTAL PAYMENT AMOUNT							5,085.20 *	5,085.20
022398/00	SACRAMENTO COUNTY OFFICE OF ED							
1222 PO-181180	12/14/2017	181073	1 01-4035-0-5800-103-0000-2100-019-000 NN P				27,000.00	27,000.00
TOTAL PAYMENT AMOUNT							27,000.00 *	27,000.00
018912/00	SAFETY-KLEEN CORPORATION							
1468 PO-181424	12/14/2017	75282237	1 01-0000-0-4300-112-0000-3600-007-000 NN F				764.95	764.95
TOTAL PAYMENT AMOUNT							764.95 *	764.95
014151/00	SARA HALL BCBA							
1253 PO-181218	12/14/2017	NOV-17	1 01-6500-0-5800-102-5750-1180-019-000 NY P				800.00	800.00
TOTAL PAYMENT AMOUNT							800.00 *	800.00
014786/00	SCHOOL SPECIALTY							
1231 PO-181198	12/14/2017	308102922831	1 01-6300-0-4300-234-1110-1000-008-000 NN F				224.66	224.66
1284 PO-181259	12/14/2017	208119647665	1 01-6500-0-4300-102-5750-1110-019-000 NN F				43.26	33.61
TOTAL PAYMENT AMOUNT							258.27 *	258.27
011500/00	SCHOOLS INSURANCE AUTHORITY							
FV-180031	12/12/2017	DECEMBER 2017	01-0000-0-9552-000-0000-0000-000-000 NN				50,056.28	50,056.28
TOTAL PAYMENT AMOUNT							50,056.28 *	50,056.28



081 CENTER UNIFIED SCHOOL DISTRICT J5381  
12-14-17

ACCOUNTS PAYABLE PRELIST  
BATCH: 0030 12-14-17  
FUND : 01 GENERAL FUND

APY500 L.00.12 12/14/17 11:07 PAGE 12  
<< 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 T9MPS					
017787/00	SENIOR WOOLY LLC							
1271 PO-181233	12/14/2017	40443859922	1 01-0000-0-5800-472-1385-1000-014-000 NN F			300.00	300.00	300.00
TOTAL PAYMENT AMOUNT					300.00 *			300.00
020811/00	SHRED-IT USA LLC							
463 PO-180422	12/14/2017	8123640489	1 01-0000-0-5800-371-0000-2700-012-000 NN P			38.57	38.57	38.57
TOTAL PAYMENT AMOUNT					38.57 *			38.57
019683/00	SIERRA FOOTHILLS ACADEMY							
578 PO-180543	12/14/2017	SP-RSY-112017-2	1 01-6500-0-5800-102-5750-1180-019-000 NN P			220.00	220.00	220.00
578 PO-180543	12/13/2017	OT-RSY-112017-2	1 01-6500-0-5800-102-5750-1180-019-000 NN P			200.00	200.00	200.00
578 PO-180543	12/13/2017	NOVEMBER	1 01-6500-0-5800-102-5750-1180-019-000 NN P			4,486.24	4,486.24	4,486.24
TOTAL PAYMENT AMOUNT					4,906.24 *			4,906.24
010010/00	SIERRA SCHOOL							
1250 PO-181196	12/14/2017	221218	1 01-6500-0-5800-102-5750-1180-019-000 NN P			2,898.20	2,898.20	2,898.20
TOTAL PAYMENT AMOUNT					2,898.20 *			2,898.20
017883/00	SIMPLEXGRINNELL LP							
38 PO-180035	12/14/2017	79811622	1 01-8150-0-5800-106-0000-8110-007-000 NN F			177.54	170.47	170.47
1435 PO-181395	12/12/2017	78906868	1 01-8150-0-5800-106-0000-8110-007-000 NN P			213.07	213.07	213.07
1435 PO-181395	12/14/2017	79806868	1 01-8150-0-5800-106-0000-8110-007-000 NN P			170.47	170.47	170.47
1435 PO-181395	12/14/2017	79806867	1 01-8150-0-5800-106-0000-8110-007-000 NN F			170.47	170.47	170.47
TOTAL PAYMENT AMOUNT					724.48 *			724.48
014558/00	SPURR							
15 PO-180015	12/14/2017	87793	1 01-0000-0-5515-106-0000-8110-007-000 NN P			1,613.40	1,613.40	1,613.40
TOTAL PAYMENT AMOUNT					1,613.40 *			1,613.40
020252/00	STAPLES BUSINESS ADVANTAGE							
1307 PO-181271	12/14/2017	3360801402	1 01-0000-0-4300-472-1600-1000-014-000 NN F			96.71	96.71	96.71
1349 PO-181322	12/14/2017	3361491251	1 01-0000-0-4300-234-1110-1000-008-000 NN P			92.90	92.90	92.90
TOTAL PAYMENT AMOUNT					189.61 *			189.61

081 CENTER UNIFIED SCHOOL DISTRICT J5381  
12-14-17

ACCOUNTS PAYABLE PRELIST  
BATCH: 0030 12-14-17  
FUND : 01 GENERAL FUND

APY500 L.00.12 12/14/17 11:07 PAGE 13  
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num			
Req Reference	Date	Description	FD RESO P OBJR SIT GOAL FUNC RES DEP T9MPS				Liq Amt	Net Amount
020465/00	SUPPORTED LIFE INSTITUTE							
	PV-180034 12/13/2017 INVOICE FOR 11/17/17			01-6500-0-5800-102-5750-1180-019-000 NN			149.00	149.00
			TOTAL PAYMENT AMOUNT			149.00 *		
021307/00	THE LAMPO GROUP INC.							
	1391 PO-181354 12/14/2017 NOV MILEAGE			1 01-0037-0-4100-103-1110-1000-019-000 NN P			15.43	15.43
			TOTAL PAYMENT AMOUNT			15.43 *		15.43
014079/00	THYSSENKRUPP ELEVATOR CORP							
	10 PO-180010 12/14/2017 3003560521			1 01-8150-0-5800-106-0000-8110-007-000 NN P			280.14	280.14
	10 PO-180010 12/14/2017 3003559622			1 01-8150-0-5800-106-0000-8110-007-000 NN P			1,030.17	1,030.17
			TOTAL PAYMENT AMOUNT			1,310.31 *		1,310.31
018015/00	TOMPKINS, SHELLEY							
	1409 PO-181370 12/11/2017 REIMB GIFT WRAP			1 01-5640-0-4300-601-1369-1000-017-000 NN F			21.41	21.41
			TOTAL PAYMENT AMOUNT			21.41 *		21.41
011554/00	TRACTOR SUPPLY CO							
	1038 PO-180995 12/14/2017 200231358			1 01-0000-0-4300-106-0000-8110-007-000 NN P			53.98	53.98
	1211 PO-181170 12/14/2017 200226074			1 01-0000-0-4300-114-0000-8200-007-000 NN P			45.53	45.53
	1292 PO-181249 12/14/2017 200227699			1 01-0000-0-4300-114-0000-8200-007-000 NN P			29.99	29.99
			TOTAL PAYMENT AMOUNT			129.50 *		129.50
018567/00	TRULITE GLASS & ALUMINUM SOL.							
	13 PO-180013 12/14/2017 121781641			1 01-8150-0-4300-106-0000-8110-007-000 NN P			415.95	415.95
	13 PO-180013 12/14/2017 121781358			1 01-8150-0-4300-106-0000-8110-007-000 NN P			584.48	584.48
			TOTAL PAYMENT AMOUNT			1,000.43 *		1,000.43
021111/00	ULINE							
	1431 PO-181393 12/14/2017 92560096			1 01-0000-0-4300-114-0000-8200-007-000 NN F			142.14	142.14
	1431 PO-181393 12/14/2017 92560096			2 01-0000-0-4300-106-0000-8110-007-000 NN F			273.73	273.73
			TOTAL PAYMENT AMOUNT			415.87 *		415.87

081 CENTER UNIFIED SCHOOL DISTRICT J5381  
12-14-17

ACCOUNTS PAYABLE PRELIST  
BATCH: 0030 12-14-17  
FUND : 01 GENERAL FUND

APY500 L.00.12 12/14/17 11:07 PAGE 14  
<< Open >>

Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type	ABA num	Account num		Liq Amt	Net Amount					
			FD	RESO	P	OBJE	SIT	GOAL	FUNC	RES	DEF	T9MPS		
015191/00	WACHOB, CYNTHIA			*										
817	PO-180782	12/14/2017 NOV MILEAGE			1	01-6500-0-5210-102-5060-2110-019-000	N	P					111.39	111.39
TOTAL PAYMENT AMOUNT													111.39 *	111.39
022221/00	WESTERN HEALTH ADVANTAGE													
PV-180033	12/13/2017 JANUARY 2018					01-0000-0-9552-000-0000-0000-000-000	NN							98,881.49
TOTAL PAYMENT AMOUNT													98,881.49 *	98,881.49
017313/00	XEROX													
1	PO-180001	12/14/2017 091486655			1	01-3010-0-5600-240-1110-1000-011-000	NN	F					223.15	26.55
143	PO-180120	12/14/2017 300477624A			1	01-0000-0-4300-116-0000-8200-007-992	NN	P					408.91	408.91
142	PO-180121	12/14/2017 7149057-001			1	01-0000-0-5800-116-1920-8200-007-000	NN	P					35,234.31	35,234.31
170	PO-180135	12/14/2017 230062297			1	01-0000-0-5800-116-1920-8200-007-000	NN	P					1,672.34	1,672.34
TOTAL PAYMENT AMOUNT													37,342.11 *	37,342.11
TOTAL FUND PAYMENT													357,688.25 **	357,688.25
TOTAL USE TAX AMOUNT													1,084.98	

081 CENTER UNIFIED SCHOOL DISTRICT J5381  
12-14-17

ACCOUNTS PAYABLE PRELIST  
BATCH: 0030 12-14-17  
FUND : 11 ADULT EDUCATION FUND

APY500 L.00.12 12/14/17 11:07 PAGE 15  
<< 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 T9MPS			Liq Amt	Net Amount
-----							
015432/00	COLIN KELLY						
1414	PO-181375	12/14/2017	REIMB BINDER	1 11-6391-0-4300-600-4130-1000-015-000 NN F		153.99	153.99
TOTAL PAYMENT AMOUNT				153.99 *			153.99
018015/00	TOMPKINS, SHELLEY						
1408	PO-181402	12/14/2017	MILEAGE	1 11-6391-0-5210-600-4130-1000-015-000 NN F		17.12	17.12
TOTAL PAYMENT AMOUNT				17.12 *			17.12
TOTAL FUND PAYMENT				171.11 **			171.11

081 CENTER UNIFIED SCHOOL DISTRICT J5381  
12-14-17

ACCOUNTS PAYABLE PRELIST  
BATCH: 0030 12-14-17  
FUND : 12 CHILD DEVELOPMEN FUND

APY500 L.00.12 12/14/17 11:07 PAGE 16  
<< 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 T9MPS				Liq Amt	Net Amount
-----								
018143/00	CHILD DEVELOPMENT CENTERS INC							
600 PO-180563	12/14/2017	5030-NOV-17	1	12-5025-0-5800-100-8500-1000-005-000	NN P		21,751.34	21,751.34
600 PO-180563	12/14/2017	5030-NOV-17	2	12-6105-0-5800-100-8500-1000-005-000	NN P		29,718.93	29,718.93
TOTAL PAYMENT AMOUNT							51,470.27 *	51,470.27
TOTAL FUND PAYMENT							51,470.27 **	51,470.27

APY500 L.00.12 12/14/17 11:07 PAGE 17  
 << Open >>

081 CENTER UNIFIED SCHOOL DISTRICT J5381  
12-14-17

ACCOUNTS PAYABLE PRELIST  
BATCH: 0030 12-14-17  
FUND : 21 BUILDING FUND

APY500 L.00.12 12/14/17 11:07 PAGE 18  
<< 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 TSMPS				Liq Amt	Net Amount
017855/00	BRCO CONTSTRUCTORS INC							
1429 PO-181388	12/14/2017 #4		1 21-0000-0-6243-106-0000-8500-007-167 NN P				32,096.75	32,096.75
			TOTAL PAYMENT AMOUNT				32,096.75 *	32,096.75
			TOTAL FUND PAYMENT				32,096.75 **	32,096.75
			TOTAL BATCH PAYMENT				447,971.13 ***	447,971.13
			TOTAL USE TAX AMOUNT				1,084.98	447,971.13
			TOTAL DISTRICT PAYMENT				447,971.13 ****	447,971.13
			TOTAL USE TAX AMOUNT				1,084.98	447,971.13
			TOTAL FOR ALL DISTRICTS:				447,971.13 *****	447,971.13
			TOTAL USE TAX AMOUNT				1,084.98	447,971.13

Number of checks to be printed: 95, not counting voids due to stub overflows.

Batch status: A All

From batch: 0032

To batch: 0032

Include Revolving Cash: Y

Include Address: N

Include Object Desc: N

Include Vendor TIN: Y

Include Audit Date and Time in Sort: N



081 CENTER UNIFIED SCHOOL DISTRICT J5500  
12-19-17

ACCOUNTS PAYABLE PRELIST  
BATCH: 0032 12-19-17  
FUND : 01 GENERAL FUND

APY500 L.00.12 12/19/17 09:08 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 T9MPS				Liq Amt	Net Amount
010669/00	ALHAMBRA & SIERRA SPRINGS							
24 PO-180024	12/18/2017	270474781257	2 01-0000-0-5600-112-0000-3600-007-000 NN P				7.50	7.50
24 PO-180024	12/18/2017	270474781257	1 01-0000-0-4300-112-0000-3600-007-000 NN P				39.88	39.88
25 PO-180025	12/18/2017	27053384782453	2 01-8150-0-5600-106-0000-8110-007-000 NN P				30.00	30.00
25 PO-180025	12/18/2017	27053384782453	1 01-8150-0-4300-106-0000-8110-007-000 NN P				45.77	45.77
425 PO-180393	12/18/2017	27050334781839	1 01-0000-0-4300-475-3200-2700-015-740 NN P				21.81	21.81
425 PO-180393	12/18/2017	4781839121417	2 01-0000-0-5600-475-3200-2700-015-740 NN P				7.50	7.50
502 PO-180459	12/18/2017	27045104780794	1 01-0000-0-4300-110-0000-7200-004-000 NN P				33.79	33.79
502 PO-180459	12/18/2017	27045104780794	2 01-0000-0-5600-110-0000-7200-004-000 NN P				41.29	41.29
TOTAL PAYMENT AMOUNT							227.54 *	227.54
015718/00	BASIC PACIFIC							
FV-180035	12/18/2017	JAN 2,2018	01-0000-0-9552-000-0000-0000-000-000 NN				2,286.80	2,286.80
TOTAL PAYMENT AMOUNT							2,286.80 *	2,286.80
021036/00	CCHAT CENTER							
914 PO-180881	12/18/2017	CENTER11-18	1 01-6500-0-5800-102-5750-1180-019-000 NN P				223.16	223.16
TOTAL PAYMENT AMOUNT							223.16 *	223.16
014858/00	DEASON, CRAIG							
1476 PO-181426	12/18/2017	REIMB LUNCH	1 01-0000-0-4300-106-0000-7200-007-000 NN P				61.39	61.39
TOTAL PAYMENT AMOUNT							61.39 *	61.39
017101/00	DGS SPORTS							
1173 PO-181131	12/19/2017	17409	1 01-0076-0-5800-371-1110-4200-012-000 NN F				3,314.31	3,314.31
TOTAL PAYMENT AMOUNT							3,314.31 *	3,314.31
021360/00	ERIC ARMIN INC							
1365 PO-181340	12/18/2017	INV0852715	1 01-6387-0-4300-472-1110-1000-019-000 YN F				39.27	36.95
TOTAL PAYMENT AMOUNT							36.95 *	36.95
TOTAL USE TAX AMOUNT							2.86	

081 CENTER UNIFIED SCHOOL DISTRICT J5500  
12-19-17

ACCOUNTS PAYABLE PRELIST  
BATCH: 0032 12-19-17  
FUND : 01 GENERAL FUND

APY500 L.00.12 12/19/17 09:08 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 T9MPS	Liq Amt	Net Amount			
-----								
010355/00	KAISER FOUNDATION HEALTH PLAN							
PV-180036	12/19/2017	JANUARY 2018	01-0000-0-9552-000-0000-0000-000-000 NN		145,304.07			
TOTAL PAYMENT AMOUNT				145,304.07 *			145,304.07	
015183/00	SIGNS NOW							
1242 PO-181242	12/19/2017	90361	1 01-0076-0-5800-371-1110-4200-012-000 NN F	185.87	185.87			
TOTAL PAYMENT AMOUNT				185.87 *			185.87	
018967/00	SPRINT CUSTOMER SERVICE							
23 PO-180023	12/18/2017	811116315-193	1 01-0000-0-5930-106-0000-8110-007-000 NN P	225.66	225.66			
139 PO-180110	12/18/2017	811116315-193	1 01-0000-0-5930-115-0000-7700-007-000 NN P	135.53	135.53			
132 PO-180115	12/18/2017	811116315-193	1 01-0000-0-5930-101-0000-7150-002-000 NN P	56.17	56.17			
477 PO-180430	12/18/2017	8111416315	1 01-0000-0-5930-472-0000-2700-014-000 NN P	3.15	3.15			
543 PO-180509	12/18/2017	811116315-193	1 01-6500-0-5930-102-5060-2110-019-000 NN P	46.17	46.17			
608 PO-180573	12/18/2017	811116315-193	1 01-0000-0-5930-109-0000-3140-004-000 NN P	12.07	12.07			
783 PO-180745	12/18/2017	811116315-193	1 01-6387-0-5930-472-1110-1000-019-000 NN P	51.00	51.00			
TOTAL PAYMENT AMOUNT				529.75 *			529.75	
019383/00	SUTTER HEALTH PLUS							
PV-180037	12/19/2017	JANUARY 2018	01-0000-0-9552-000-0000-0000-000-000 NN		31,809.99			
TOTAL PAYMENT AMOUNT				31,809.99 *			31,809.99	
010139/00	Troxell Communications Inc							
1333 PO-181295	12/19/2017	993507	1 01-4203-0-4400-103-4760-1000-019-000 NN F	780.00	780.00			
1333 PO-181295	12/19/2017	993091	1 01-4203-0-4400-103-4760-1000-019-000 NN P	6,453.38	6,453.38			
1333 PO-181295	12/19/2017	994097	1 01-4203-0-4400-103-4760-1000-019-000 NN F	838.29	838.30			
TOTAL PAYMENT AMOUNT				8,071.68 *			8,071.68	
022019/00	WORKPLACE PRO							
1236 PO-181193	12/19/2017	IN307045	1 01-0000-0-5800-112-0000-3600-007-000 YN F	579.91	538.70			
TOTAL PAYMENT AMOUNT				538.70 *			538.70	
TOTAL USE TAX AMOUNT				41.75				
TOTAL FUND PAYMENT				192,590.21 **			192,590.21	
TOTAL USE TAX AMOUNT				44.61				

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37

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TOTAL DISTRICT PAYMENT	205,680.58	****	0.00	205,680.58
TOTAL USE TAX AMOUNT	44.61			
TOTAL FOR ALL DISTRICTS:	205,680.58	****	0.00	205,680.58
TOTAL USE TAX AMOUNT	44.61			

38

## *Center Unified School District*

**AGENDA REQUEST FOR:**

**Dept./Site:** Business Department

**Date:** January 17, 2018

**Action Item** X

**To:** CJUSD Board of Trustees

**Information Item**

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

**# Attached Pages**

**SUBJECT:**

**Audit Report for Fiscal Year 2016-17**

Public school districts are mandated to have an independent agency audit the financial statements for the preceding fiscal year. The District's annual audit has been prepared by Crowe Horwath, LLP.

**RECOMMENDATION:** It is recommended that the Board accept the Annual Audit Report for Fiscal Year ending June 30, 2017.

**CENTER JOINT UNIFIED SCHOOL DISTRICT**

**FINANCIAL STATEMENTS**

June 30, 2017

CENTER JOINT UNIFIED SCHOOL DISTRICT

FINANCIAL STATEMENTS  
WITH SUPPLEMENTARY INFORMATION  
For the Year Ended June 30, 2017  
(Continued)

CONTENTS

INDEPENDENT AUDITOR'S REPORT.....	1
MANAGEMENT'S DISCUSSION AND ANALYSIS.....	4
BASIC FINANCIAL STATEMENTS:	
GOVERNMENT-WIDE FINANCIAL STATEMENTS:	
STATEMENT OF NET POSITION.....	14
STATEMENT OF ACTIVITIES.....	15
FUND FINANCIAL STATEMENTS:	
BALANCE SHEET - GOVERNMENTAL FUNDS.....	16
RECONCILIATION OF THE GOVERNMENTAL FUNDS BALANCE SHEET TO THE STATEMENT OF NET POSITION.....	17
STATEMENT OF REVENUES, EXPENDITURES AND CHANGE IN FUND BALANCES - GOVERNMENTAL FUNDS.....	18
RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES AND CHANGE IN FUND BALANCES - GOVERNMENTAL FUNDS TO THE STATEMENT OF ACTIVITIES.....	19
STATEMENT OF FIDUCIARY NET POSITION - AGENCY FUNDS.....	21
NOTES TO FINANCIAL STATEMENTS.....	22
REQUIRED SUPPLEMENTARY INFORMATION:	
GENERAL FUND BUDGETARY COMPARISON SCHEDULE.....	46
CHARTER SCHOOLS FUND BUDGETARY COMPARISON SCHEDULE.....	47
SCHEDULE OF OTHER POSTEMPLOYMENT BENEFITS (OPEB) FUNDING PROGRESS.....	48
SCHEDULE OF THE DISTRICT'S PROPORTIONATE SHARE OF THE NET PENSION LIABILITY.....	49
SCHEDULE OF THE DISTRICT'S CONTRIBUTIONS.....	51
NOTE TO REQUIRED SUPPLEMENTARY INFORMATION.....	53

CENTER JOINT UNIFIED SCHOOL DISTRICT

FINANCIAL STATEMENTS  
WITH SUPPLEMENTARY INFORMATION  
For the Year Ended June 30, 2017

CONTENTS

SUPPLEMENTARY INFORMATION:

COMBINING BALANCE SHEET - ALL NON-MAJOR FUNDS.....	55
COMBINING STATEMENT OF REVENUES, EXPENDITURES AND CHANGE IN FUND BALANCES - ALL NON-MAJOR FUNDS.....	56
COMBINING STATEMENT OF CHANGES IN ASSETS AND LIABILITIES - AGENCY FUNDS.....	57
ORGANIZATION.....	60
SCHEDULE OF AVERAGE DAILY ATTENDANCE.....	61
SCHEDULE OF INSTRUCTIONAL TIME.....	62
SCHEDULE OF EXPENDITURE OF FEDERAL AWARDS.....	63
RECONCILIATION OF UNAUDITED ACTUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS.....	65
SCHEDULE OF FINANCIAL TRENDS AND ANALYSIS - UNAUDITED.....	66
SCHEDULE OF CHARTER SCHOOLS.....	67
NOTES TO SUPPLEMENTARY INFORMATION.....	68
INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE WITH STATE LAWS AND REGULATIONS.....	70
INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS.....	73
INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE.....	75
FINDINGS AND RECOMMENDATIONS:	
SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS.....	77
STATUS OF PRIOR YEAR FINDINGS AND RECOMMENDATIONS.....	84



## INDEPENDENT AUDITOR'S REPORT

Board of Education  
Center Joint Unified School District  
Antelope, California

**Report on the Financial Statements**

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Center Joint Unified School District, as of and for the year ended June 30, 2017 and the related notes to the financial statements, which collectively comprise Center Joint Unified School District's basic financial statements as listed in the table of contents.

***Management's Responsibility for the Financial Statements***

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

***Auditor's Responsibility***

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

***Opinions***

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of Center Joint Unified School District, as of June 30, 2017, and the respective changes in financial position and for the year then ended in accordance with accounting principles generally accepted in the United States of America.

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(Continued)

## Other Matters

### *Required Supplementary Information*

Accounting principles generally accepted in the United States of America require that the *Management's Discussion and Analysis* on pages 4 to 13 and the General Fund Budgetary Comparison Schedule, Charter Schools Fund Budgetary Comparison Schedule, Schedule of Other Postemployment Benefits (OPEB) Funding Progress, Schedule of the District's Proportionate Share of the Net Pension Liability, and Schedule of the District's Contributions on pages 46 to 52 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

### *Supplementary Information*

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise Center Joint Unified School District's basic financial statements. The accompanying schedule of expenditure of federal awards as required by Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, and the other supplementary information listed in the table of contents are presented for purposes of additional analysis and are not a required part of the basic financial statements.

The Schedule of Expenditure of Federal Awards and other supplementary information as listed in the table of contents are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. Such information, except for the Schedule of Financial Trends and Analysis, has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the Schedule of Expenditure of Federal Awards and other supplementary information as listed in the table of contents, except for the Schedule of Financial Trends and Analysis, are fairly stated, in all material respects, in relation to the basic financial statements as a whole.

The Schedule of Financial Trends and Analysis has not been subjected to the auditing procedures applied in the audit of the basic financial statements, and accordingly, we do not express an opinion or provide any assurance on it.

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(Continued)

### **Other Reporting Required by *Government Auditing Standards***

In accordance with *Government Auditing Standards*, we have also issued our report dated December 12, 2017 on our consideration of Center Joint Unified School District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Center Joint Unified School District's internal control over financial reporting and compliance.

*Crowe Horwath LLP*  
Crowe Horwath LLP

Sacramento, California  
December 12, 2017

CENTER JOINT UNIFIED SCHOOL DISTRICT  
MANAGEMENT 'S DISCUSSION AND ANALYSIS  
FOR THE FISCAL YEAR ENDED JUNE 30, 2017

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The discussion and analysis of Center Joint Unified School District's financial performance provides an overall review of the District's financial activities for the fiscal year ended June 30, 2017. The intent of this discussion and analysis is to look at the District's financial performance as a whole. To provide a complete understanding of the District's financial performance, please read it in conjunction with the Independent Auditor's Report on page 1, notes to the basic financial statements and the District's financial statements, as listed in the table of contents.

The Management's Discussion and Analysis (MD&A) is an element of the reporting model adopted by the Governmental Accounting Standards Board (GASB) in their Statement No. 34 Basic Financial Statements - and Management's Discussion and Analysis - for State and Local Governments issued June 1999.

**FINANCIAL HIGHLIGHTS**

- The assets and deferred outflow of resources are less than the liabilities and deferred inflow of resources of the District at June 30, 2017 by \$36.7 million (net position). Net position decreased \$514 thousand from 2015-16.
- The Local Control Funding Formula Sources account for 81% of the District's General Fund revenues.
- In 2016-17, the District expended 83.7% of its General Fund expenditures and other uses on certificated salaries, classified salaries, and related benefits.
- General Fund governmental fund revenues exceeded expenditures and other uses by \$2.7 million increasing the ending fund balance to \$12.2 million. The ending fund balance consisted of \$277 thousand of nonspendable funds, \$1.97 million for restricted programs, \$906 thousand for assigned designations, and \$9.0 million that is unassigned yet includes the economic uncertainty reservation.
- In complying with GASB 34, capital fixed assets were valued at historical cost. The total of the District's capital assets, land, site, buildings, and equipment, valued on an acquisition cost basis, was \$120.9 million. After depreciation, the June 30, 2017 book value for capital assets totaled \$61.3 million. See Table 3 later in this discussion.

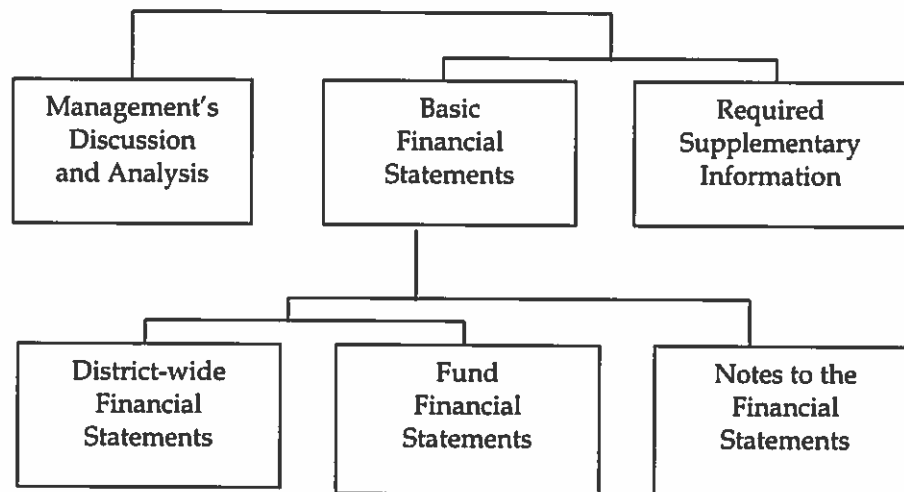
CENTER JOINT UNIFIED SCHOOL DISTRICT  
MANAGEMENT 'S DISCUSSION AND ANALYSIS  
FOR THE FISCAL YEAR ENDED JUNE 30, 2017

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## OVERVIEW OF THE FINANCIAL STATEMENTS

This annual report consists of three parts – management’s discussion and analysis (this section), the basic financial statements, and required supplementary information. These statements are organized so the reader can understand the Center Joint Unified School District as a financial whole, an entire operating entity. The statements then proceed to provide an increasingly detailed look at specific financial activities.

### Components of the Financial Section



### Summary Detail



The first two statements are *district-wide financial statements*, the Statement of Net Position and Statement of Activities. These statements provide information about the activities of the whole District, presenting both an aggregate view of the District’s finances and a longer-term view of those finances. Fund financial statements provide the next level of detail. For governmental funds, these statements tell how services were financed in the short-term as well as what remains for future spending. The fund financial statements also look at the District’s more significant funds with all other non-major funds presented in total in one column. A comparison of the District’s General Fund budget is included.

CENTER JOINT UNIFIED SCHOOL DISTRICT  
MANAGEMENT 'S DISCUSSION AND ANALYSIS  
FOR THE FISCAL YEAR ENDED JUNE 30, 2017

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**OVERVIEW OF THE FINANCIAL STATEMENTS (CONTINUED)**

**Components of the Financial Section (Concluded)**

The financial statements also include notes that explain some of the information in the statements and provide more detailed data. The statements are followed by a section of required supplementary information that further explains and supports the financial statements.

**Reporting the School District as a Whole**

*Statement of Net Position and the Statement of Activities*

These two statements provide information about the District as a whole using accounting methods similar to those used by private-sector companies. The Statement of Net Position includes all of the District's assets, deferred outflows of resources, liabilities and deferred inflows of resources using the accrual basis of accounting. This basis of accounting takes into account all of the current year's revenues and expenses regardless of when cash is received or paid. These statements report information on the district as a whole and its activities in a way that helps answer the question, "How did we do financially during 2016-2017?"

These two statements report the District's net position and changes in that position. This change in net position is important because it tells the reader that, for the District as a whole, the financial position of the District has improved or diminished. The causes of this change may be the result of many factors, some financial, some not. Over time, the increases or decreases in the District's net position, as reported in the Statement of Activities, is one indicator of whether its financial health is improving or deteriorating. The relationship between revenues and expenses indicates the District's operating results. However, the District's goal is to provide services to our students, not to generate profits as commercial entities. One must consider many other non-financial factors, such as the quality of education provided and the safety of the schools to assess the overall health of the District.

- ◆ Increases or decreases in the net position of the District over time are an indication of whether its financial position is improving or deteriorating, respectively.
- ◆ Additional non-financial factors such as condition of school buildings and other facilities, and changes to the property tax base of the District need to be considered in assessing the overall health of the District.

CENTER JOINT UNIFIED SCHOOL DISTRICT  
MANAGEMENT 'S DISCUSSION AND ANALYSIS  
FOR THE FISCAL YEAR ENDED JUNE 30, 2017

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**OVERVIEW OF THE FINANCIAL STATEMENTS (CONCLUDED)**

**Reporting the District's Most Significant Funds**

*Fund Financial Statements*

The fund financial statements provide more detailed information about the District's most significant funds – not the District as a whole. Funds are accounting devices the District uses to keep track of specific sources of funding and spending on particular programs. Some funds are required to be established by State law. However, the District establishes other funds to control and manage money for specific purposes.

◆ **Governmental Funds**

Most of the District's activities are reported in governmental funds. The major governmental funds of the District are the General Fund and the Bond Interest and Redemption Fund. Governmental funds focus on how money flows into and out of the funds and the balances that remain at the end of the year. They are reported using an accounting method called modified accrual accounting, which measures cash and all other financial assets that can readily be converted to cash. The governmental fund statements provide a detailed short-term view of the District's operations and services that help determine whether there are more or fewer financial resources that can be spent in the near future to finance the District's programs.

◆ **Fiduciary Funds**

The District is the trustee, or fiduciary, for its student activity funds. All of the District's fiduciary activities are reported in separate Statements of Fiduciary Net Position. We exclude these activities from the District's other financial statements because the District cannot use these assets to finance its operations. The District is responsible for ensuring that the assets reported in these funds are used for their intended purposes.

CENTER JOINT UNIFIED SCHOOL DISTRICT  
MANAGEMENT 'S DISCUSSION AND ANALYSIS  
FOR THE FISCAL YEAR ENDED JUNE 30, 2017

**FINANCIAL ANALYSIS OF THE GOVERNMENT-WIDE STATEMENTS**

*The School District as a Whole*

The District's net position was a deficit \$36.7 million at June 30, 2017. The unrestricted deficit is \$70.0 million. Net investment in capital assets accounts for \$25.9 million of the total net position. A comparative analysis of government-wide data is presented in Table 1.

**Table 1  
Comparative Statement of Net Position**

	2017	2016
<b>ASSETS</b>		
Cash (Note 2)	\$ 22,802,616	\$ 15,683,390
Receivables	696,369	1,328,017
Stores inventory	34,995	57,155
Prepaid expenses	262,364	-
Capital assets, net of accumulated depreciation	61,319,109	63,948,234
<b>Total assets</b>	<b>85,115,453</b>	<b>81,016,796</b>
<b>DEFERRED OUTFLOWS OF RESOURCES</b>		
Deferred outflows of resources - pension (Notes 8 and 9)	8,642,420	4,759,708
<b>LIABILITIES</b>		
Deficit Cash	-	1,336,356
Accounts payable	3,068,539	2,983,737
Unearned revenue	594,457	166,414
Long-term liabilities:		
Due within one year (Note 5)	4,785,000	4,270,674
Due after one year (Note 5)	110,348,610	108,109,756
<b>Total liabilities</b>	<b>118,796,606</b>	<b>116,866,937</b>
<b>DEFERRED INFLOWS OF RESOURCES</b>		
Deferred inflows of resources - pensions (Notes 8 and 9)	1,839,654	5,056,490
Deferred gain on refunding of debt	9,782,177	-
<b>Total deferred inflows of resources</b>	<b>11,621,831</b>	<b>5,056,490</b>
<b>NET POSITION</b>		
Net investment in capital assets	25,881,598	29,023,768
Restricted:		
Legally restricted programs	2,575,632	2,225,188
Capital projects	4,063	-
Debt service	4,900,099	3,979,321
Unrestricted	(70,021,956)	(71,375,200)
<b>Total net position</b>	<b>\$ (36,660,564)</b>	<b>\$ (36,146,923)</b>



CENTER JOINT UNIFIED SCHOOL DISTRICT  
MANAGEMENT 'S DISCUSSION AND ANALYSIS  
FOR THE FISCAL YEAR ENDED JUNE 30, 2017

**FINANCIAL ANALYSIS OF THE GOVERNMENT-WIDE STATEMENTS (CONTINUED)**

The results of this year's operations for the District as a whole are reported in the *Statement of Activities*. Table 2 below is a condensed version of the statement and shows revenues and expenses for the year. The District's net position decreased \$514 thousand this fiscal year.

**Table 2  
Comparative Statement of Activities**

	2017	2016
<b>REVENUES</b>		
Program revenues	\$ 9,950,874	\$ 9,594,541
General revenues		
Taxes levied for general purposes	7,421,374	6,409,143
Taxes levied for debt service	5,077,633	3,306,393
Federal and State Aid not restricted to specific purposes	33,586,345	33,104,586
Interest and investment earnings	174,365	22,487
Interagency revenues	58,788	61,270
Miscellaneous	468,716	200,875
<b>Total revenues</b>	<b>56,738,095</b>	<b>52,699,295</b>
<b>EXPENSES</b>		
Instruction	30,032,989	29,145,250
Instruction related services	4,884,097	4,484,472
Pupil support services	5,057,155	4,870,658
General administration	2,834,913	2,728,158
Plant services	5,435,054	5,080,784
Other	9,007,528	7,853,619
<b>Total expenses</b>	<b>57,251,736</b>	<b>54,162,941</b>
<b>Increase (Decrease) in Net Position</b>	<b>\$ (513,641)</b>	<b>\$ (1,463,646)</b>

CENTER JOINT UNIFIED SCHOOL DISTRICT  
MANAGEMENT 'S DISCUSSION AND ANALYSIS  
FOR THE FISCAL YEAR ENDED JUNE 30, 2017

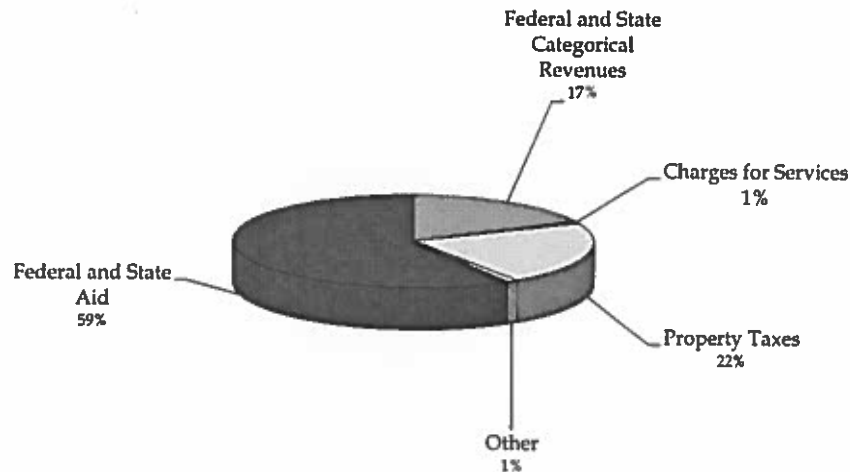
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**FINANCIAL ANALYSIS OF THE GOVERNMENT-WIDE STATEMENTS (CONCLUDED)**

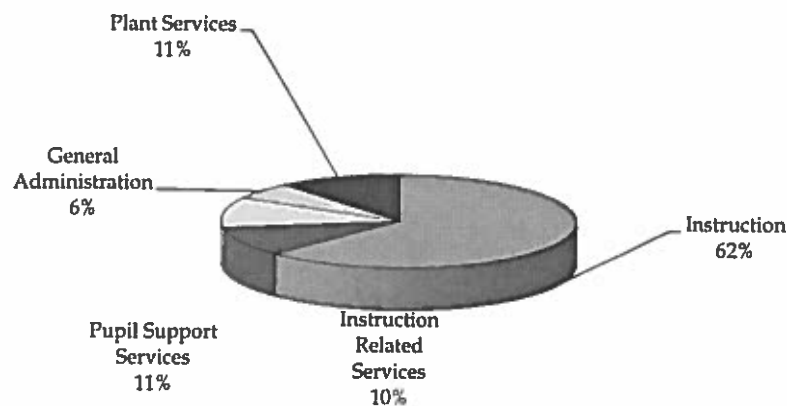
**Governmental Activities**

As reported in the Statement of Activities, the cost of all of the District's governmental activities this year was \$57.3 million. The amount that our local taxpayers financed for these activities through property taxes was \$12,5 million. Federal and State aid not restricted to specific purposes totaled \$33.6 million. State and Federal Categorical revenue totaled over \$9.9 million, or 17.5% of the revenue of the entire District (See Figure 1).

**Figure 1  
Sources of Revenue for the 2016-2017 Fiscal Year**



**Figure 2  
Expenses for the 2016-2017 Fiscal Year**



CENTER JOINT UNIFIED SCHOOL DISTRICT  
MANAGEMENT 'S DISCUSSION AND ANALYSIS  
FOR THE FISCAL YEAR ENDED JUNE 30, 2017

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**FINANCIAL ANALYSIS OF THE FUND STATEMENTS**

The Statement of Revenues, Expenditures and Changes in Fund Balances is a report of the financial information by major funds. The District's governmental funds reported a combined fund balance of \$21.2 million, an increase of nearly \$8.7 million from the previous fiscal year's combined ending balance of \$12.6 million. The General Fund balance increased \$2.7 million, the Charter Schools Fund increased by \$129 thousand, the Building Fund increased by \$4.6 million, the Capital Facilities Fund increased by \$281 thousand and the Bond Interest and Redemption Fund decreased \$921 thousand.

**General Fund Budgetary Highlights**

Over the course of the year, the District revised the annual operating budget. The significant budget adjustments fell into the following categories:

- Budget revisions to the adopted budget required after approval of the State budget.
- Budget revisions to update revenues to actual enrollment information and to update expenditures for staffing adjustments related to actual enrollments.
- Other budget revisions are routine in nature, including adjustments to categorical revenues and expenditures based on final awards, and adjustments between expenditure categories for school and department budgets.

The final revised budget for the General Fund projected a net increase to the ending balance of \$994 thousand. The District ended the year with an actual increase of \$2.7 million to the general fund ending balance.

The District's General Fund ending balance totaled \$12.2 million, of which \$9.0 million is unassigned. The remaining balance is made up of restricted and assigned fund balances. The State recommends an ending reserve for economic uncertainties of 3% of total General Fund expenditures and other financing uses. The District's requirement for 2016-2017, was \$1.3 million. The District was able to meet this requirement.

CENTER JOINT UNIFIED SCHOOL DISTRICT  
MANAGEMENT 'S DISCUSSION AND ANALYSIS  
FOR THE FISCAL YEAR ENDED JUNE 30, 2017

**CAPITAL ASSET AND DEBT ADMINISTRATION**

**Capital Assets**

By the end of the 2016-2017 fiscal year, the District had invested \$120.9 million in a broad range of capital assets, including school buildings, athletic facilities, administrative buildings, site improvements, vehicles, and equipment. The capital assets net of depreciation were \$61.3 million at June 30, 2017, which is a decrease of \$2.6 million from the previous year.

**Table 3  
Comparative Schedule of Capital Assets  
(net of depreciation)**

	2017	2016	Difference
Land	\$ 10,509,396	\$ 10,509,396	\$ -
Site improvements	1,716,044	1,346,918	369,126
Buildings	44,667,754	47,606,767	(2,939,013)
Machinery and equipment	3,230,806	3,506,727	(275,921)
Work in process	1,195,109	978,426	216,683
Totals	<u>\$ 61,319,109</u>	<u>\$ 63,948,234</u>	<u>\$ (2,629,125)</u>

**Long-Term Debt**

At June 30, 2017, the District had \$115.1 million in long-term debt outstanding.

**Table 4  
Comparative Schedule of Outstanding Debt**

	2017	2016
General obligation bonds	\$ (39,154,514)	\$ (34,924,466)
Accreted interest on bonds	(20,633,168)	(36,085,469)
Unamortized bond premiums	(6,027,665)	(395,581)
Compensated absences	(102,700)	(94,719)
Other postemployment benefits (Note 7)	(6,435,563)	(5,649,610)
Net pension liability (Notes 8 and 9)	<u>(42,780,000)</u>	<u>(35,230,585)</u>
Totals	<u>\$ (115,133,610)</u>	<u>\$ (112,380,430)</u>

The General Obligation Bonds will be paid from the Bond Interest and Redemption Fund and other employee benefit related liabilities will be primarily paid from the General Fund.

CENTER JOINT UNIFIED SCHOOL DISTRICT  
MANAGEMENT 'S DISCUSSION AND ANALYSIS  
FOR THE FISCAL YEAR ENDED JUNE 30, 2017

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**FACTORS BEARING ON THE DISTRICT'S FUTURE**

The District has been in declining enrollment; however, three new housing developments will be built over the next three years. The District anticipates flat enrollment growth from 2017-18 to 2018-19 then an increase in 2019-20. This enrollment growth will bring in additional funding. It will also require the District to effectively plan for the new growth.

The District's contribution to CalPERS and CalSTRS will continue to increase each year. In 2020-21, employer rates will reach an estimated 23.80% and 19.10%.

The new minimum wage requirements will require the District and its bargaining unites to work collaboratively to restructure some salaries.

The District is showing significant increases in Special Education costs. There has been an increased need for additional staffing, specifically instructional specialists.

**CONTACTING THE DISTRICT'S FINANCIAL MANAGEMENT**

This financial report is designed to provide our citizens, taxpayers, parents, investors, and creditors with a general overview of the District's finances and to show the District's accountability for the money it receives. If you have questions about this report or need additional financial information, please contact Fiscal Services, Center Joint Unified School District, 8408 Watt Avenue, Antelope, CA 95843, (916) 338-6400.

## **BASIC FINANCIAL STATEMENTS**

CENTER JOINT UNIFIED SCHOOL DISTRICT  
STATEMENT OF NET POSITION  
June 30, 2017

---

	Governmental Activities
<b>ASSETS</b>	
Cash and investments (Note 2)	\$ 22,802,616
Receivables	696,369
Stores inventory	34,995
Prepaid expenses	262,364
Non-depreciable capital assets (Note 4)	12,225,440
Depreciable capital assets, net of accumulated depreciation (Note 4)	<u>49,093,669</u>
Total assets	<u>85,115,453</u>
<b>DEFERRED OUTFLOWS OF RESOURCES</b>	
Deferred outflows of resources - pensions (Notes 8 and 9)	<u>8,642,420</u>
<b>LIABILITIES</b>	
Accounts payable	3,068,539
Unearned revenue	594,457
Long-term liabilities:	
Due within one year (Note 5)	4,785,000
Due after one year (Note 5)	<u>110,348,610</u>
Total liabilities	<u>118,796,606</u>
<b>DEFERRED INFLOWS OF RESOURCES</b>	
Deferred inflows of resources - pensions (Notes 8 and 9)	1,839,654
Deferred gain on refunding of debt	<u>9,782,177</u>
Total deferred outflows of resources	<u>11,621,831</u>
<b>NET POSITION</b>	
Net investment in capital assets	25,881,598
Restricted:	
Legally restricted programs	2,575,632
Capital projects	4,063
Debt service	4,900,099
Unrestricted	<u>(70,021,956)</u>
Total net position	<u>\$ (36,660,564)</u>

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See accompanying notes to financial statements.

CENTER JOINT UNIFIED SCHOOL DISTRICT  
STATEMENT OF ACTIVITIES  
For the Year Ended June 30, 2017

		Program Revenues			Net (Expense) Revenues and Changes in Net Position
	Expenses	Charges for Services	Operating Grants and Contributions	Capital Grants and Contributions	Governmental Activities
Governmental activities:					
Instruction	\$ 30,032,989	\$ 122,289	\$ 5,918,514	\$ -	\$ (23,992,186)
Instruction-related services:					
Supervision of instruction and administration	988,227	-	531,565	-	(456,662)
Instructional library, media and technology	561,077	1,743	4,821	-	(554,513)
School site administration	3,334,793	-	275,069	-	(3,059,724)
Pupil services:					
Home-to-school transportation	1,221,177	-	816	-	(1,220,361)
Food services	1,834,623	352,454	1,321,663	-	(160,506)
All other pupil services	2,001,355	-	751,406	-	(1,249,949)
General administration:					
Data processing	680,529	-	-	-	(680,529)
All other general administration	2,154,384	-	193,135	-	(1,961,249)
Plant services	5,435,054	-	378,647	-	(5,056,407)
Ancillary services	371,655	-	8,630	-	(363,025)
Interest on long-term liabilities	4,158,404	-	-	-	(4,158,404)
Other outgo	952,678	-	90,122	-	(862,556)
Depreciation (unallocated)	3,524,791	-	-	-	(3,524,791)
Total governmental activities	<u>\$ 57,251,736</u>	<u>\$ 476,486</u>	<u>\$ 9,474,388</u>	<u>\$ -</u>	<u>(47,300,862)</u>
General revenues:					
Taxes and subventions:					
Taxes levied for general purposes					7,421,374
Taxes levied for debt service					5,077,633
Federal and state aid not restricted to specific purposes					33,586,345
Interest and investment earnings					174,365
Interagency revenues					58,788
Miscellaneous					<u>468,716</u>
Total general revenues					<u>46,787,221</u>
Change in net position					(513,641)
Net position, July 1, 2016					<u>(36,146,923)</u>
Net position, June 30, 2017					<u>\$ (36,660,564)</u>

See accompanying notes to financial statements.



CENTER JOINT UNIFIED SCHOOL DISTRICT  
BALANCE SHEET  
GOVERNMENTAL FUNDS  
June 30, 2017

	General Fund	Charter Schools Fund	Building Fund	Capital Facilities Fund	Bond Interest and Redemption Fund	All Non-Major Funds	Total Governmental Funds
<b>ASSETS</b>							
Cash and investments:							
Cash in County Treasury	\$ 12,871,141	\$ 151,812	\$ 1,141,920	\$ -	\$ 4,888,403	\$ 328,539	\$ 19,381,815
Cash in revolving fund	10,000	-	-	-	-	1,000	11,000
Cash with Fiscal Agent	-	-	3,409,801	-	-	-	3,409,801
Receivables	559,095	3,139	3,082	-	12,470	118,583	696,369
Due from other funds	1,136,785	192,403	1,316	10,736	-	163,360	1,504,600
Stores inventory	4,504	-	-	-	-	30,491	34,995
Prepaid expenditures	262,364	-	-	-	-	-	262,364
<b>Total assets</b>	<b>\$ 14,843,889</b>	<b>\$ 347,354</b>	<b>\$ 4,556,119</b>	<b>\$ 10,736</b>	<b>\$ 4,900,873</b>	<b>\$ 641,973</b>	<b>\$ 25,300,944</b>
<b>LIABILITIES AND FUND BALANCES</b>							
Liabilities:							
Accounts payable	\$ 1,716,584	\$ 6,813	\$ -	\$ 5,245	\$ -	\$ 227,750	\$ 1,956,392
Unearned revenue	593,683	-	-	-	774	-	594,457
Due to other funds	367,815	19,488	-	996,626	-	120,671	1,504,600
<b>Total liabilities</b>	<b>2,678,082</b>	<b>26,301</b>	<b>-</b>	<b>1,001,871</b>	<b>774</b>	<b>348,421</b>	<b>4,055,449</b>
Fund balances:							
Nonspendable	276,868	-	-	-	-	31,491	308,359
Restricted	1,965,090	321,053	4,556,119	-	4,900,099	262,061	12,004,422
Assigned	905,607	-	-	-	-	-	905,607
Unassigned	9,018,242	-	-	(991,135)	-	-	8,027,107
<b>Total fund balances</b>	<b>12,165,807</b>	<b>321,053</b>	<b>4,556,119</b>	<b>(991,135)</b>	<b>4,900,099</b>	<b>293,552</b>	<b>21,245,495</b>
<b>Total liabilities and fund balances</b>	<b>\$ 14,843,889</b>	<b>\$ 347,354</b>	<b>\$ 4,556,119</b>	<b>\$ 10,736</b>	<b>\$ 4,900,873</b>	<b>\$ 641,973</b>	<b>\$ 25,300,944</b>

See accompanying notes to financial statements.

CENTER JOINT UNIFIED SCHOOL DISTRICT  
RECONCILIATION OF THE GOVERNMENTAL FUNDS BALANCE SHEET  
TO THE STATEMENT OF NET POSITION  
June 30, 2017

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Total fund balances - Governmental Funds \$ 21,245,495

Amounts reported for governmental activities in the statement of net position are different because:

Capital assets used for governmental activities are not financial resources and, therefore, are not reported as assets in governmental funds. The cost of the assets is \$120,893,764 and the accumulated depreciation is \$59,574,655 (Note 4). 61,319,109

Long-term liabilities are not due and payable in the current period and, therefore, are not reported as liabilities in the funds. Long-term liabilities consisted of (Note 5):

General Obligation Bonds	\$ (39,154,514)	
Accreted interest on bonds	(20,633,168)	
Unamortized bond premiums	(6,027,665)	
Compensated absences	(102,700)	
Other postemployment benefits (Note 7)	(6,435,563)	
Net pension liability (Notes 8 and 9)	<u>(42,780,000)</u>	
		(115,133,610)

Gains on the refunding of debt are recognized as expenditures in the period they are incurred. In the government-wide statements, they are categorized as deferred inflows and are amortized over the shorter life of the refunded or refunding debt. (9,782,177)

Unmatured interest on long-term liabilities is recognized in the period incurred. (1,112,147)

In government funds, deferred outflows and inflows of resources relating to pensions are not reported because they are applicable to future periods. In the statement of net position, deferred outflows and inflows of resources relating to pensions are reported (Notes 8 and 9).

Deferred outflows of resources relating to pensions	\$ 8,642,420	
Deferred inflows of resources relating to pensions	<u>(1,839,654)</u>	<u>5,690,619</u>
Total net position - governmental activities		<u><u>\$ (36,660,564)</u></u>

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See accompanying notes to financial statements.

CENTER JOINT UNIFIED SCHOOL DISTRICT  
STATEMENT OF REVENUES, EXPENDITURES AND  
CHANGE IN FUND BALANCES  
GOVERNMENTAL FUNDS  
For the Year Ended June 30, 2017

	General Fund	Charter Schools Fund	Building Fund	Capital Facilities Fund	Bond Interest and Redemption Fund	All Non-Major Funds	Total Governmental Funds
<b>Revenues:</b>							
Local Control Funding Formula:							
State apportionment	\$ 31,468,009	\$ 337,602	\$ -	\$ -	\$ -	\$ -	\$31,805,611
Local sources	<u>7,346,995</u>	<u>74,955</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>7,421,950</u>
Total local control funding funding formula	<u>38,815,004</u>	<u>412,557</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>39,227,561</u>
Federal sources	2,403,606	-	-	-	-	1,521,818	3,925,424
Other state sources	4,130,500	197,156	-	-	65,538	802,166	5,195,360
Other local sources	<u>2,292,255</u>	<u>947</u>	<u>21,508</u>	<u>281,345</u>	<u>5,045,660</u>	<u>399,610</u>	<u>8,041,325</u>
Total revenues	<u>47,641,365</u>	<u>610,660</u>	<u>21,508</u>	<u>281,345</u>	<u>5,111,198</u>	<u>2,723,594</u>	<u>56,389,670</u>
<b>Expenditures:</b>							
Current:							
Certificated salaries	20,106,236	273,179	-	-	-	170,707	20,550,122
Classified salaries	7,257,018	83,438	-	-	-	669,072	8,009,528
Employee benefits	9,655,364	120,025	-	-	-	335,438	10,110,827
Books and supplies	1,942,231	1,772	-	-	-	945,616	2,889,619
Contract services and operating expenditures	4,355,664	3,140	762,758	-	-	882,144	6,003,706
Other outgo	522,283	-	-	-	-	-	522,283
Capital outlay	747,094	-	-	-	-	-	747,094
Debt service:							
Principal retirement	-	-	-	-	1,240,417	-	1,240,417
Interest	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>2,950,003</u>	<u>-</u>	<u>2,950,003</u>
Total expenditures	<u>44,585,890</u>	<u>481,554</u>	<u>762,758</u>	<u>-</u>	<u>4,190,420</u>	<u>3,002,977</u>	<u>53,023,599</u>
Excess (deficiency) of revenues over (under) expenditures	<u>3,055,475</u>	<u>129,106</u>	<u>(741,250)</u>	<u>281,345</u>	<u>920,778</u>	<u>(279,383)</u>	<u>3,366,071</u>
<b>Other financing sources (uses):</b>							
Transfers in	29,798	-	-	-	-	397,556	427,354
Transfers out	(397,556)	-	-	-	-	(29,798)	(427,354)
Proceeds from issuance of debt	-	-	28,192,621	-	-	-	28,192,621
Premiums on issuance of debt	-	-	6,027,665	-	-	-	6,027,665
Deposit to refunding escrow	<u>-</u>	<u>-</u>	<u>(28,922,917)</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>(28,922,917)</u>
Total other financing sources (uses)	<u>(367,758)</u>	<u>-</u>	<u>5,297,369</u>	<u>-</u>	<u>-</u>	<u>367,758</u>	<u>5,297,369</u>
Net change in fund balances	<u>2,687,717</u>	<u>129,106</u>	<u>4,556,119</u>	<u>281,345</u>	<u>920,778</u>	<u>88,375</u>	<u>8,663,440</u>
Fund balances, July 1, 2016	<u>9,478,090</u>	<u>191,947</u>	<u>-</u>	<u>(1,272,480)</u>	<u>3,979,321</u>	<u>205,177</u>	<u>12,582,055</u>
Fund balances, June 30, 2017	<u>\$ 12,165,807</u>	<u>\$ 321,053</u>	<u>\$ 4,556,119</u>	<u>\$ (991,135)</u>	<u>\$ 4,900,099</u>	<u>\$ 293,552</u>	<u>\$ 21,245,495</u>

See accompanying notes to financial statements.

CENTER JOINT UNIFIED SCHOOL DISTRICT  
RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES AND  
CHANGE IN FUND BALANCES - GOVERNMENTAL FUNDS -  
TO THE STATEMENT OF ACTIVITIES  
For the Year Ended June 30, 2017

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Net change in fund balances - Total Governmental Funds	\$	8,663,440
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Amounts reported for governmental activities in the statement of activities are different because:

Acquisition of capital assets is an expenditure in the governmental funds, but increases capital assets in the statement of net position (Note 4).	\$	897,268
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Depreciation of capital assets is an expense that is not recorded in the governmental funds (Note 4).		(3,524,791)
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Proceeds from disposal of capital assets are reported as revenue in the governmental funds and as gain or loss in the statement of activities (Note 4).		(1,602)
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In government funds, pension costs are recognized when employer contributions are made. In the statement of activities, pension costs are recognized on the accrual basis. This year, the difference between accrual-basis pension costs and actual employer contributions was:		(449,867)
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In governmental funds, proceeds from debt are recognized as other financing sources. In the statement of net position, proceeds from debt are reported as increases to liabilities (Note 5).		(28,192,621)
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Repayment of principal on long-term liabilities is an expenditure in the governmental funds, but decreases the long-term liabilities in the statement of net position (Note 5).		1,240,417
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Payments made to refunding escrow is an other financing use in the governmental funds, but decreases the long-term liabilities in the statement of net position (Note 5).		22,722,156
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Accretion of interest is not recorded in the governmental funds. It increases the long-term liabilities in the statement of net position (Note 5).		15,452,301
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Interest on long-term liabilities is recognized in the period incurred, in governmental funds it is recognized when due.		(1,112,147)
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Gains on the refunding of debt are recognized as expenditures in the period they are incurred. In the government-wide statements, they are categorized as deferred inflows and are amortized over the shorter life of the refunded or refunding debt.		(9,782,177)
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In the statement of activities, expenses related to compensated absences and other postemployment benefits are measured by the amounts earned during the year. In the governmental funds, expenditures are measured by the amount of financial resources used (Note 5).		(793,934)
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(Continued)

CENTER JOINT UNIFIED SCHOOL DISTRICT  
RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES AND  
CHANGE IN FUND BALANCES - GOVERNMENTAL FUNDS -  
TO THE STATEMENT OF ACTIVITIES  
For the Year Ended June 30, 2017

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Debt issue premiums are recognized as revenues in the period they are incurred. In government-wide statements, issue premiums are amortized over the life of the debt (Note 5).

\$ (5,632,084)

(9,177,081)

Change in net position of governmental activities

\$ (513,641)

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See accompanying notes to financial statements.

CENTER JOINT UNIFIED SCHOOL DISTRICT  
STATEMENT OF FIDUCIARY NET POSITION  
June 30, 2017

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	Agency Funds Student <u>Body Funds</u>
<b>ASSETS</b>	
Cash and investments (Note 2):	
Cash on hand and in banks	\$ <u>253,985</u>
<b>LIABILITIES</b>	
Due to students/student groups	\$ <u>253,985</u>

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See accompanying notes to financial statements.

CENTER JOINT UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2017

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**NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

Center Joint Unified School District (the "District") accounts for its financial transactions in accordance with the policies and procedures of the Department of Education's *California School Accounting Manual*. The accounting policies of the District conform to accounting principles generally accepted in the United States of America as prescribed by the Governmental Accounting Standards Board. The following is a summary of the more significant policies:

Reporting Entity: A reporting entity is comprised of the primary government, component units and other organizations that are included to ensure the financial statements are not misleading. The primary government of the District consists of all funds, departments, boards and agencies that are not legally separate from the District. For Center Joint Unified School District, this includes general operations, food service and student related activities of the District. The District has considered all potential component units in determining how to define the reporting entity, using criteria set forth in accounting principles generally accepted in the United States of America. The District determined that there are no potential component units that meet the criteria for inclusion within the reporting entity.

Basis of Presentation - Financial Statements: The basic financial statements include a Management's Discussion and Analysis (MD & A) section providing an analysis of the District's overall financial position and results of operations, financial statements prepared using full accrual accounting for all of the District's activities, including infrastructure, and a focus on the major funds.

Basis of Presentation - Government-Wide Financial Statements: The Statement of Net Position and the Statement of Activities display information about the reporting government as a whole. Fiduciary funds are not included in the government-wide financial statements. Fiduciary funds are reported only in the Statement of Fiduciary Net Position.

The Statement of Net Position and the Statement of Activities are prepared using the economic resources measurement focus and the accrual basis of accounting. Revenues, expenses, gains, losses, assets and liabilities resulting from exchange and exchange-like transactions are recognized when the exchange takes place. Revenues, expenses, gains, losses, assets and liabilities resulting from nonexchange transactions are recognized in accordance with the requirements of Governmental Accounting Standards Board Codification Section (GASB Cod. Sec.) N50.118-.121.

Program revenues: Program revenues included in the Statement of Activities derive directly from the program itself or from parties outside the District's taxpayers or citizenry, as a whole; program revenues reduce the cost of the function to be financed from the District's general revenues.

Allocation of indirect expenses: The District reports all direct expenses by function in the Statement of Activities. Direct expenses are those that are clearly identifiable with a function. Interest on general long-term liabilities is considered an indirect expense and is reported separately on the Statement of Activities.

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(Continued)

CENTER JOINT UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2017

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**NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)**

Basis of Presentation - Fund Accounting: The accounts of the District are organized on the basis of funds, each of which is considered to be a separate accounting entity. The operations of each fund are accounted for with a separate set of self-balancing accounts that comprise its assets, liabilities, fund balances, revenues and expenditures. District resources are allocated to and accounted for in individual funds based upon the purpose for which they are to be spent and the means by which spending activities are controlled.

**A - Major Funds**

**General Fund:**

The General Fund is the general operating fund of the District and accounts for all revenues and expenditures of the District not encompassed within other funds. All general tax revenues and other receipts that are not allocated by law or contractual agreement to some other fund are accounted for in this fund. General operating expenditures and the capital improvement costs that are not paid through other funds are paid from the General Fund.

The Charter Schools Fund is a special revenue fund used to account for the proceeds of specific revenue sources that are legally restricted to expenditures for Charter School purposes.

The Building Fund is a capital projects fund used to account for resources used for the acquisition for construction of capital facilities by the District.

The Capital Facilities Fund is a capital projects fund used to account for resources used for the acquisition of capital facilities by the District.

The Bond Interest and Redemption Fund is a debt service fund used to account for the payment of principal, interest, and related costs on general long-term debt.

**B - Other Funds**

Special Revenue Funds are used to account for the proceeds of specific revenue sources that are legally restricted to expenditures for specified purposes. This includes the Adult Education, Child Development, Cafeteria and Deferred Maintenance Funds.

Capital Projects Funds are used to account for resources used for the acquisition of capital facilities by the District. This includes the County School Facilities Fund.

The Student Body Account is an agency fund for which the District acts as an agent for all the cash activity of the various student body organizations. Individual totals by school and club are maintained within the District's accounting system.

Basis of Accounting: Basis of accounting refers to when revenues and expenditures are recognized in the accounts and reported in the financial statements. Basis of accounting relates to the timing of the measurement made, regardless of the measurement focus applied.

Accrual: Governmental activities in the government-wide financial statements and the fiduciary fund financial statements are presented on the accrual basis of accounting. Revenues are recognized when earned and expenses are recognized when incurred.

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(Continued)



CENTER JOINT UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2017

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**NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)**

Modified Accrual: The governmental funds financial statements are presented on the modified accrual basis of accounting. Under the modified accrual basis of accounting, revenues are recorded when susceptible to accrual; i.e., both measurable and available. "Available" means collectible within the current period or within 60 days after year end. Expenditures are generally recognized under the modified accrual basis of accounting when the related liability is incurred. The exception to this general rule is that principal and interest on general obligation long-term liabilities, if any, is recognized when due.

Budgets and Budgetary Accounting: By state law, the Board of Trustees must adopt a final budget by July 1. A public hearing is conducted to receive comments prior to adoption. The Board of Trustees satisfied these requirements.

Receivables: Receivables are made up principally of amounts due from the State of California and Categorical programs. The District has determined that no allowance for doubtful accounts was needed as of June 30, 2017.

Stores Inventory: Inventories are valued at cost. Inventory recorded in the General Fund and the Cafeteria Fund consists of mainly of consumable supplies. Inventories are recorded as an expenditure at the time individual inventory items are consumed.

Capital Assets: Capital assets purchased or acquired, with an original cost of \$5,000 or more, are recorded at acquisition value for the contributed asset. Additions, improvements and other capital outlay that significantly extend the useful life of an asset are capitalized. Other costs incurred for repairs and maintenance are expensed as incurred. Capital assets are depreciated using the straight-line method over 4 - 30 years depending on asset types.

Deferred Outflows/Inflows of Resources: In addition to assets, the Statement of Net Position includes a separate section for deferred outflows of resources. This separate financial statement element, deferred outflows of resources, represents a consumption of net position that applies to a future period(s), and as such will not be recognized as an outflow of resources (expense/expenditures) until then. The District has recognized a deferred loss on refunding resulting from the difference in the carrying value of refunded debt and its reacquisition price. This amount is deferred and amortized over the shorter life of the refunded or refunding debt. Additionally, the District has recognized a deferred outflow of resources related to the recognition of the pension liability reported in the Statement of Net Position.

In addition to liabilities, the Statement of Net Position includes a separate section for deferred inflows of resources. This separate financial statement element, deferred inflows of resources, represents an acquisition of net position that applies to a future period(s) and as such, will not be recognized as an inflow of resources (revenue) until that time. The District has recognized a deferred inflow of resources related to the recognition of the pension liability reported in the Statement of Net Position.

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(Continued)

CENTER JOINT UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2017

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**NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)**

**Pensions:** For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the State Teachers' Retirement Plan (STRP) and Public Employers Retirement Fund B (PERF B) and additions to/deductions from STRP's and PERF B's fiduciary net position have been determined on the same basis as they are reported by STRP and PERF B. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value. The following is a summary of pension amounts in aggregate:

	<u>STRP</u>	<u>PERF B</u>	<u>Total</u>
Deferred outflows of resources	\$ 5,464,788	\$ 3,177,632	\$ 8,642,420
Deferred inflows of resources	\$ 1,359,000	\$ 480,654	\$ 1,839,654
Net pension liability	\$ 31,618,000	\$ 11,162,000	\$ 42,780,000
Pension expense	\$ 4,188,297	\$ 1,366,244	\$ 5,554,541

**Compensated Absences:** Compensated absences in the amount of \$102,700 are recorded as a liability of the District. The liability is for the earned but unused benefits.

**Accumulated Sick Leave:** Accumulated sick leave benefits are not recognized as liabilities of the District. The District's policy is to record sick leave as an operating expenditure in the period taken since such benefits do not vest nor is payment probable; however, unused sick leave is added to the creditable service period for calculation of retirement benefits for certain STRP and PERF B employees when the employee retires.

**Unearned Revenues:** Revenues from federal, state and local special projects and programs are recognized when qualified expenditures have been incurred. Funds received but not earned are recorded as unearned revenue until earned.

**Net Position:**

1 - Net Investment in Capital Assets - Consists of capital assets including restricted capital assets, net of accumulated depreciation and reduced by the outstanding balances (excluding unspent bond proceeds) of any bonds, mortgages, notes or other borrowings that are attributable to the acquisition, construction, or improvement of those assets.

2- Restricted Net Position - Restrictions of the ending net position indicate the portions of net position not appropriate for expenditure or amounts legally segregated for a specific future use. The restriction for legally restricted programs represents the portion of net position restricted to specific program expenditures. The restriction for debt service represents the portion of net position available for the retirement of debt. The restriction for capital projects represents the portion of net position restricted for capital projects. It is the District's policy to use restricted net position first when allowable expenditures are incurred.

3 - Unrestricted Net Position - All other net position that does not meet the definitions of "restricted" or "net investment in capital assets".

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(Continued)

CENTER JOINT UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2017

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**NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)**

Fund Balance Classifications: Governmental Accounting Standards Board Codification Sections 1300 and 1800, *Fund Balance Reporting and Governmental Fund Type Definitions* (GASB Cod. Sec. 1300 and 1800) implements a five-tier fund balance classification hierarchy that depicts the extent to which a government is bound by spending constraints imposed on the use of its resources. The five classifications, discussed in more detail below, are nonspendable, restricted, committed, assigned and unassigned.

**A -Nonspendable Fund Balance:**

The nonspendable fund balance classification reflects amounts that are not in spendable form, such as revolving fund cash, prepaid expenditures and stores inventory.

**B -Restricted Fund Balance:**

The restricted fund balance classification reflects amounts subject to externally imposed and legally enforceable constraints. Such constraints may be imposed by creditors, grantors, contributors, or laws or regulations of other governments, or may be imposed by law through constitutional provisions or enabling legislation. These are the same restrictions used to determine restricted net position as reported in the government-wide statements.

**C -Committed Fund Balance:**

The committed fund balance classification reflects amounts subject to internal constraints self-imposed by formal action of the Board of Trustees. The constraints giving rise to committed fund balance must be imposed no later than the end of the reporting period. The actual amounts may be determined subsequent to that date but prior to the issuance of the financial statements. Formal action by the Board of Trustees is required to remove any commitment from any fund balance. At June 30, 2017, the District had no committed fund balances.

**D -Assigned Fund Balance:**

The assigned fund balance classification reflects amounts that the District's Board of Trustees has approved to be used for specific purposes, based on the District's intent related to those specific purposes. The Board of Trustees can designate personnel with the authority to assign fund balances, however, as of June 30, 2017, no such designation has occurred.

**E - Unassigned Fund Balance:**

In the General Fund only, the unassigned fund balance classification reflects the residual balance that has not been assigned to other funds and that is not restricted, committed, or assigned to specific purposes.

In any fund other than the General Fund, a positive unassigned fund balance is never reported because amounts in any other fund are assumed to have been assigned, at least, to the purpose of that fund. However, deficits in any fund, including the General Fund that cannot be eliminated by reducing or eliminating amounts assigned to other purposes are reported as negative unassigned fund balance.

Fund Balance Policy: The District has an expenditure policy relating to fund balances. For purposes of fund balance classifications, expenditures are to be spent from restricted fund balances first, followed in order by committed fund balances (if any), assigned fund balances and lastly unassigned fund balances.

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(Continued)

CENTER JOINT UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2017

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**NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)**

While GASB Cod. Sec. 1300 and 1800 do not require Districts to establish a minimum fund balance policy or a stabilization arrangement, GASB Cod. Sec. 1300 and 1800 do require the disclosure of a minimum fund balance policy and stabilization arrangements, if they have been adopted by the Board of Trustees. At June 30, 2017, the District has not established a minimum fund balance policy nor has it established a stabilization arrangement.

Property Taxes: Secured property taxes are attached as an enforceable lien on property as of January 1. Taxes are due in two installments on or before December 10 and April 10. Unsecured property taxes are due in one installment on or before August 31. The County of Sutter bills and collects taxes for the District. Tax revenues are recognized by the District when received.

Eliminations and Reclassifications: In the process of aggregating data for the Statement of Net Position and the Statement of Activities, some amounts reported as interfund activity and balances in the funds were eliminated or reclassified. Interfund receivables and payables were eliminated to minimize the "grossing up" effect on assets and liabilities within the governmental activities column.

Estimates: The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions. These estimates and assumptions affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenditures during the reporting period. Accordingly, actual results may differ from those estimates.

**NOTE 2 - CASH AND INVESTMENTS**

Cash at June 30, 2017 consisted of the following:

	<u>Governmental Activities</u>	<u>Fiduciary Activities</u>
Pooled Funds:		
Cash in County Treasury	\$ 19,381,815	\$ -
Deposits:		
Cash on hand and in banks	-	253,985
Revolving cash fund	11,000	-
Cash with Fiscal Agent	<u>3,409,801</u>	<u>-</u>
Total	<u>\$ 22,802,616</u>	<u>\$ 253,985</u>

Pooled Funds: In accordance with Education Code Section 41001, the District maintains substantially all of its cash in the interest bearing Sacramento County Treasurer's Pooled Investment Fund. The District is considered to be an involuntary participant in an external investment pool. The fair value of the District's investment in the pool is reported in the financial statements at amounts based upon the District's pro-rata share of the fair value provided by the County Treasurer for the entire portfolio (in relation to the amortized cost of that portfolio). The balance available for withdrawal is based on the accounting records maintained by the County Treasurer, which is recorded on the amortized cost basis.

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(Continued)

CENTER JOINT UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2017

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**NOTE 2 - CASH AND INVESTMENTS (Continued)**

Deposits - Custodial Credit Risk: The District limits custodial credit risk by ensuring uninsured balances are collateralized by the respective financial institution. Cash balances held in banks are insured up to \$250,000 by the Federal Deposit Insurance Corporation (FDIC) and are collateralized by the respective financial institution. At June 30, 2017, the carrying amount of the District's accounts were \$264,985 and the bank balances were \$262,114. The total uninsured bank balances at June 30, 2017 was \$12,114.

Cash with Fiscal Agent: Cash with Fiscal Agent represents funds held by Fiscal Agents restricted for repayment of General Obligation Bonds. The District holds their funds with the Sacramento County Treasurer. The balance available for withdrawal is based on the accounting records maintained by the County Treasurer, which is recorded on the amortized cost basis.

Interest Rate Risk: The District does not have a formal investment policy that limits cash and investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates. At June 30, 2017, the District had no significant interest rate risk related to cash and investments held.

Credit Risk: The District does not have a formal investment policy that limits its investment choices other than the limitations of state law.

Concentration of Credit Risk: The District does not place limits on the amount it may invest in any one issuer. At June 30, 2017, the District had no concentration of credit risk.

**NOTE 3 - INTERFUND TRANSACTIONS**

Interfund Activity: Transactions between funds of the District are recorded as interfund transfers. The unpaid balances at year end, as a result of such transactions, are shown as due to and due from other funds.

Interfund Receivables/Payables: Interfund receivable and payable balances at June 30, 2017 were as follows:

	<u>Interfund Receivables</u>	<u>Interfund Payables</u>
Major funds:		
General Fund	\$ 1,136,785	\$ 367,815
Charter Schools Fund	192,403	19,488
Building Fund	1,316	-
Capital Facilities Fund	10,736	996,626
Non-major funds:		
Adult Education Fund	13,979	19
Child Development Fund	-	62,528
Cafeteria Fund	144,772	58,124
Deferred Maintenance Fund	529	-
County School Facilities Fund	<u>4,080</u>	<u>-</u>
Total	<u>\$ 1,504,600</u>	<u>\$ 1,504,600</u>

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(Continued)

CENTER JOINT UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2017

**NOTE 3 - INTERFUND TRANSACTIONS (Continued)**

Interfund Transfers:

Transfers for the 2016-17 fiscal year were as follows:

Transfer from the General Fund to the Cafeteria Fund to support the District's nutrition activities.	\$ 143,493
Transfer from the General Fund to the Deferred Maintenance Fund to support the maintenance of buildings and grounds.	250,000
Transfer from the General Fund to the County School Facilities Fund to cover interest charges.	4,063
Transfer from the Child Development Fund to the General Fund for indirect costs.	<u>29,798</u>
Total Transfers	<u><u>\$ 427,354</u></u>

**NOTE 4 - CAPITAL ASSETS**

A schedule of changes in capital assets for the year ended June 30, 2017 is shown below:

	Balance July 1, 2016	Transfers and Additions	Transfers and Deductions	Balance June 30, 2017
Non-depreciable:				
Land	\$ 10,509,396	\$ -	\$ -	\$ 10,509,396
Work-in-process	<u>1,346,918</u>	<u>372,096</u>	<u>2,970</u>	<u>1,716,044</u>
Totals, at cost	<u>11,856,314</u>	<u>372,096</u>	<u>2,970</u>	<u>12,225,440</u>
Depreciable:				
Buildings	91,482,634	111,102	-	91,593,736
Improvement of sites	13,103,364	14,776	-	13,118,140
Equipment	<u>3,567,778</u>	<u>402,264</u>	<u>13,594</u>	<u>3,956,448</u>
Totals, at cost	<u>120,010,090</u>	<u>900,238</u>	<u>16,564</u>	<u>120,893,764</u>
Less accumulated depreciation:				
Buildings	(43,875,867)	(3,050,115)	-	(46,925,982)
Improvement of sites	(9,596,637)	(290,697)	-	(9,887,334)
Equipment	<u>(2,589,352)</u>	<u>(183,979)</u>	<u>11,992</u>	<u>(2,761,339)</u>
Total accumulated depreciation	<u>(56,061,856)</u>	<u>(3,524,791)</u>	<u>11,992</u>	<u>(59,574,655)</u>
Capital assets, net	<u><u>\$ 63,948,234</u></u>	<u><u>\$ (2,624,553)</u></u>	<u><u>\$ 4,572</u></u>	<u><u>\$ 61,319,109</u></u>

Depreciation expense was charged to governmental activities as follows:

Depreciation (unallocated)	<u><u>\$ 3,524,791</u></u>
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(Continued)

CENTER JOINT UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2017

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**NOTE 5 - LONG-TERM LIABILITIES**

On August 1, 1992, the District issued 1992 General Obligation Bonds, Series "B" totaling \$3,069,796. Bond proceeds were used to acquire land for future schools, construction of new facilities, and rehabilitation of existing facilities. Repayment of the bonds is made from the special parcel tax revenues levied in connection with this bond issue. The bonds were comprised of Current Interest Bonds and Capital Appreciation Bonds. The bonds bear interest rates from 5.85% to 6.30% and the bonds have matured as of June 30, 2017.

On March 4, 1997, the District issued 1992 General Obligation Bonds, Series "C" totaling \$15,974,099. Bond proceeds were used to acquire land for future schools, construction of new facilities, and rehabilitation of existing facilities. Repayment of the bonds is made from the special parcel tax revenues levied in connection with this bond issue. The bonds bear interest rates from 3.80% to 5.80% and are scheduled to mature through 2022.

On April 4, 2001, the District issued 1992 General Obligation Refunding Bonds, totaling \$1,848,632. The bonds were issued to refund a portion of the District's outstanding 1992 General Obligation Bonds, Series A, originally issued on April 2, 1992. The proceeds of the bonds were placed in an escrow account for the sole benefit of prior bonds. Repayment of the bond is made from the special parcel tax revenues levied in connection with the 1992 General Obligation Bond, Series A issuance. The bonds were comprised of Current Interest Bonds and Capital Appreciation Bonds. The bonds bear interest rates from 3.0% to 5.33% and are scheduled to mature through 2018.

On May 17, 2007, the District issued 1992 General Obligation Bonds, Series "D" totaling \$24,998,234. Bond proceeds of \$5,421,608 were used to repay the District's remaining 2003 Refunding Certificates of participation balance and accrued interest. The remaining proceeds were used to acquire, expand and construct school facilities. Repayment of the bonds is made from the special parcel tax revenues levied in connection with this bond issue. The bonds bear interest rates from 4.5% to 4.9% and are scheduled to mature through 2032.

On August 4, 2016, the District issued Election of 1991, Series 2016E General Obligation Bonds totaling \$4,996,601. The proceeds of the 2016E Bonds are being used to finance the construction, acquisition, furnishing and equipping of District facilities. Repayment of the bonds is made from the special parcel tax revenues levied in connection with this bond issue. The bonds were issued as capital appreciation bonds and accrete interest from their date of delivery, compounded semiannually on February 1 and August 1 of each year, commencing February 1, 2017. The bonds bear interest rates from 2.62% to 3.17% and are scheduled to mature through 2032.

On August 4, 2016, the District issued Series 2016 General Obligation Refunding Bonds totaling \$23,196,020. The refunding bonds were issued to refund a portion of the District's outstanding General Obligation Bonds (Election of 1991), Series 2007 and pay cost of issuing the Refunding Bonds. The bonds were issued as capital appreciation bonds and accrete interest from their date of delivery, compounded semiannually on February 1 and August 1 of each year, commencing February 1, 2017. The bonds bear interest rates from 1.86% to 3.17% and are scheduled to mature through 2032.

At June 30, 2017 \$22,722,156 original principal of refunded bonds was outstanding and will be paid in full on February 1, 2018.

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(Continued)

CENTER JOINT UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2017

**NOTE 5 - LONG-TERM LIABILITIES (Continued)**

Although the refunding resulted in the recognition of an accounting gain of \$9,782,177 for the year ended June 30, 2017, the District in effect reduced its aggregate debt service payments by \$8,230,000 over the next 7 years and obtained an economic gain of \$5,865,977.

Calculation of difference in cash flow requirements and economic gain are as follows:

Old debt service cash flows	\$ 46,790,000
New debt service cash flows	<u>(38,560,000)</u>
Cash flow difference	<u>\$ 8,230,000</u>
Present value of old debt service cash flows	\$ 34,836,481
Present value of new debt service cash flows	<u>28,970,504</u>
Economic gain	<u>\$ 5,865,977</u>

The outstanding general obligation bonded debt at June 30, 2017 is:

**General Obligation Bonds**

Date of Issue	Interest Rate	Maturity Date	Amount of Original Issue	Outstanding July 1, 2016	Current Year	Redeemed Current Year	Outstanding June 30, 2017
1992	5.85%-6.30%	2017	\$ 3,069,796	\$ 152,010	\$ -	\$ 152,010	\$ -
1997	3.80%-5.80%	2022	15,974,099	9,672,134	-	1,051,594	8,620,540
2001	3.00%-5.33%	2018	1,848,632	102,088	-	36,813	65,275
2007	4.50%-4.90%	2032	24,998,234	24,998,234	-	22,722,156	2,276,078
2016	2.62%-3.17%	2032	4,996,601	-	4,996,601	-	4,996,601
2016	1.86%-3.17%	2032	23,196,020	-	23,196,020	-	23,196,020
Total			<u>\$ 69,086,781</u>	<u>\$ 34,924,466</u>	<u>\$ 28,192,621</u>	<u>\$ 23,962,573</u>	<u>\$ 39,154,514</u>

**Accreted Interest Bonds**

Date of Issue	Interest Rate	Maturity Date	Amount of Outstanding July 1, 2016	Accretion Current Year	Payments Current Year	Outstanding June 30, 2017
1992	5.85%-6.30%	2017	\$ 508,945	\$ -	\$ 508,945	\$ -
1997	3.80%-5.80%	2022	20,173,048	1,580,224	3,428,630	18,324,642
2001	3.00%-5.33%	2018	434,157	45,916	336,914	143,159
2007	4.50%-4.90%	2032	14,969,319	233,168	13,435,903	1,766,584
2016	2.62%-3.17%	2032	-	66,435	-	66,435
2016	1.86%-3.17%	2032	-	332,348	-	332,348
Total			<u>\$ 36,085,469</u>	<u>\$ 2,258,091</u>	<u>\$ 17,710,392</u>	<u>\$ 20,633,168</u>

(Continued)



CENTER JOINT UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2017

**NOTE 5 - LONG-TERM LIABILITIES (Continued)**

The annual requirements to amortize the General Obligation Bonds payable are as follows.

<u>Year Ended June 30,</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2018	\$ 1,448,558	\$ 3,336,442	\$ 4,785,000
2019	1,619,067	3,855,933	5,475,000
2020	1,731,521	4,533,479	6,265,000
2021	1,868,903	5,291,097	7,160,000
2022	2,017,766	6,167,234	8,185,000
2023-2027	12,009,125	12,480,875	24,490,000
2028-2032	<u>18,459,574</u>	<u>8,490,426</u>	<u>26,950,000</u>
	<u>\$ 39,154,514</u>	<u>\$ 44,155,486</u>	<u>\$ 83,310,000</u>

A schedule of changes in long-term liabilities for the year ended June 30, 2017 is as follows:

	<u>Balance July 1, 2016</u>	<u>Additions</u>	<u>Deductions</u>	<u>Balance June 30, 2017</u>	<u>Amounts Due Within One Year</u>
General Obligation Bonds	\$ 34,924,466	\$ 28,192,621	\$ 23,962,573	\$ 39,154,514	\$ 1,448,558
Accreted interest on bonds	36,085,469	2,258,092	17,710,393	20,633,168	3,336,442
Unamortized bond premiums	395,581	6,027,665	395,581	6,027,665	-
Compensated absences	94,719	7,981	-	102,700	-
Other postemployment benefits (Note 7)	5,649,610	978,059	192,106	6,435,563	-
Net pension liability (Notes 8 and 9)	<u>35,230,585</u>	<u>7,549,415</u>	<u>-</u>	<u>42,780,000</u>	<u>-</u>
	<u>\$ 112,380,430</u>	<u>\$ 45,013,833</u>	<u>\$ 42,260,653</u>	<u>\$ 115,133,610</u>	<u>\$ 4,785,000</u>

Payments on the general obligation bonds are made from the Bond Interest and Redemption Fund. Payments on the compensated absences, other postemployment benefits and net pension liability will be paid from the fund where the respective employees are paid.

(Continued)

CENTER JOINT UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2017

**NOTE 6 - FUND BALANCES**

Fund balances, by category, at June 30, 2017 consisted of the following:

	General Fund	Charter Schools Fund	Building Fund	Capital Facilities Fund	Bond Interest and Redemption Fund	All Non-Major Funds	Total
<b>Nonspendable:</b>							
Revolving fund	\$ 10,000	\$ -	\$ -	\$ -	\$ -	\$ 1,000	\$ 11,000
Prepaid expenditures	262,364	-	-	-	-	-	262,364
Stores inventory	4,504	-	-	-	-	30,491	34,995
Subtotal nonspendable	<u>276,868</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>31,491</u>	<u>308,359</u>
<b>Restricted:</b>							
Legally restricted programs	1,965,090	321,053	-	-	-	257,998	2,544,141
Capital Projects	-	-	4,556,119	-	-	4,063	4,560,182
Debt service	-	-	-	-	4,900,099	-	4,900,099
Subtotal restricted	<u>1,965,090</u>	<u>321,053</u>	<u>4,556,119</u>	<u>-</u>	<u>4,900,099</u>	<u>262,061</u>	<u>12,004,422</u>
<b>Assigned:</b>							
Strategic Plan	<u>905,607</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>905,607</u>
Subtotal assigned	<u>905,607</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>905,607</u>
<b>Unassigned:</b>							
Designated for economic uncertainty	2,729,830	-	-	-	-	-	2,729,830
Undesignated	<u>6,288,412</u>	<u>-</u>	<u>-</u>	<u>(991,135)</u>	<u>-</u>	<u>-</u>	<u>5,297,277</u>
Subtotal unassigned	<u>9,018,242</u>	<u>-</u>	<u>-</u>	<u>(991,135)</u>	<u>-</u>	<u>-</u>	<u>8,027,107</u>
<b>Total fund balances</b>	<u>\$ 12,165,807</u>	<u>\$ 321,053</u>	<u>\$ 4,556,119</u>	<u>\$ (991,135)</u>	<u>\$ 4,900,099</u>	<u>\$ 293,552</u>	<u>\$ 21,245,495</u>

(Continued)

CENTER JOINT UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2017

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**NOTE 7 - OTHER POSTEMPLOYMENT BENEFITS**

Plan Description: In addition to the pension benefits described in Notes 8 and 9, the District provides health, vision and dental benefits to eligible retirees. The Plan is a single-employer defined benefit healthcare plan administered by the District. The plan does not issue separate financial statements.

Funding Policy: Expenditures for post-employment health care benefits are recognized as the premiums are paid. During the year ended June 30, 2017, expenditures of \$978,059 were recognized for postemployment health care benefits.

Annual OPEB Cost and Net OPEB Obligation: The District's annual other post-employment benefit (OPEB) cost (expense) is calculated based on the annual required contribution of the employer (ARC), an amount actuarially determined in accordance with the parameters of GASB Cod. Sec. P50.108-.109. The ARC represents a level of funding that, if paid on an ongoing basis, is projected to cover normal cost each year and amortize any unfunded actuarial liabilities (or funding excess) over a period not to exceed thirty years. The following table shows the components of the District's annual OPEB cost for the year, the amount actually contributed to the plan, and changes in the District's net OPEB obligation related to the District provided plan.

Annual required contribution	\$ 1,123,156
Interest on net OPEB obligation	254,232
Adjustment to annual required contribution	<u>(399,329)</u>
Annual OPEB cost (expense)	978,059
Contributions made	<u>(192,106)</u>
Increase in net OPEB obligation	785,953
Net OPEB obligation - beginning of year	<u>5,649,610</u>
Net OPEB obligation - end of year	<u><u>\$ 6,435,563</u></u>

The District's annual OPEB cost, the percentage of annual OPEB cost contributed to the plan, and the net OPEB obligation for the years ended June 30, 2017 and the preceding two years were as follows::

<u>Fiscal Year Ended</u>	<u>Annual OPEB Cost</u>	<u>Percentage of Annual OPEB Cost Contributed</u>	<u>Net OPEB Obligation</u>
June 30, 2015	\$ 964,089	14.7%	\$ 4,815,172
June 30, 2016	\$ 976,982	14.6%	\$ 5,649,610
June 30, 2017	\$ 978,059	19.6%	\$ 6,435,563

Funded Status and Funding Progress: As of July 1, 2015, the most recent actuarial valuation date, the Plan was was funded on a pay-as-you-go basis. The actuarial accrued liability for benefits was \$8.5 million, and the actuarial value of assets was zero, resulting in an unfunded actuarial accrued liability (UAAL) of \$8.5 million. The covered payroll (annual payroll of active employees covered by the plan) was \$26,138,763 and the ratio of the UAAL to the covered payroll was 33 percent.

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(Continued)

CENTER JOINT UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2017

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**NOTE 7 - OTHER POSTEMPLOYMENT BENEFITS (Continued)**

Actuarial valuations of an ongoing plan involve estimates of the value of reported amounts and assumptions about the probability of occurrence of events far into the future. Examples include assumptions about future employment, mortality, and the healthcare cost trend. Amounts determined regarding the funded status of the plan and the annual required contributions of the employer are subject to continual revision as actual results are compared with past expectations and new estimates are made about the future.

Actuarial Methods and Assumptions: Projections of benefits for financial reporting purposes are based on the substantive plan (the plan as understood by the employer and the plan members) and include the types of benefits provided at the time of each valuation and the historical pattern of sharing of benefit costs between the employer and plan members to that point. The actuarial methods and assumptions used include techniques that are designed to reduce the effects of short-term volatility in actuarial accrued liabilities and the actuarial value of assets, consistent with the long-term perspective of the calculations.

In the July 1, 2015 actuarial valuation, the actuarial assumptions included an annual healthcare cost trend rate of 4.5 percent and a 2.75 percent inflation assumption. The UAAL is being amortized as a flat dollar amount over 30 years.

*See required supplementary information following the notes to the basic financial statements, which presents multi-year trend information on whether assets are increasing or decreasing over time relative to plan liabilities.*

**NOTE 8 - NET PENSION LIABILITY – STATE TEACHERS' RETIREMENT PLAN**

*General Information about the State Teachers' Retirement Plan*

Plan Description: Teaching-certified employees of the District are provided with pensions through the State Teachers' Retirement Plan (STRP) – a cost-sharing multiple-employer defined benefit pension plan administered by the California State Teachers' Retirement System (CalSTRS). The Teachers' Retirement Law (California Education Code Section 22000 et seq.), as enacted and amended by the California Legislature, established this plan and CalSTRS as the administrator. The benefit terms of the plans may be amended through legislation. CalSTRS issues a publicly available financial report that can be obtained at <http://www.calstrs.com/comprehensive-annual-financial-report>.

Benefits Provided: The STRP Defined Benefit Program has two benefit formulas:

- CalSTRS 2% at 60: Members first hired on or before December 31, 2012, to perform service that could be creditable to CalSTRS.
- CalSTRS 2% at 62: Members first hired on or after January 1, 2013, to perform service that could be creditable to CalSTRS.

The Defined Benefit Program provides retirement benefits based on members' final compensation, age and years of service credit. In addition, the retirement program provides benefits to members upon disability and to survivors/beneficiaries upon the death of eligible members. There are several differences between the two benefit formulas which are noted below.

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(Continued)

CENTER JOINT UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2017

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**NOTE 8 - NET PENSION LIABILITY – STATE TEACHERS' RETIREMENT PLAN (Continued)**

*CalSTRS 2% at 60*

CalSTRS 2% at 60 members are eligible for normal retirement at age 60, with a minimum of five years of credited service. The normal retirement benefit is equal to 2.0 percent of final compensation for each year of credited service. Early retirement options are available at age 55 with five years of credited service or as early as age 50 with 30 years of credited service. The age factor for retirements after age 60 increases with each quarter year of age to 2.4 percent at age 63 or older. Members who have 30 years or more of credited service receive an additional increase of up to 0.2 percent to the age factor, known as the career factor. The maximum benefit with the career factor is 2.4 percent of final compensation.

CalSTRS calculates retirement benefits based on a one-year final compensation for members who retired on or after January 1, 2001, with 25 or more years of credited service, or for classroom teachers with less than 25 years of credited service if the employer elected to pay the additional benefit cost prior to January 1, 2014. One-year final compensation means a member's highest average annual compensation earnable for 12 consecutive months calculated by taking the creditable compensation that a member could earn in a school year while employed on a fulltime basis, for a position in which the person worked. For members with less than 25 years of credited service, final compensation is the highest average annual compensation earnable for any three consecutive years of credited service.

*CalSTRS 2% at 62*

CalSTRS 2% at 62 members are eligible for normal retirement at age 62, with a minimum of five years of credited service. The normal retirement benefit is equal to 2.0 percent of final compensation for each year of credited service. An early retirement option is available at age 55. The age factor for retirement after age 62 increases with each quarter year of age to 2.4 percent at age 65 or older.

All CalSTRS 2% at 62 members have their final compensation based on their highest average annual compensation earnable for three consecutive years of credited service.

Contributions: Required member, employer and state contribution rates are set by the California Legislature and Governor and detailed in Teachers' Retirement Law. Contribution rates are expressed as a level percentage of payroll using the entry age normal actuarial cost method.

A summary of statutory contribution rates and other sources of contributions to the Defined Benefit Program are as follows:

*Members* - Under CalSTRS 2% at 60, the member contribution rate was 10.25 percent of applicable member earnings for fiscal year 2016-17. Under CalSTRS 2% at 62, members contribute 50 percent of the normal cost of their retirement plan, which resulted in a contribution rate of 9.205 percent of applicable member earnings for fiscal year 2016-17.

In general, member contributions cannot increase unless members are provided with some type of "comparable advantage" in exchange for such increases. Under previous law, the Legislature could reduce or eliminate the 2 percent annual increase to retirement benefits. As a result of AB 1469, effective July 1, 2014, the Legislature cannot reduce the 2 percent annual benefit adjustment for members who retire on or after January 1, 2014, and in exchange for this "comparable advantage," the member contribution rates have been increased by an amount that covers a portion of the cost of the 2 percent annual benefit adjustment.

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(Continued)

CENTER JOINT UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2017

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**NOTE 8 - NET PENSION LIABILITY – STATE TEACHERS' RETIREMENT PLAN (Continued)**

Effective July 1, 2014, with the passage of AB 1469, member contributions for those under the 2% at 60 benefit structure increase from 8.0 percent to a total of 10.25 percent of applicable member earnings, phased in over the next three years. For members under the 2% at 62 benefit structure, contributions will increase from 8.0 percent to 9.205 percent of applicable member earnings, again phased in over three years, if there is no change to normal cost.

*Employers* – 12.58 percent of applicable member earnings.

In accordance with AB 1469, employer contributions will increase from 8.25 percent to a total of 19.1 percent of applicable member earnings phased in over seven years starting in 2014. The new legislation also gives the board limited authority to adjust employer contribution rates from July 1, 2021 through June 2046 in order to eliminate the remaining unfunded actuarial obligation related to service credited to members prior to July 1, 2014. The board cannot adjust the rate by more than 1 percent in a fiscal year, and the total contribution rate in addition to the 8.25 percent cannot exceed 12 percent.

The CalSTRS employer contribution rate increases effective for fiscal year 2016-17 through fiscal year 2045-46 are summarized in the table below:

<u>Effective Date</u>	<u>Prior Rate</u>	<u>Increase</u>	<u>Total</u>
July 01, 2016	8.25%	4.33%	12.58%
July 01, 2017	8.25%	6.18%	14.43%
July 01, 2018	8.25%	8.03%	16.28%
July 01, 2019	8.25%	9.88%	18.13%
July 01, 2020	8.25%	10.85%	19.10%
July 01, 2046	8.25%	Increase from prior rate ceases in 2046-47	

The District contributed \$2,950,788 to the plan for the fiscal year ended June 30, 2016.

*State* - 8.828 percent of the members' creditable earnings from the fiscal year ending in the prior calendar year.

Also as a result of AB 1469, the additional state appropriation required to fully fund the benefits in effect as of 1990 by 2046 is specific in subdivision (b) of Education Code Section 22955.1. The increased contributions end as of fiscal year 2046-2047. The CalSTRS state contribution rates effective for fiscal year 2016-17 and beyond are summarized in the table below.

As shown in the subsequent table, the state rate will increase to 4.811 percent on July 1, 2017, to continue paying down the unfunded liabilities associated with the benefits structure that was in place in 1990 prior to certain enhancements in benefits and reductions in contributions.

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(Continued)

CENTER JOINT UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2017

**NOTE 8 - NET PENSION LIABILITY – STATE TEACHERS' RETIREMENT PLAN (Continued)**

<u>Effective Date</u>	<u>Base Rate</u>	<u>AB 1469 Increase For 1990 Benefit Structure</u>	<u>SBMA Funding(1)</u>	<u>Total State Appropriation to DB Program</u>
July 01, 2016	2.017%	4.311%	2.50%	8.828%
July 01, 2017	2.017%	4.811%(2)	2.50%	9.328%
July 01, 2018 to June 30, 2046	2.017%	(3)	2.50%	(3)
July 01, 2046 and thereafter	2.017%	(3)	2.50%	4.517%(3)

(1) This rate does not include the \$72 million reduction in accordance with Education Code Section 22954.

(2) During its April 2017 meeting, the board of CalSTRS exercised its limited authority to increase the state contribution rate by 0.5 percent of the payroll effective July 1, 2017.

(3) The CalSTRS board has limited authority to adjust state contribution rates from July 1, 2017, through June 30, 2046 in order to eliminate the remaining unfunded actuarial obligation associated with the 1990 benefit structure. The board cannot increase the rate by more than 0.50 percent in a fiscal year, and if there is no unfunded actuarial obligation, the contribution rate imposed to pay for the 1990 benefit structure would be reduced to 0 percent. Rates in effect prior to July 1, 2014, are reinstated if necessary to address any remaining 1990 unfunded actuarial obligation from July 1, 2046, and thereafter.

*Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions*

At June 30, 2017, the District reported a liability for its proportionate share of the net pension liability that reflected a reduction for State pension support provided to the District. The amount recognized by the District as its proportionate share of the net pension liability, the related State support, and the total portion of the net pension liability that was associated with the District were as follows:

District's proportionate share of the net pension liability	\$ 31,618,000
State's proportionate share of the net pension liability associated with the District	<u>18,001,000</u>
Total	<u>\$ 49,619,000</u>

The net pension liability was measured as of June 30, 2016, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of June 30, 2015. The District's proportion of the net pension liability was based on the District's share of contributions to the pension plan relative to the contributions of all participating school districts and the State. At June 30, 2016, the District's proportion was 0.039 percent, which was an decrease of 0.001 from its proportion measured as of June 30, 2015.

(Continued)

CENTER JOINT UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2017

**NOTE 8 - NET PENSION LIABILITY – STATE TEACHERS' RETIREMENT PLAN (Continued)**

For the year ended June 30, 2017, the District recognized pension expense of \$4,188,297 and revenue of \$1,188,253 for support provided by the State. At June 30, 2017, the District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Difference between expected and actual experience	\$ -	\$ 771,000
Changes of assumptions	-	-
Net differences between projected and actual earnings on investments	2,514,000	-
Changes in proportion and differences between District contributions and proportionate share of contributions	-	588,000
Contributions made subsequent to measurement date	<u>2,950,788</u>	<u>-</u>
Total	<u>\$ 5,464,788</u>	<u>\$ 1,359,000</u>

\$2,950,788 reported as deferred outflows of resources related to pensions resulting from contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ended June 30, 2018. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

<u>Years Ended June 30,</u>	
2018	\$ (194,924)
2019	\$ (194,923)
2020	\$ 1,235,299
2021	\$ 700,816
2022	\$ (241,933)
2023	\$ (149,335)

Differences between expected and actual experience, change in proportion and changes in assumptions are amortized over a closed period equal to the average remaining service life of plan members, which is 7 years as of the June 30, 2016 measurement date. Deferred outflows and inflows related to differences between projected and actual earnings on plan investments are netted and amortized over a closed 5-year period.

(Continued)



CENTER JOINT UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2017

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**NOTE 8 - NET PENSION LIABILITY – STATE TEACHERS' RETIREMENT PLAN (Continued)**

**Actuarial Methods and Assumptions:** The total pension liability for the STRP was determined by applying update procedures to a financial reporting actuarial valuation as of June 30, 2015, and rolling forward the total pension liability to June 30, 2016. The financial reporting actuarial valuation as of June 30, 2015, used the following actuarial methods and assumptions, applied to all prior periods included in the measurement:

Valuation Date	June 30, 2015
Experience Study	July 1, 2006 through June 30, 2010
Actuarial Cost Method	Entry age normal
Investment Rate of Return	7.60%
Consumer Price Inflation	3.00%
Wage Growth	3.75%
Post-retirement Benefit Increases	2.00% simple for DB Not applicable for DBS/CBB

CalSTRS uses custom mortality tables to best fit the patterns of mortality among its members. These custom tables are based on RP2000 series tables adjusted to fit CalSTRS experience. RP2000 series tables are an industry standard set of mortality rates published by the Society of Actuaries. See CalSTRS July 1, 2006 – June 30, 2010 experience analysis and June 30, 2015 Actuarial Program Valuation for more information.

The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. The best estimate ranges were developed using capital market assumptions from CalSTRS general investment consultant as an input to the process. The actuarial investment rate of return assumption was adopted by the board in 2012 in conjunction with the most recent experience study. For each future valuation, CalSTRS consulting actuary reviews the return assumption for reasonableness based on the most current capital market assumptions. Best estimates of 20-year geometric real rates of return and the assumed asset allocation for each major asset class used as input to develop the actuarial investment rate of return are summarized in the following table:

<u>Asset Class</u>	<u>Assumed Asset Allocation</u>	<u>Long-Term* Expected Real Rate of Return</u>
Global Equity	47%	6.30%
Private Equity	13	9.30
Real Estate	13	5.20
Inflation Sensitive	4	3.80
Fixed Income	12	0.30
Absolute Return/Risk Mitigating Strategies	9	2.90
Cash / Liquidity	2	(1.00)

\* 20-year geometric average

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(Continued)

CENTER JOINT UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2017

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**NOTE 8 - NET PENSION LIABILITY – STATE TEACHERS' RETIREMENT PLAN (Continued)**

**Discount Rate:** The discount rate used to measure the total pension liability was 7.60 percent. The projection of cash flows used to determine the discount rate assumed that contributions from plan members and employers will be made at statutory contribution rates in accordance with the rate increase per Assembly Bill 1469. Projected inflows from investment earnings were calculated using the long-term assumed investment rate of return (7.60 percent) and assuming that contributions, benefit payments, and administrative expense occur midyear. Based on those assumptions, the STRP's fiduciary net position was projected to be available to make all projected future benefit payments to current plan members. Therefore, the long-term assumed investment rate of return was applied to all periods of projected benefit payments to determine the total pension liability.

**Sensitivity of the District's Proportionate Share of the Net Pension Liability to Changes in the Discount Rate:** The following presents the District's proportionate share of the net pension liability calculated using the discount rate of 7.60 percent, as well as what the District's proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1-percentage-point lower (6.60 percent) or 1-percentage-point higher (8.60 percent) than the current rate:

	1% Decrease (6.60%)	Current Discount Rate (7.60%)	1% Increase (8.60%)
District's proportionate share of the net pension liability	<u>\$ 45,505,000</u>	<u>\$ 31,618,000</u>	<u>\$ 20,084,000</u>

**Pension Plan Fiduciary Net Position:** Detailed information about the pension plan's fiduciary net position is available in the separately issued CalSTRS financial report.

**NOTE 9 - NET PENSION LIABILITY – PUBLIC EMPLOYER'S RETIREMENT FUND B**

*General Information about the Public Employer's Retirement Fund B*

**Plan Description:** The schools cost-sharing multiple-employer defined benefit pension plan Public Employer's Retirement Fund B (PERF B) is administered by the California Public Employees' Retirement System (CalPERS). Plan membership consists of non-teaching and non-certified employees of public schools (K-12), community college districts, offices of education, charter and private schools (elective) in the State of California.

The Plan was established to provide retirement, death and disability benefits to non-teaching and noncertified employees in schools. The benefit provisions for Plan employees are established by statute. CalPERS issues a publicly available financial report that can be obtained at <https://www.calpers.ca.gov/docs/forms-publications/cafr-2016.pdf>.

**Benefits Provided:** The benefits for the defined benefit plans are based on members' years of service, age, final compensation, and benefit formula. Benefits are provided for disability, death, and survivors of eligible members or beneficiaries. Members become fully vested in their retirement benefits earned to date after five years (10 years for State Second Tier members) of credited service.

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(Continued)

CENTER JOINT UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2017

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**NOTE 9 - NET PENSION LIABILITY – PUBLIC EMPLOYER'S RETIREMENT FUND B (Continued)**

Contributions: The benefits for the defined benefit pension plans are funded by contributions from members and employers, and earnings from investments. Member and employer contributions are a percentage of applicable member compensation. Member contribution rates are defined by law and depend on the respective employer's benefit formulas. Employer contribution rates are determined by periodic actuarial valuations or by state statute. Actuarial valuations are based on the benefit formulas and employee groups of each employer. Employer contributions, including lump sum contributions made when agencies first join the PERF, are credited with a market value adjustment in determining contribution rates.

The required contribution rates of most active plan members are based on a percentage of salary in excess of a base compensation amount ranging from zero dollars to \$863 monthly.

Required contribution rates for active plan members and employers as a percentage of payroll for the year ended June 30, 2017 were as follows:

*Members* - The member contribution rate was 6.0 or 7.0 percent of applicable member earnings for fiscal year 2016-17.

*Employers* - The employer contribution rate was 13.888 percent of applicable member earnings.

The District contributed \$965,632 to the plan for the fiscal year ended June 30, 2017.

*Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions*

At June 30, 2017, the District reported a liability of \$11,162,000 for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2016, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of June 30, 2015. The District's proportion of the net pension liability was based on the District's share of contributions to the pension plan relative to the contributions of all participating school districts. At June 30, 2016, the District's proportion was 0.057 percent, which was no change from its proportion measured as of June 30, 2015.

For the year ended June 30, 2017, the District recognized pension expense of \$1,366,244. At June 30, 2017, the District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Difference between expected and actual experience	\$ 480,000	\$ -
Changes of assumptions	-	335,000
Net differences between projected and actual earnings on investments	1,732,000	-
Changes in proportion and differences between District contributions and proportionate share of contributions	-	145,654
Contributions made subsequent to measurement date	<u>965,632</u>	<u>-</u>
Total	<u>\$ 3,177,632</u>	<u>\$ 480,654</u>

(Continued)

CENTER JOINT UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2017

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**NOTE 9 - NET PENSION LIABILITY – PUBLIC EMPLOYER’S RETIREMENT FUND B (Continued)**

\$965,362 reported as deferred outflows of resources related to pensions resulting from contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ended June 30, 2018. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Years Ended June 30,	
2018	\$ 225,517
2019	\$ 225,517
2020	\$ 828,312
2021	\$ 452,000

Differences between expected and actual experience and changes in assumptions are amortized over a closed period equal to the average remaining service life of plan members, which is 4 years as of June 30, 2016 measurement date. Deferred outflows and inflows related to differences between projected and actual earnings on plan investments are netted and amortized over a closed 5-year period.

Actuarial Methods and Assumptions: The total pension liability for the Plan was determined by applying update procedures to a financial reporting actuarial valuation as of June 30, 2015, and rolling forward the total pension liability to June 30, 2016. The financial reporting actuarial valuation as of June 30, 2015, used the following actuarial methods and assumptions, applied to all prior periods included in the measurement:

Valuation Date	June 30, 2015
Experience Study	June 30, 1997 through June 30, 2010
Actuarial Cost Method	Entry age normal
Investment Rate of Return	7.65%
Consumer Price Inflation	2.75%
Wage Growth	Varies by entry age and service
Post-retirement Benefit Increases	Contract COLA up to 2.00% until Purchasing Power Protection Allowance Floor on Purchasing Power applies 2.75% thereafter

The mortality table used was developed based on CalPERS specific data. The table includes 20 years of mortality improvements using Society of Actuaries Scale BB. For more details on this table, please refer to the 2014 experience study report.

All other actuarial assumptions used in the June 30, 2014 valuation were based on the results of an actuarial experience study for the period from 1997 to 2011, including updates to salary increase, mortality and retirement rates. Further details of the Experience Study can be found at CalPERS' website.

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(Continued)

CENTER JOINT UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2017

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**NOTE 9 - NET PENSION LIABILITY – PUBLIC EMPLOYER'S RETIREMENT FUND B (Continued)**

The table below reflects long-term expected real rate of return by asset class. The rate of return was calculated using the capital market assumptions applied to determine the discount rate and asset allocation.

<u>Asset Class</u>	<u>Long-Term* Assumed Asset Allocation</u>	<u>Expected Real Rate of Return</u>
Global Equity	51%	5.25%
Global Fixed Income	20	0.99
Inflation Sensitive	6	0.45
Private Equity	10	6.83
Real Estate	10	4.50
Infrastructure & Forestland	2	4.50
Liquidity	1	(0.55)

\* 10-year geometric average

Discount Rate: The discount rate used to measure the total pension liability was 7.65 percent. A projection of the expected benefit payments and contributions was performed to determine if assets would run out. The test revealed the assets would not run out. Therefore the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability for the Plan. The results of the crossover testing for the Plan are presented in a detailed report that can be obtained at CalPERS' website.

The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class.

In determining the long-term expected rate of return, CalPERS took into account both short-term and long-term market return expectations as well as the expected cash flows of the Plan. Such cash flows were developed assuming that both members and employers will make their required contributions on time and as scheduled in all future years. Using historical returns of all the Plan's asset classes, expected compound (geometric) returns were calculated over the short-term (first 10 years) and the long-term (11-60 years) using a building-block approach. Using the expected nominal returns for both short-term and long-term, the present value of benefits was calculated. The expected rate of return was set by calculating the single equivalent expected return that arrived at the same present value of benefits for cash flows as the one calculated using both short-term and long-term returns. The expected rate of return was then set equivalent to the single equivalent rate calculated above and rounded down to the nearest one quarter of one percent.

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(Continued)

CENTER JOINT UNIFIED SCHOOL DISTRICT  
NOTES TO FINANCIAL STATEMENTS  
June 30, 2017

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**NOTE 9 - NET PENSION LIABILITY – PUBLIC EMPLOYER'S RETIREMENT FUND B (Continued)**

Sensitivity of the District's Proportionate Share of the Net Pension Liability to Changes in the Discount Rate: The following presents the District's proportionate share of the net pension liability calculated using the discount rate of 7.65 percent, as well as what the District's proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1-percentage-point lower (6.65 percent) or 1-percentage-point higher (8.65 percent) than the current rate:

	1% Decrease <u>(6.65%)</u>	Current Discount Rate <u>(7.65%)</u>	1% Increase <u>(8.65%)</u>
District's proportionate share of the net pension liability	<u>\$ 16,654,000</u>	<u>\$ 11,162,000</u>	<u>\$ 6,589,000</u>

Pension Plan Fiduciary Net Position: Detailed information about the pension plan's fiduciary net position is available in the separately issued CalPERS financial report.

**NOTE 10 - JOINT POWERS AGREEMENTS**

The District is a member of a Joint Powers Authority, Schools Insurance Authority (SIA) a risk management program providing property and liability insurance coverage. Settled claims have not exceeded this commercial coverage in any of the past three years. There has not been a significant change in coverage from the prior year.

The following is a summary of financial information for SIA as of June 30, 2017:

Total assets	\$ 140,450,093
Deferred outflows	\$ 1,580,594
Total liabilities	\$ 67,894,697
Deferred inflows	\$ 253,160
Net position	\$ 73,882,830
Total revenues	\$ 55,147,588
Total expenses	\$ 48,132,916
Change in net position	\$ 7,014,672

**NOTE 11 - CONTINGENCIES**

The District is subject to legal proceedings and claims which arise in the ordinary course of business. In the opinion of management, the amount of ultimate liability with respect to these actions will not materially affect the financial position or results of operations of the District.

Also, the District has received federal and state funds for specific purposes that are subject to review or audit by the grantor agencies. Although such audits could generate expenditure disallowances under terms of the grants, it is believed that any required reimbursements will not be material.

## **REQUIRED SUPPLEMENTARY INFORMATION**

CENTER JOINT UNIFIED SCHOOL DISTRICT  
GENERAL FUND  
BUDGETARY COMPARISON SCHEDULE  
For the Year Ended June 30, 2017

	Budget		Actual	Variance Favorable (Unfavorable)
	Original	Final		
<b>Revenues:</b>				
Local Control Funding Formula:				
State apportionment	\$ 32,428,256	\$ 32,428,256	\$ 31,468,009	\$ (960,247)
Local sources	<u>6,235,220</u>	<u>6,235,220</u>	<u>7,346,995</u>	<u>1,111,775</u>
Total LCFF	<u>38,663,476</u>	<u>38,663,476</u>	<u>38,815,004</u>	<u>151,528</u>
Federal sources	2,507,984	2,507,984	2,403,606	(104,378)
Other state sources	1,517,508	1,517,508	4,130,500	2,612,992
Other local sources	<u>2,080,628</u>	<u>2,080,628</u>	<u>2,292,255</u>	<u>211,627</u>
Total revenues	<u>44,769,596</u>	<u>44,769,596</u>	<u>47,641,365</u>	<u>2,871,769</u>
<b>Expenditures:</b>				
Current:				
Certificated salaries	20,513,824	20,513,824	20,106,236	407,588
Classified salaries	6,865,192	6,865,192	7,257,018	(391,826)
Employee benefits	9,005,550	9,005,550	9,655,364	(649,814)
Books and supplies	1,985,644	1,985,644	1,942,231	43,413
Contract services and operating expenditures	4,757,438	4,757,438	4,355,664	401,774
Other outgo	425,050	425,050	522,283	(97,233)
Capital outlay	<u>-</u>	<u>-</u>	<u>747,094</u>	<u>(747,094)</u>
Total expenditures	<u>43,552,698</u>	<u>43,552,698</u>	<u>44,585,890</u>	<u>(1,033,192)</u>
Excess of revenues over expenditures	<u>1,216,898</u>	<u>1,216,898</u>	<u>3,055,475</u>	<u>1,838,577</u>
<b>Other financing sources (uses):</b>				
Transfers in	70,743	70,743	29,798	(40,945)
Transfers out	<u>(294,114)</u>	<u>(294,114)</u>	<u>(397,556)</u>	<u>(103,442)</u>
Total other financing sources (uses)	<u>(223,371)</u>	<u>(223,371)</u>	<u>(367,758)</u>	<u>(144,387)</u>
Net change in fund balance	993,527	993,527	2,687,717	1,694,190
Fund balance, July 1, 2016	<u>9,478,090</u>	<u>9,478,090</u>	<u>9,478,090</u>	<u>-</u>
Fund balance, June 30, 2017	<u>\$ 10,471,617</u>	<u>\$ 10,471,617</u>	<u>\$ 12,165,807</u>	<u>\$ 1,694,190</u>

See accompanying note to required supplementary information.



CENTER JOINT UNIFIED SCHOOL DISTRICT  
CHARTER SCHOOL FUND  
BUDGETARY COMPARISON SCHEDULE  
For the Year Ended June 30, 2017

	<u>Budget</u>			Variance
	<u>Original</u>	<u>Final</u>	<u>Actual</u>	<u>Favorable (Unfavorable)</u>
Revenues:				
Local Control Funding Formula:				
State apportionment	\$ 446,650	\$ 446,650	\$ 337,602	\$ (109,048)
Local sources	<u>83,297</u>	<u>83,297</u>	<u>74,955</u>	<u>(8,342)</u>
Total LCFF	<u>529,947</u>	<u>529,947</u>	<u>412,557</u>	<u>(117,390)</u>
Other state sources	10,738	10,738	197,156	186,418
Other local sources	<u>3,895</u>	<u>3,895</u>	<u>947</u>	<u>(2,948)</u>
Total revenues	<u>544,580</u>	<u>544,580</u>	<u>610,660</u>	<u>66,080</u>
Expenditures:				
Current:				
Certificated salaries	331,317	331,317	273,179	58,138
Classified salaries	59,311	59,311	83,438	(24,127)
Employee benefits	125,700	125,700	120,025	5,675
Books and supplies	3,719	3,719	1,772	1,947
Contract services and operating expenditures	<u>1,860</u>	<u>1,860</u>	<u>3,140</u>	<u>(1,280)</u>
Total expenditures	<u>521,907</u>	<u>521,907</u>	<u>481,554</u>	<u>40,353</u>
Excess of revenues over expenditures	<u>22,673</u>	<u>22,673</u>	<u>129,106</u>	<u>106,433</u>
Other financing sources (uses):				
Transfers in	15,393	15,393	-	(15,393)
Transfers out	<u>(38,007)</u>	<u>38,007</u>	<u>-</u>	<u>(38,007)</u>
Total other financing sources (uses)	<u>(22,614)</u>	<u>53,400</u>	<u>-</u>	<u>(53,400)</u>
Net change in fund balance	59	76,073	129,106	53,033
Fund balance, July 1, 2016	<u>191,947</u>	<u>191,947</u>	<u>191,947</u>	<u>-</u>
Fund balance, June 30, 2017	<u>\$ 192,006</u>	<u>\$ 268,020</u>	<u>\$ 321,053</u>	<u>\$ 53,033</u>

See accompanying note to required supplementary information.

CENTER JOINT UNIFIED SCHOOL DISTRICT  
SCHEDULE OF OTHER POSTEMPLOYMENT BENEFITS (OPEB)  
FUNDING PROGRESS  
For the Year Ended June 30, 2017

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<u>Schedule of Funding Progress</u>						
<u>Actuarial Valuation Date</u>	<u>Actuarial Value of Assets</u>	<u>Actuarial Accrued Liability (AAL)</u>	<u>Unfunded Actuarial Accrued Liability (UAAL)</u>	<u>Funded Ratio</u>	<u>Covered Payroll</u>	<u>UAAL as a Percentage of Covered Payroll</u>
July 1, 2012	\$ -	\$ 7,446,487	\$ 7,446,487	0%	\$ 23,106,634	32%
July 1, 2014	\$ -	\$ 8,282,581	\$ 8,282,581	0%	\$ 24,798,975	33%
July 1, 2015	\$ -	\$ 8,495,149	\$ 8,495,149	0%	\$ 26,138,763	33%

Only three years of actuarial valuation data is provided because the District has only had three valuations performed.

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See accompanying note to required supplementary information.

CENTER JOINT UNIFIED SCHOOL DISTRICT  
SCHEDULE OF THE DISTRICT'S PROPORTIONATE  
SHARE OF THE NET PENSION LIABILITY  
For the Year Ended June 30, 2017

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State Teachers' Retirement Plan  
Last 10 Fiscal Years

	<u>2015</u>	<u>2016</u>	<u>2017</u>
District's proportion of the net pension liability	0.040%	0.040%	0.039%
District's proportionate share of the net pension liability	\$ 23,374,800	\$ 26,804,537	\$ 31,618,000
State's proportionate share of the net pension liability associated with the District	<u>-</u>	<u>14,195,000</u>	<u>18,001,000</u>
Total net pension liability	<u>\$ 23,374,800</u>	<u>\$ 40,999,537</u>	<u>\$ 49,619,000</u>
District's covered payroll	\$ 17,338,061	\$ 18,504,032	\$ 19,482,000
District's proportionate share of the net pension liability as a percentage of its covered payroll	134.82%	144.86%	162.29%
Plan fiduciary net position as a percentage of the total pension liability	76.52%	74.02%	70.04%

The amounts presented for each fiscal year were determined as of the year-end that occurred one year prior.

All years prior to 2015 are not available.

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(Continued)

CENTER JOINT UNIFIED SCHOOL DISTRICT  
SCHEDULE OF THE DISTRICT'S PROPORTIONATE  
SHARE OF THE NET PENSION LIABILITY  
For the Year Ended June 30, 2017

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Public Employer's Retirement Fund B  
Last 10 Fiscal Years

	<u>2015</u>	<u>2016</u>	<u>2017</u>
District's proportion of the net pension liability	0.058%	0.057%	0.057%
District's proportionate share of the net pension liability	\$ 6,607,117	\$ 8,426,048	\$ 11,162,000
District's covered payroll	\$ 6,107,779	\$ 6,321,145	\$ 6,780,000
District's proportionate share of the net pension liability as a percentage of its covered payroll	108.18%	133.30%	164.63%
Plan fiduciary net position as a percentage of the total pension liability	83.38%	79.43%	73.89%

The amounts presented for each fiscal year were determined as of the year-end that occurred one year prior.

All years prior to 2015 are not available.

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See accompanying note to required supplementary information.

CENTER JOINT UNIFIED SCHOOL DISTRICT  
SCHEDULE OF THE DISTRICT'S CONTRIBUTIONS  
For the Year Ended June 30, 2017

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State Teachers' Retirement Plan  
Last 10 Fiscal Years

	<u>2015</u>	<u>2016</u>	<u>2017</u>
Contractually required contribution	\$ 1,430,390	\$ 2,090,455	\$ 2,950,788
Contributions in relation to the contractually required contribution	<u>(1,430,390)</u>	<u>(2,090,455)</u>	<u>(2,950,788)</u>
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
District's covered payroll	\$ 18,504,032	\$ 19,482,000	\$ 23,456,000
Contributions as a percentage of covered payroll	8.25%	10.73%	12.58%

All years prior to 2015 are not available.

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(Continued)

CENTER JOINT UNIFIED SCHOOL DISTRICT  
SCHEDULE OF THE DISTRICT'S CONTRIBUTIONS  
For the Year Ended June 30, 2017

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Public Employer's Retirement Fund B  
Last 10 Fiscal Years

	<u>2015</u>	<u>2016</u>	<u>2017</u>
Contractually required contribution	\$ 698,852	\$ 803,253	\$ 965,632
Contributions in relation to the contractually required contribution	<u>(698,852)</u>	<u>(803,253)</u>	<u>(965,632)</u>
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
District's covered payroll	\$ 6,321,145	\$ 6,780,000	\$ 6,953,000
Contributions as a percentage of covered payroll	11.44%	11.85%	13.89%

All years prior to 2015 are not available.

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See accompanying note to required supplementary information.

CENTER JOINT UNIFIED SCHOOL DISTRICT  
NOTE TO REQUIRED SUPPLEMENTARY INFORMATION  
June 30, 2017

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**NOTE 1 - PURPOSE OF SCHEDULES**

**A - Budgetary Comparison Schedule**

The District employs budget control by object codes and by individual appropriation accounts. Budgets are prepared on the modified accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America as prescribed by the Governmental Accounting Standards Board. The budgets are revised during the year by the Board of Education to provide for revised priorities. Expenditures cannot legally exceed appropriations by major object code. The originally adopted and final revised budgets for the General Fund and Charter School Fund are presented as Required Supplementary Information. The basis of budgeting is the same as GAAP.

As of June 30, 2017, excess of expenditures over appropriations in individual funds were as follows:

<u>Fund</u>	<u>Excess Expenditures</u>
General Fund	
Classified Salaries	\$ 391,826
Employee Benefits	\$ 649,814
Charter School	
Classified Salaries	\$ 24,127

**B - Schedule of Other Postemployment Benefits Funding (OPEB) Progress**

The Schedule of Other Postemployment Benefits Funding Progress presents multi-year trend information which compares, over time, the actuarially accrued liability for benefits with the actuarial value of accumulated plan assets.

**C - Schedule of the District's Proportionate Share of the Net Pension Liability**

The Schedule of the District's Proportionate Share of the Net Pension Liability is presented to illustrate the elements of the District's Net Pension Liability. There is a requirement to show information for 10 years. However, until a full 10-year trend is compiled, governments should present information for those years for which information is available.

**D - Schedule of the District's Contributions**

The Schedule of the District's Contributions is presented to illustrate the District's required contributions relating to the pensions. There is a requirement to show information for 10 years. However, until a full 10-year trend is compiled, governments should present information for those years for which information is available.

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(Continued)

CENTER JOINT UNIFIED SCHOOL DISTRICT  
NOTE TO REQUIRED SUPPLEMENTARY INFORMATION  
June 30, 2017

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**NOTE 1 - PURPOSE OF SCHEDULES** (Continued)

**E – Changes of Benefit Terms**

There are no changes in benefit terms reported in the Required Supplementary Information.

**F - Changes of Assumptions**

The discount rate for Public Employer's Retirement Fund B was 7.50, 7.65 and 7.65 percent in June 2013, 2014 and 2015 actuarial reports. There are no changes in assumptions reported for the State Teachers' Retirement Plan.



## **SUPPLEMENTARY INFORMATION**

CENTER JOINT UNIFIED SCHOOL DISTRICT  
COMBINING BALANCE SHEET  
ALL NON-MAJOR FUNDS  
June 30, 2017

	Adult Education Fund	Child Development Fund	Cafeteria Fund	Deferred Maintenance Fund	County School Facilities Fund	Total
<b>ASSETS</b>						
Cash in County Treasury	\$ 72,519	\$ 206,293	\$ (5,340)	\$ 55,075	\$ (8)	\$ 328,539
Cash in revolving fund	-	-	1,000	-	-	1,000
Receivables	101,920	893	15,770	-	-	118,583
Due from other funds	13,979	-	144,772	529	4,080	163,360
Stores inventory	-	-	30,491	-	-	30,491
Total assets	<u>\$ 188,418</u>	<u>\$ 207,186</u>	<u>\$ 186,693</u>	<u>\$ 55,604</u>	<u>\$ 4,072</u>	<u>\$ 641,973</u>
<b>LIABILITIES AND FUND BALANCES</b>						
Liabilities:						
Accounts payable	\$ 15,200	\$ 115,435	\$ 97,078	\$ 28	\$ 9	\$ 227,750
Due to other funds	<u>19</u>	<u>62,528</u>	<u>58,124</u>	<u>-</u>	<u>-</u>	<u>120,671</u>
Total liabilities	<u>15,219</u>	<u>177,963</u>	<u>155,202</u>	<u>28</u>	<u>9</u>	<u>348,421</u>
Fund balances:						
Nonspendable	-	-	31,491	-	-	31,491
Restricted	<u>173,199</u>	<u>29,223</u>	<u>-</u>	<u>55,576</u>	<u>4,063</u>	<u>262,061</u>
Total fund balances	<u>173,199</u>	<u>29,223</u>	<u>31,491</u>	<u>55,576</u>	<u>4,063</u>	<u>293,552</u>
Total liabilities and fund balances	<u>\$ 188,418</u>	<u>\$ 207,186</u>	<u>\$ 186,693</u>	<u>\$ 55,604</u>	<u>\$ 4,072</u>	<u>\$ 641,973</u>

CENTER JOINT UNIFIED SCHOOL DISTRICT  
COMBINING STATEMENT OF REVENUES, EXPENDITURES AND CHANGE IN FUND BALANCES  
ALL NON-MAJOR FUNDS  
For the Year Ended June 30, 2017

	Adult Education Fund	Child Development Fund	Cafeteria Fund	Deferred Maintenance Fund	County School Facilities Fund	Total
<b>Revenues:</b>						
Federal sources	\$ 22,930	\$ 282,588	\$ 1,216,300	\$ -	\$ -	\$ 1,521,818
Other state sources	334,176	363,105	104,885	-	-	802,166
Other local sources	<u>44,209</u>	<u>2,305</u>	<u>352,931</u>	<u>165</u>	<u>-</u>	<u>399,610</u>
Total revenues	<u>401,315</u>	<u>647,998</u>	<u>1,674,116</u>	<u>165</u>	<u>-</u>	<u>2,723,594</u>
<b>Expenditures:</b>						
Current:						
Certificated salaries	170,707	-	-	-	-	170,707
Classified salaries	21,889	-	647,183	-	-	669,072
Employee benefits	49,515	-	285,923	-	-	335,438
Books and supplies	78,539	-	809,032	58,045	-	945,616
Contract services and operating expenditures	44,990	594,770	62,881	179,503	-	882,144
Other outgo	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Total expenditures	<u>365,640</u>	<u>594,770</u>	<u>1,805,019</u>	<u>237,548</u>	<u>-</u>	<u>3,002,977</u>
Excess (deficiency) of revenues over (under) expenditures	<u>35,675</u>	<u>53,228</u>	<u>(130,903)</u>	<u>(237,383)</u>	<u>-</u>	<u>(279,383)</u>
<b>Other financing sources (uses):</b>						
Transfers in	-	-	143,493	250,000	4,063	397,556
Transfers out	<u>-</u>	<u>(29,798)</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>(29,798)</u>
Total other financing sources (uses)	<u>-</u>	<u>(29,798)</u>	<u>143,493</u>	<u>250,000</u>	<u>4,063</u>	<u>367,758</u>
Net change in fund balances	35,675	23,430	12,590	12,617	4,063	88,375
Fund balances July 1, 2016	<u>137,524</u>	<u>5,793</u>	<u>18,901</u>	<u>42,959</u>	<u>-</u>	<u>205,177</u>
Fund balances June 30, 2017	<u>\$ 173,199</u>	<u>\$ 29,223</u>	<u>\$ 31,491</u>	<u>\$ 55,576</u>	<u>\$ 4,063</u>	<u>\$ 293,552</u>

CENTER JOINT UNIFIED SCHOOL DISTRICT  
COMBINING STATEMENT OF CHANGES IN ASSETS AND LIABILITIES  
AGENCY FUNDS  
For the Year Ended June 30, 2017

	Balance July 1, <u>2016</u>	<u>Additions</u>	<u>Deductions</u>	Balance June 30, <u>2017</u>
<b>Student Body</b>				
<u>Spinelli Elementary</u>				
Assets:				
Cash on hand and in banks	\$ 19,582	\$ 36,078	\$ 45,041	\$ 10,619
Total assets	<u>\$ 19,582</u>	<u>\$ 36,078</u>	<u>\$ 45,041</u>	<u>\$ 10,619</u>
Liabilities:				
Due to student groups	<u>\$ 19,582</u>	<u>\$ 36,078</u>	<u>\$ 45,041</u>	<u>\$ 10,619</u>
<u>Oak Hill Elementary</u>				
Assets:				
Cash on hand and in banks	\$ 12,016	\$ 60,275	\$ 59,538	\$ 12,753
Total assets	<u>\$ 12,016</u>	<u>\$ 60,275</u>	<u>\$ 59,538</u>	<u>\$ 12,753</u>
Liabilities:				
Due to student groups	<u>\$ 12,016</u>	<u>\$ 60,275</u>	<u>\$ 59,538</u>	<u>\$ 12,753</u>
<u>North Country Elementary</u>				
Assets:				
Cash on hand and in banks	\$ 19,158	\$ 62,546	\$ 62,161	\$ 19,543
Total assets	<u>\$ 19,158</u>	<u>\$ 62,546</u>	<u>\$ 62,161</u>	<u>\$ 19,543</u>
Liabilities:				
Due to student groups	<u>\$ 19,158</u>	<u>\$ 62,546</u>	<u>\$ 62,161</u>	<u>\$ 19,543</u>
<u>Dudley Elementary</u>				
Assets:				
Cash on hand and in banks	\$ 8,078	\$ 34,046	\$ 32,016	\$ 10,108
Total assets	<u>\$ 8,078</u>	<u>\$ 34,046</u>	<u>\$ 32,016</u>	<u>\$ 10,108</u>
Liabilities:				
Due to student groups	<u>\$ 8,078</u>	<u>\$ 34,046</u>	<u>\$ 32,016</u>	<u>\$ 10,108</u>

(Continued)

CENTER JOINT UNIFIED SCHOOL DISTRICT  
COMBINING STATEMENT OF CHANGES IN ASSETS AND LIABILITIES  
AGENCY FUNDS  
For the Year Ended June 30, 2017

	Balance July 1, <u>2016</u>	<u>Additions</u>	<u>Deductions</u>	Balance June 30, <u>2017</u>
<b>Student Body (Continued)</b>				
<u>Wilson C. Riles Middle School</u>				
Assets:				
Cash on hand and in banks	\$ 19,067	\$ 73,537	\$ 70,806	\$ 21,798
Total assets	<u>\$ 19,067</u>	<u>\$ 73,537</u>	<u>\$ 70,806</u>	<u>\$ 21,798</u>
Liabilities:				
Due to student group	<u>\$ 19,067</u>	<u>\$ 73,537</u>	<u>\$ 70,806</u>	<u>\$ 21,798</u>
<u>Center High School</u>				
Assets:				
Cash on hand and in banks	\$ 144,620	\$ 477,796	\$ 446,761	\$ 175,655
Total assets	<u>\$ 144,620</u>	<u>\$ 477,796</u>	<u>\$ 446,761</u>	<u>\$ 175,655</u>
Liabilities:				
Due to student groups	<u>\$ 144,620</u>	<u>\$ 477,796</u>	<u>\$ 446,761</u>	<u>\$ 175,655</u>
<u>McClellan High School</u>				
Assets:				
Cash on hand and in banks	\$ 2,761	\$ 2,678	\$ 2,860	\$ 2,579
Total assets	<u>\$ 2,761</u>	<u>\$ 2,678</u>	<u>\$ 2,860</u>	<u>\$ 2,579</u>
Liabilities:				
Due to student groups	<u>\$ 2,761</u>	<u>\$ 2,678</u>	<u>\$ 2,860</u>	<u>\$ 2,579</u>
<u>Center Adult School</u>				
Assets:				
Cash on hand and in banks	\$ 383	\$ 3,569	\$ 3,022	\$ 930
Total assets	<u>\$ 383</u>	<u>\$ 3,569</u>	<u>\$ 3,022</u>	<u>\$ 930</u>
Liabilities:				
Due to student groups	<u>\$ 383</u>	<u>\$ 3,569</u>	<u>\$ 3,022</u>	<u>\$ 930</u>

(Continued)

CENTER JOINT UNIFIED SCHOOL DISTRICT  
COMBINING STATEMENT OF CHANGES IN ASSETS AND LIABILITIES  
AGENCY FUNDS  
For the Year Ended June 30, 2017

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	Balance July 1, <u>2016</u>	<u>Additions</u>	<u>Deductions</u>	Balance June 30, <u>2017</u>
<b>Student Body (Continued)</b>				
<u>Total Student Body Funds</u>				
Assets:				
Cash on hand and in banks	\$ <u>225,665</u>	\$ <u>750,525</u>	\$ <u>722,205</u>	\$ <u>253,985</u>
Total assets	\$ <u>225,665</u>	\$ <u>750,525</u>	\$ <u>722,205</u>	\$ <u>253,985</u>
Liabilities:				
Due to student groups	\$ <u>225,665</u>	\$ <u>750,525</u>	\$ <u>722,205</u>	\$ <u>253,985</u>

CENTER JOINT UNIFIED SCHOOL DISTRICT  
ORGANIZATION  
June 30, 2017

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Center Joint Unified School District was established on July 1, 1858 and comprises an area located in Sacramento and Placer Counties. There were no changes in the boundaries of the District during the current year. The District currently operates four elementary schools, one middle school and one high school. The District also maintains a continuation high school and an adult education program. The District is the authorizing LEA for Global Youth Charter School.

GOVERNING BOARD

<u>Name</u>	<u>Office</u>	<u>Term Expires</u>
Delrae Pope	President	2020
Nancy Anderson	Clerk	2020
Kelly Kelley	Member	2018
Jeremy Hunt	Member	2018
Donald E. Wilson	Member	2018

ADMINISTRATION

Scott Loehr  
Superintendent

Lisa Coronado  
Director of Fiscal Services

CENTER JOINT UNIFIED SCHOOL DISTRICT  
SCHEDULE OF AVERAGE DAILY ATTENDANCE  
For the Year Ended June 30, 2017

	<u>Second Period Report</u>	<u>Audited Second Period Report</u>	<u>Annual Report</u>
<b>DISTRICT</b>			
Certificate Numbers	1163457B	EB9B5E93	122C49661
Elementary:			
Transitional Kindergarten through Third	1,290	1,290	1,292
Fourth through Sixth	978	978	979
Seventh and Eighth	<u>607</u>	<u>607</u>	<u>606</u>
Subtotal Elementary	<u>2,875</u>	<u>2,875</u>	<u>2,877</u>
Secondary:			
Ninth through Twelfth	<u>1,324</u>	<u>1,324</u>	<u>1,316</u>
Total District	<u><u>4,199</u></u>	<u><u>4,199</u></u>	<u><u>4,193</u></u>
<b>CHARTER SCHOOL</b>			
Certificate Numbers		96A61386	B03F82B6
Classroom-based ADA:			
Seventh through Eighth		16	17
Ninth through Twelfth		<u>28</u>	<u>27</u>
Total classroom-based ADA		<u><u>44</u></u>	<u><u>44</u></u>

See accompanying notes to supplementary information.



CENTER JOINT UNIFIED SCHOOL DISTRICT  
SCHEDULE OF INSTRUCTIONAL TIME  
For the Year Ended June 30, 2017

<u>Grade Level</u>	<u>Statutory Minutes Require- ment</u>	<u>2016-17 Actual Minutes</u>	<u>Number of Days Traditional Calendar</u>	<u>Status</u>
Kindergarten	36,000	36,170	180	In Compliance
Grade 1	50,400	54,470	180	In Compliance
Grade 2	50,400	54,470	180	In Compliance
Grade 3	50,400	54,470	180	In Compliance
Grade 4	54,000	54,470	180	In Compliance
Grade 5	54,000	54,470	180	In Compliance
Grade 6	54,000	54,470	180	In Compliance
Grade 7	54,000	59,092	180	In Compliance
Grade 8	54,000	59,092	180	In Compliance
Grade 9	64,800	65,440	180	In Compliance
Grade 10	64,800	65,440	180	In Compliance
Grade 11	64,800	65,440	180	In Compliance
Grade 12	64,800	65,440	180	In Compliance

**GLOBAL YOUTH CHARTER SCHOOL**

<u>Grade Level</u>	<u>Statutory Minutes Require- ment</u>	<u>2016-17 Actual Minutes</u>	<u>Number of Days Traditional Calendar</u>	<u>Status</u>
Grade 7	54,000	65,440	180	In Compliance
Grade 8	54,000	65,440	180	In Compliance
Grade 9	64,800	65,440	180	In Compliance
Grade 10	64,800	65,440	180	In Compliance
Grade 11	64,800	65,440	180	In Compliance
Grade 12	64,800	65,440	180	In Compliance

See accompanying notes to supplementary information.

CENTER JOINT UNIFIED SCHOOL DISTRICT  
SCHEDULE OF EXPENDITURE OF FEDERAL AWARDS  
For the Year Ended June 30, 2017

<u>Federal Catalog Number</u>	<u>Entity Federal Grantor/Pass-Through Grantor/Program or Cluster Title</u>	<u>Pass- Through Federal Identifying Number</u>	<u>Expend itures</u>
<u>United States Department of Agriculture - Passed through California Department of Education</u>			
10.555	Child Nutrition: School Programs - Child Nutrition Cluster	13523	\$ 1,216,300
	Total United States Department of Agriculture		<u>1,216,300</u>
<u>United States Department of Education - Passed through California Department of Rehabilitation</u>			
84.126	Department of Rehabilitation: Workability II, Transitions Partnership Program	10006	<u>74,762</u>
<u>United States Department of Education - Passed through California Department of Education</u>			
	Adult Education Programs:		
84.002	Adult Secondary Education (Section 231)	13978	3,804
84.002	English Literacy & Civics Education	14750	7,319
84.002A	Adult Basic Education & ELA (Section 231)	14508	<u>11,807</u>
	Subtotal Adult Education Programs		<u>22,930</u>
	Special Education (IDEA) Cluster:		
84.027	IDEA Basic Local Assistance Entitlement, Part B, Section 611	13379	846,160
84.027	IDEA Local Assistance, Part B, Sec 611, Private School ISPs	10115	2,069
84.027A	IDEA Preschool Local Entitlement, Part B, Section 611 (AGE 3-4-5)	16382	58,956
84.027A	IDEA Mental Health Average Daily Attendance (ADA) Allocation, Part B, Sec 611	15197	48,668
84.173	IDEA Preschool Grants, Part B, Section 619	13430	<u>20,890</u>
	Subtotal Special Education (IDEA) Cluster		<u>976,743</u>
	ESEA: Title III Programs:		
84.365	Title III, English Learner Student Program	14346	3,951
84.365	Title III, Immigrant Education Program	15146	<u>11,844</u>
	Subtotal ESEA: Title III Programs		<u>15,795</u>

(Continued)

CENTER JOINT UNIFIED SCHOOL DISTRICT  
SCHEDULE OF EXPENDITURE OF FEDERAL AWARDS  
For the Year Ended June 30, 2017

<u>Federal Catalog Number</u>	<u>Entity Federal Grantor/Pass-Through Grantor/Program or Cluster Title</u>	<u>Pass- Through Federal Identifying Number</u>	<u>Expend itures</u>
<u>United States Department of Education - Passed through California Department of Education (Continued)</u>			
84.010	ESEA: Title I, Part A, Basic Grants Low-Income and Neglected	14329	\$ 969,799
84.367	ESEA: Title II, Part A, Improving Teacher Quality Local Grants	14341	105,918
84.196	ESSA: Education for Homeless Children and Youth	14332	37,354
84.330B	Title I, Part G: Advanced Placement (AP) Test Fee Reimbursement Program	14831	7,258
84.048	Carl D. Perkins Career and Technical Education: Secondary, Section 131 (Vocational Education)	14894	<u>31,236</u>
Total United States Department of Education			<u>2,167,033</u>
<u>United States Department of Health and Human Services - Passed through California Department of Education</u>			
93.596	Child Dev: Federal General (CCTR) and State Preschool (CSPP): Family Child Care Home (CFCC) - CCDF Cluster	13609	282,588
93.778	Dept of Health Care Services (DHCS): Medi-Cal Billing Option - Medicaid Cluster	10013	<u>162,292</u>
Total United States Department of Health and Human Services			<u>444,880</u>
Total Federal Programs			<u>\$ 3,902,975</u>

See accompanying notes to supplementary information.

CENTER JOINT UNIFIED SCHOOL DISTRICT  
RECONCILIATION OF UNAUDITED ACTUAL FINANCIAL REPORT  
WITH AUDITED FINANCIAL STATEMENTS  
For the Year Ended June 30, 2017

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There were no audit adjustments proposed to any funds of the District.

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See accompanying notes to supplementary information.

CENTER JOINT UNIFIED SCHOOL DISTRICT  
SCHEDULE OF FINANCIAL TRENDS AND ANALYSIS  
For the Year Ended June 30, 2017  
(UNAUDITED)

	(Budgeted) <u>2018</u>	<u>2017</u>	<u>2016</u>	<u>2015</u>
<u>General Fund</u>				
Revenues and other financing sources	\$ 46,351,120	\$ 47,671,163	\$ 45,454,145	\$ 40,044,289
Expenditures	45,797,264	44,585,890	41,895,825	39,569,990
Other uses and transfers out	<u>250,000</u>	<u>397,556</u>	<u>294,686</u>	<u>1,973</u>
Total outgo	<u>46,047,264</u>	<u>44,983,446</u>	<u>42,190,511</u>	<u>39,571,963</u>
Change in fund balance	<u>\$ 303,856</u>	<u>\$ 2,687,717</u>	<u>\$ 3,263,634</u>	<u>\$ 472,326</u>
Ending fund balance	<u>\$ 12,469,663</u>	<u>\$ 12,165,807</u>	<u>\$ 9,478,090</u>	<u>\$ 6,214,456</u>
Available reserves	<u>\$ 6,972,727</u>	<u>\$ 9,018,242</u>	<u>\$ 6,121,021</u>	<u>\$ 3,525,325</u>
Designated for economic uncertainties	<u>\$ 1,373,045</u>	<u>\$ 2,729,830</u>	<u>\$ 2,353,133</u>	<u>\$ 2,199,508</u>
Undesignated fund balance	<u>\$ 5,599,682</u>	<u>\$ 6,288,412</u>	<u>\$ 3,767,888</u>	<u>\$ 1,325,817</u>
Available reserves as a percentage of total outgo	<u>15.1%</u>	<u>20.0%</u>	<u>14.5%</u>	<u>8.9%</u>
Total long-term liabilities	<u>\$110,348,610</u>	<u>\$115,133,610</u>	<u>\$112,380,430</u>	<u>\$106,154,776</u>
Average daily attendance at P-2 (excluding Charter School)	<u>4,180</u>	<u>4,199</u>	<u>4,247</u>	<u>4,315</u>

The General Fund fund balance has increased by \$6,423,677 over the past three years. The District projects a increase of \$303,856 for the fiscal year ending 2017-2018. For a district this size, the State of California recommends available reserves of at least three percent of total General Fund expenditures, transfers out and other uses be maintained. The District has met this requirement.

The District has incurred operating surpluses over the past three years, and anticipates incurring an operating surplus during the 2017-2018 fiscal year.

Total long-term liabilities have increased by \$8,978,834 over the past two years.

Average daily attendance has decreased by 116 over the past two years. The District anticipates an decrease of 19 ADA for the fiscal year ended 2017-2018.

See accompanying notes to supplementary information.

CENTER JOINT UNIFIED SCHOOL DISTRICT  
SCHEDULE OF CHARTER SCHOOLS  
For the Year Ended June 30, 2017

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Charter Schools Sponsored by District

0617 Global Youth Charter School

Included in District  
Financial Statements, or  
Separate Report

Included as Charter  
Schools Fund

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See accompanying notes to supplementary information.

CENTER JOINT UNIFIED SCHOOL DISTRICT  
NOTES TO SUPPLEMENTARY INFORMATION  
June 30, 2017

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**NOTE 1 - PURPOSE OF SCHEDULES**

**A - Schedule of Average Daily Attendance**

Average daily attendance is a measurement of the number of pupils attending classes of the District. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to school districts. This schedule provides information regarding the attendance of students at various grade levels and in different programs.

**B - Schedule of Instructional Time**

The District has received incentive funding for increasing instructional time as provided by the Incentives for Longer Instructional Day. The District neither met nor exceeded its target funding. This schedule presents information on the amount of instructional time offered by the District and whether the District complied with the provisions of Education Code Sections 46201 through 46206.

**C - Schedule of Expenditure of Federal Awards**

The Schedule of Expenditure of Federal Awards includes the federal award activity of the District, and is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance)*. Expenditures are recognized following, as applicable, either the cost principles in OMB Circular A-21, Cost Principles for Educational Institutions or the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement. The District has elected not to use the 10-percent de minimis indirect cost rate allowed on the Uniform Guidance.

The following schedule provides a reconciliation between revenues reported on the Statement of Revenues, Expenditures and Change in Fund Balances and the related expenditures reported on the Schedule of Expenditure of Federal Awards. The reconciling amounts represent Federal funds that have been recorded as revenues that have not been expended by June 30, 2017.

<u>Description</u>	<u>CFDA Number</u>	<u>Amount</u>
Total Federal revenues, Statement of Revenues, Expenditures and Change in Fund Balances		\$ 3,925,424
Less: Dept of Health Care Services (DHCS): Medi-Cal Billing funds received in excess of expenditures	93.778	<u>(22,449)</u>
Total Schedule of Expenditure of Federal Awards		<u>\$ 3,902,975</u>

**D - Reconciliation of Unaudited Actual Financial Report with Audited Financial Statements**

This schedule provides the information necessary to reconcile the Unaudited Actual Financial Report to the audited financial statements.

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(Continued)

CENTER JOINT UNIFIED SCHOOL DISTRICT  
NOTES TO SUPPLEMENTARY INFORMATION  
June 30, 2017

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**NOTE 1 - PURPOSE OF SCHEDULES (Continued)**

**E - Schedule of Financial Trends and Analysis - Unaudited**

This schedule provides trend information on District's financial condition over the past three years and its anticipated condition for the 2017-2018 fiscal year.

**F - Schedule of Charter Schools**

This schedule provides information for the California Department of Education to monitor financial reporting by Charter Schools.

**NOTE 2 - EARLY RETIREMENT INCENTIVE PROGRAM**

Education Code Section 14503 requires certain disclosure in the financial statements of districts which adopt Early Retirement Incentive Programs pursuant to Education Code Sections 22714 and 44929. For the fiscal year ended June 30, 2017, the District did not adopt this program.



**INDEPENDENT AUDITOR'S REPORT  
ON COMPLIANCE WITH STATE LAWS AND REGULATIONS**

Board of Trustees  
 Center Joint Unified School District  
 Sacramento, California

**Report on Compliance with State Laws and Regulations**

We have audited Center Joint Unified School District's compliance with the types of compliance requirements described in the State of California's 2016-17 *Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* (the "Audit Guide") applicable to the state laws and regulations listed below for the year ended June 30, 2017.

<u>Description</u>	<u>Procedures Performed</u>
Attendance	Yes
Teacher Certification and Misassignments	Yes
Kindergarten Continuance	Yes
Independent Study	No, see below
Continuation Education	Yes
Instructional Time	Yes
Instructional Materials	Yes
Ratio of Administrative Employees to Teachers	Yes
Classroom Teacher Salaries	Yes
Early Retirement Incentive	No, see below
Gann Limit Calculation	Yes
School Accountability Report Card	Yes
Juvenile Court Schools	No, see below
Middle or Early College High Schools	No, see below
K3 Grade Span Adjustment	Yes
Transportation Maintenance of Effort	Yes
Mental Health Related Services	Yes
Educator Effectiveness	Yes
California Clean Energy Jobs Act	Yes
After School Education and Safety Program:	
General requirements	No, see below
After school	No, see below
Before school	No, see below
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study – Course Based	No, see below
Immunizations	No, see below
Attendance, for charter schools	Yes
Mode of Instruction, for charter schools	Yes
Nonclassroom-Based Instruction/Independent Study, for charter schools	No, see below
Determination of Funding for Nonclassroom Based Instruction, for charter schools	No, see below
Annual Instructional Minutes Classroom Based, for charter schools	Yes
Charter School Facility Grant Program	No, see below

(Continued)

The District's reported ADA for Independent Study was below the materiality level that requires testing; therefore, we did not perform any testing of Independent Study ADA.

The District does not offer an Early Retirement Incentive Program; therefore, we did not perform any procedures related to this program.

The District does not have any Juvenile Court Schools; therefore, we did not perform any procedures related to Juvenile Court Schools.

The District does not have Middle or Early College High School; therefore, we did not perform any procedures related to this program.

The District did not offer a After School Education and Safety Program during the current year; therefore, we did not perform any procedures related to this program.

The District did not offer an Independent Study – Course Based program; therefore, we did not perform any procedures related to this program.

The District submitted their immunization assessment reports within the required time from for the fiscal year; therefore, we did not perform any procedures related to this program.

The District does not operate a non-classroom based Charter School, therefore, we did not perform any procedures related to Non-classroom Based Instruction/Independent Study and Determination of Funding for Nonclassroom Based Charter Schools.

The District did not receive any Charter School Facility Grant funds in the current year; therefore, we did not perform any procedures related to Charter School Facility Grant.

### ***Management's Responsibility***

Management is responsible for compliance with the requirements of state laws and regulations, as listed above.

### ***Auditor's Responsibility***

Our responsibility is to express an opinion on Center Joint Unified School District's compliance with state laws and regulations as listed above based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States; and the *2016-17 Guide for Annual Audits of K12 Local Education Agencies and State Compliance Reporting* (Audit Guide). Those standards and the Audit Guide require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the compliance requirements referred to above that could have a material effect on Center Joint Unified School District's compliance with the state laws and regulations listed above occurred. An audit includes examining, on a test basis, evidence about Center Joint Unified School District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance with state laws and regulations. However, our audit does not provide a legal determination of Center Joint Unified School District's compliance.

### ***Basis for Qualified Opinion on Compliance with State Laws and Regulations***

As described in Findings 2017-002, 2017-003 and 2017-004 in the accompanying Schedule of Audit Findings and Questioned Costs, Center Joint Unified School District did not comply with requirements regarding Attendance for Charter Schools, Proper Expenditure of Education Protection Account Funds and Unduplicated Local Control Funding Formula Pupil Counts. Compliance with such requirements is necessary, in our opinion, for Center Joint Unified School District to comply with the requirements applicable to the state laws and regulations applicable to Attendance for Charter Schools, Proper Expenditure of Education Protection Account Funds and Unduplicated Local Control Funding Formula Pupil Counts.

### ***Qualified Opinion on Compliance with State Laws and Regulations***

In our opinion, except for the noncompliance described in the Basis for Qualified Opinion paragraph, Center Joint Unified School District complied, in all material respects, with the with the compliance requirements referred to above that are applicable to the state laws and regulations referred to above for the year ended June 30, 2017.

### ***Other Matter***

Center Joint Unified School District's response to the findings identified in our audit are included in the accompanying Schedule of Audit Findings and Questioned Costs. Center Joint Unified School District's responses were not subjected to auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on them.

### ***Purpose of this Report***

The purpose of this report on compliance is solely to describe the scope of our testing of compliance and the results of that testing based on the requirements of the State of California's *2016-17 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Accordingly, this report is not suitable for any other purpose.

*Crowe Horwath LLP*  
Crowe Horwath LLP

Sacramento, California  
December 12, 2017

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND  
ON COMPLIANCE AND OTHER MATTERS BASED ON AN  
AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH  
GOVERNMENT AUDITING STANDARDS

Board of Trustees  
Center Joint Unified School District  
Sacramento, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Center Joint Unified School District as of and for the year ended June 30, 2017, and the related notes to the financial statements, which collectively comprise Center Joint Unified School District's basic financial statements, and have issued our report thereon dated December 12, 2017.

**Internal Control Over Financial Reporting**

In planning and performing our audit of the financial statements, we considered Center Joint Unified School District's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Center Joint Unified School District's internal control. Accordingly, we do not express an opinion on the effectiveness of Center Joint Unified School District's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

We identified a deficiency involving internal control that we communicated to management as identified in the accompanying Schedule of Audit Findings and Questioned Costs as finding 2017-001.

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(Continued)

## **Compliance and Other Matters**

As part of obtaining reasonable assurance about whether Center Joint Unified School District's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

### **Center Joint Unified School District's Response to Finding**

Center Joint Unified School District's response to the finding identified in our audit is included in the accompanying Schedule of Audit Findings and Questioned Costs. Center Joint Unified School District's response was not subjected to the auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on it.

### **Purpose of this Report**

The purpose of this report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

*Crowe Horwath LLP*  
Crowe Horwath LLP

Sacramento, California  
December 12, 2017

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM  
AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE

Board of Trustees  
Center Joint Unified School District  
Sacramento, California

**Report on Compliance for Each Major Federal Program**

We have audited Center Joint Unified School District's compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of Center Joint Unified School District's major federal programs for the year ended June 30, 2017. Center Joint Unified School District's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

***Management's Responsibility***

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

***Auditor's Responsibility***

Our responsibility is to express an opinion on compliance for each of Center Joint Unified School District's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance)*. Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about Center Joint Unified School District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of Center Joint Unified School District's compliance.

***Opinion on Each Major Federal Program***

In our opinion, Center Joint Unified School District complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2017.

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(Continued)

## Report on Internal Control Over Compliance

Management of Center Joint Unified School District is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered Center Joint Unified School District's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of Center Joint Unified School District's internal control over compliance.

*A deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

*Crowe Horwath LLP*  
Crowe Horwath LLP

Sacramento, California  
December 12, 2017

## **FINDINGS AND RECOMMENDATIONS**



CENTER JOINT UNIFIED SCHOOL DISTRICT  
SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS  
Year Ended June 30, 2017

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SECTION I - SUMMARY OF AUDITOR'S RESULTS

**FINANCIAL STATEMENTS**

Type of auditor's report issued: Unmodified

Internal control over financial reporting:

Material weakness(es) identified?        Yes   X   No

Significant deficiency(ies) identified not considered to be material weakness(es)?        Yes   X   None reported

Noncompliance material to financial statements noted?        Yes   X   No

**FEDERAL AWARDS**

Internal control over major programs:

Material weakness(es) identified?        Yes   X   No

Significant deficiency(ies) identified not considered to be material weakness(es)?        Yes   X   None reported

Type of auditor's report issued on compliance for major programs: Unmodified

Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)?        Yes   X   No

Identification of major programs:

<u>CFDA Number(s)</u>	<u>Name of Federal Program or Cluster</u>
10.555	Child Nutrition Cluster

Dollar threshold used to distinguish between Type A and Type B programs: \$ 750,000

Auditee qualified as low-risk auditee?   X   Yes        No

**STATE AWARDS**

Type of auditor's report issued on compliance for state programs: Qualified

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(Continued)

CENTER JOINT UNIFIED SCHOOL DISTRICT  
SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS  
Year Ended June 30, 2017

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SECTION II - FINANCIAL STATEMENT FINDINGS

**2017-001 DEFICIENCY - INTERNAL CONTROL - ASSOCIATED STUDENT BODY (30000)**

Criteria

Education Code Section 48930 (and California Department of Education's "Accounting Procedures for Student Organizations Handbook") requires student body organizations to follow the regulations set by the Governing Board of the school district.

Condition

At Oak Hill Elementary, total receipts are not supported by detailed schedules defining the number of items receipted and the unit price per item included in the receipt. For the science fieldtrip, there was no tally sheet or evidence of number students and funds per student collected.

Effect

There exists a risk that ASB funds could potentially be misappropriated.

Cause

Established internal controls have not been followed.

Fiscal Impact

Not determinable.

Recommendation

School sites should implement the proper control procedures in order to protect ASB funds from misappropriation.

Views of Responsible Officials and Planned Corrective Actions

The District will visit sites and provide annual training for ASB bookkeepers, administrators, and advisors, with emphasis in the areas noted above

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(Continued)

CENTER JOINT UNIFIED SCHOOL DISTRICT  
SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS  
Year Ended June 30, 2017

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SECTION III - FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

No matters were reported.

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(Continued)

CENTER JOINT UNIFIED SCHOOL DISTRICT  
SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS  
Year Ended June 30, 2017

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SECTION IV - STATE AWARD FINDINGS AND QUESTIONED COSTS

**2017-002 STATE COMPLIANCE - ATTENDANCE REPORTING (10000)**

Criteria

Attendance Accounting and Reporting in California Public Schools, Title 5, CCR, Sections 401 and 421 (b), and Education Code Section 44809 - Each LEA must develop and maintain accurate and adequate records to support attendance reported to the State.

Condition

At Global Youth Charter School one student was improperly included for a total misstatement of 1 day.

Effect

The effect of this finding is an overstatement of 0.01 ADA in the ninth through twelfth grade span.

Cause

The errors were the result of clerical errors in accounting for attendance.

Fiscal Impact

No fiscal impact as the effect is less than 0.5 ADA.

Recommendation

The District should ensure attendance records are correct.

Views of Responsible Officials and Planned Corrective Actions

The District will continue to provide annual training regarding attendance reporting. The importance of clerical accuracy will be emphasized. Global Youth Charter School, the site with the misstatement, voluntarily closed after the 2016-17 school year.

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(Continued)

CENTER JOINT UNIFIED SCHOOL DISTRICT  
SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS  
Year Ended June 30, 2017

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SECTION IV - STATE AWARD FINDINGS AND QUESTIONED COSTS

**2017-003 DEFICIENCY – STATE COMPLIANCE - PROPER EXPENDITURE OF EDUCATION PROTECTION ACCOUNT FUNDS (40000)**

Criteria

The California Constitution Article XIII, Section 36(e)(6), states that a school district shall have sole authority to determine how the moneys received from the Education Protection Account (EPA) are spent in the schools within its jurisdiction, provided, however, that the appropriate governing board or body shall make these spending determinations in open session of a public meeting of the governing board or body and shall not use any of the funds from the Education Protection Account for salaries or benefits of administrators or any other administrative costs.

Condition

EPA funds were approved to be spent on McClellan and Center High School teacher salaries, however one expenditure selected for testing indicated funds were used for a teacher that works at Spinelli Elementary School.

Effect

The salary for the teacher improperly charged to EPA funds should be paid using other resources of the District.

Cause

The District did not properly review expenditures charged to EPA funds.

Fiscal Impact

No impact.

Recommendation

The District should review all expenditures to ensure they are in accordance with spending determination set by the Board of Trustees.

Views of Responsible Officials and Planned Corrective Actions

The District corrected this by transferring funds from another source to cover these salaries. In addition, the District passed Board Resolution #1/2017-18 to allow for the inclusion of all teacher salaries in EPA expenditures.

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(Continued)

CENTER JOINT UNIFIED SCHOOL DISTRICT  
SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS  
Year Ended June 30, 2017

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**SECTION IV - STATE AWARD FINDINGS AND QUESTIONED COSTS**

**2017-004 DEFICIENCY – STATE COMPLIANCE - UNDUPLICATED LOCAL CONTROL FUNDING FORMULA PUPIL COUNTS (40000)**

**Criteria**

A student is classified as an English learner for LCFF purposes if he or she is identified in CALPADS as enrolled on Census Day with an English Language Acquisition Status (ELAS) of "English learner" (EL).

**Condition**

Out of the 3 students selected for EL testing at Wilson C. Riles Middle School, 1 student listed on the 1.17 Report as ELAS-eligible, District documentation indicates the student was not ELAS-eligible.

Out of the 3 students selected for EL testing at Center High School, 1 student listed on the 1.17 Report as ELAS-eligible, District documentation indicates the student was not ELAS-eligible.

**Effect**

The effect of this finding is an extrapolated 16 students overreported for CalPads.

	<u>Enrollment</u>	<u>Free &amp; Reduced Meal Program (FRPM)</u>	<u>English Learners (ELAS)</u>	<u>Both FRPM &amp; ELAS</u>
<b><u>Wilson C. Riles Middle School</u></b>				
As certified on CalPADS	639	407	81	431
Audit Adjustments	-	-	(7)	-
Adjusted counts	<u>639</u>	<u>407</u>	<u>74</u>	<u>431</u>
<b><u>Center High School</u></b>				
As certified on CalPADS	1,330	735	100	765
Audit Adjustments	-	-	(9)	-
Adjusted counts	<u>1,330</u>	<u>735</u>	<u>91</u>	<u>765</u>
<b><u>District Wide</u></b>				
As certified on CalPADS	4,428	2,701	760	2,923
Audit Adjustments	-	-	(16)	-
Adjusted counts	<u>4,428</u>	<u>2,701</u>	<u>744</u>	<u>2,923</u>

**Cause**

The errors were the result of incomplete documentation for the designation of students as ELAS.

**Fiscal Impact**

The effect of the error is a reduction on the District's unduplicated Pupil Percentage from 64.51% to 64.39%, representing a reduction in Local Control Funding Formula funding of approximately \$16,000.

(Continued)

CENTER JOINT UNIFIED SCHOOL DISTRICT  
SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS  
Year Ended June 30, 2017

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**SECTION IV - STATE AWARD FINDINGS AND QUESTIONED COSTS**

**2017-004 DEFICIENCY – STATE COMPLIANCE - UNDUPLICATED LOCAL CONTROL FUNDING  
FORMULA PUPIL COUNTS (40000) (Continued)**

**Recommendation**

The District should ensure that all appropriate documentation is retained and updated for all ELAS students included in the CalPADS 1.17 reports.

**Views of Responsible Officials and Planned Corrective Actions**

The District will set up a meeting with all EL teachers and the CalPADS Technician to review EL status reclassification procedures. At this meeting, it will be determined if procedures and/or responsibilities need to be changed in order to ensure accuracy and timeliness of reporting.

**STATUS OF PRIOR YEAR**  
**FINDINGS AND RECOMMENDATIONS**



CENTER JOINT UNIFIED SCHOOL DISTRICT  
STATUS OF PRIOR YEAR FINDINGS AND RECOMMENDATIONS  
Year Ended June 30, 2017

---

<u>Finding/Recommendation</u>	<u>Current Status</u>	<u>District Explanation If Not Implemented</u>
<b>2016-001</b>  <u>Condition:</u> Journal entries are created and posted by the Chief Business Official without a review by a second person.  <u>Recommendation:</u> We recommend procedures for processing journal entries be reviewed and revised to strengthen the internal controls by implementing the documented review of each journal entry.	Implemented.	

## *Center Joint Unified School District*

**AGENDA REQUEST FOR:**

**Dept./Site:** Facilities & Operations Department

**Date:** January 17, 2018

**Action Item** XX

**To:** Board of Trustees

**Information Item**     

**From:** Craig Deason, Asst. Superintendent

**# Attached Pages** 22

**Asst. Superintendent Initials:** CD

**SUBJECT: Agreement for Real Property Purchase**

The District is requesting approval of the attached document between Center Unified School District and HBT of Riolo Vineyards LLC for the purchase of real property for the purpose of acquiring land for the SMUD substation site.

**RECOMMENDATION:** That the Board of Trustees approves the agreement between Center Unified School District and HBT of Riolo Vineyards LLC.

**AGREEMENT FOR PURCHASE AND SALE  
AND JOINT ESCROW INSTRUCTIONS**

**Between**

**CENTER UNIFIED SCHOOL DISTRICT**

**and**

**HBT OF RIOLO VINEYARDS LLC**

Effective Date: \_\_\_\_\_, 2018

## **PURCHASE AND SALE AGREEMENT AND JOINT ESCROW INSTRUCTIONS**

THIS PURCHASE AND SALE AGREEMENT AND JOINT ESCROW INSTRUCTIONS ("Agreement") is entered into as of the date indicated on page 1 ("Effective Date"), by and between the CENTER UNIFIED SCHOOL DISTRICT, a public school district duly organized and existing under Chapter 1 of Division 3 of Title 2 of the Education Code of the State of California ("District" or "Buyer" depending on context), and HBT of Riolo Vineyards LLC, a California limited liability company ("Developer" or "Seller"). Buyer and Seller are sometimes hereinafter referred to individually as a "Party" and collectively as the "Parties."

### **A G R E E M E N T**

#### **1. PURCHASE AND SALE OF PROPERTY.**

1.1 Agreement to Purchase. Subject to all the terms, conditions, and provisions of this Agreement, and for the consideration herein set forth, Seller agrees to sell to Buyer, and Buyer agrees to purchase from Seller, approximately .52 acres of land located in the County of Placer, State of California which is currently a portion of Accessor's Parcel No: 023-380-056 as more particularly described on Exhibit "A" attached hereto and made a part hereof (the "Property").

1.2 Amount of Purchase Price. The purchase price which Seller agrees to accept and Buyer agrees to pay for the Property is the sum of One Hundred and Sixty-Eight Thousand Dollars (\$168,000) (the "Purchase Price").

1.3 Payment of Purchase Price. No later than 1:00 p.m. on the business day preceding the Closing Date (as that term is defined in Section 3.2) or such earlier time as required by Escrow Holder in order to close Escrow on the Closing Date, Buyer shall deposit with Escrow Holder the Purchase Price, less any previously deposited amounts as required hereunder.

#### **1.4 Deposits**

1.4.1 Initial Deposit. Buyer shall place into escrow FIFTY THOUSAND DOLLARS (\$50,000.00) as a good faith non-refundable deposit ("Initial Deposit") upon execution by both parties of this Agreement. Said Initial Deposit shall be immediately released to Seller, through escrow, and shall be, subject to Seller's failure to close as provided in Section 4.5 below, non-refundable to Buyer should Buyer not purchase the Property for any reason whatsoever, however, should Buyer purchase the Property, said Initial Deposit shall be fully credited to the Purchase Price.

1.4.2 Additional Deposit. Provided that this Agreement has not been terminated in accordance with Sections 2.5 and/or 2.6 below, immediately following the expiration of the Due Diligence Period, Buyer shall place into Escrow on a non-refundable basis an additional

non-refundable deposit in the amount of FIFTY THOUSAND DOLLARS (\$50,000) (the "Additional Deposit"). Said Additional Deposit shall be immediately released to Seller, through escrow, and shall be, subject to Seller's failure to close as provided in Section 4.5 below, non-refundable to Buyer should Buyer not purchase the Property for any reason whatsoever, however, should Buyer purchase the Property, said Additional Deposit shall be fully credited to the Purchase Price. The Initial Deposit and the Additional Deposit shall be collectively referred to as the "Deposit Payments". In no event shall the Closing Date occur later than February 27, 2018 ("Outside Closing Date"), unless Buyer pays an Escrow Extension Fee as set forth in Section 3.2.1 hereof, or except as otherwise expressly provided in this Agreement.

1.4.3 Retention of Deposit Payments. All Deposit Payments received by Escrow Holder will be, until the release to Seller, kept on deposit in a federally insured State or national Bank.

1.4.4 Independent Consideration. In addition to the Deposit Payments, within one (1) business day following the Effective Date, Buyer shall also deposit or cause to be deposited with Escrow Holder the additional sum of ONE HUNDRED DOLLARS (\$100.00) (the "Independent Consideration"). The Independent Consideration shall be non-refundable to Buyer as independent consideration for the rights and options extended to Buyer under this Agreement, including, without limitation, the right and option to terminate this Agreement as provided herein.

## 2. INSPECTIONS AND REVIEW.

2.1 Delivery of Due Diligence Materials. Within five (5) days after the date of this Agreement, Seller shall deliver to Buyer all documents, reports, agreements, or other items in its possession or control relating to the Property, including without limitation the following (collectively, the "Due Diligence Materials"): (i) all licenses, leases, and permits affecting or relating to the ownership, subdivision, possession or development of the Property or the construction of improvements thereon, and all amendments and modifications thereto; (ii) applications and correspondence or other written communications to or from any governmental entity, department or agency other than Buyer regarding any permit, approval, consent or authorization with respect to the development of the Property or the construction of improvements thereon; (iii) the most recent survey, if any, pertaining to the Property or any portion thereof; and (iv) soils reports, engineering data, environmental reports, and other data or studies pertaining to the Property or any portion thereof.

2.2 Inspections. Buyer and its representatives, agents, engineers, consultants, contractors, and designees shall have the right to enter onto the Property from and after the Effective Date through and including the date which is thirty (30) days after the date of this Agreement (the "Due Diligence Period"), for purposes of examining, inspecting and investigating the Property including the site, soil, subsurface soils, drainage, seismic and other geological and topographical matters, location of asbestos, toxic substances, hazardous materials or wastes, if any, and, at Buyer's sole and absolute discretion, determining whether the Property is acceptable to Buyer. In the event that Buyer enters upon Property at anytime prior to the Close of Escrow, Buyer hereby agrees to indemnify, defend, and hold Seller harmless from any actions, damages, liability, liens or claims which may be asserted against Seller as a result of

entry or activities on or about the Property. Prior to entering onto the Property before the Close of Escrow, Buyer shall, at its own cost and expense, obtain public liability and property damage insurance, insuring against all bodily injury, property damage, personal injury, and other loss or liability caused by or connected with Buyer's investigation or inspection of Property in amounts not less than:

- (a) \$1,000,000.00 for injury to or death of one person and, subject to the limitation for the injury or death of one person, of not less than \$1,000,000.00 for injury to or death of two or more persons as a result of any one accident or incident; and
- (b) \$1,000,000.00 for property damage.

The policy shall name Seller as an additional insured and shall be issued by either a California admitted surety or through a joint powers agency, or similar entity, formed for the purpose of providing insurance to public entities.

Furthermore, after entering onto the Property before the Close of Escrow, Buyer shall, in a timely manner, repair any and all damage to the Property caused by such inspections or investigations.

2.3 Disclaimer of Warranties. Upon the Close of Escrow, Buyer shall acquire the Property in its "AS-IS" condition and shall be responsible for any defects in the Property, whether patent or latent, including, without limitation, the physical, environmental and geotechnical condition of the Property, and the existence of any contamination, Hazardous Materials, debris, or other structures located on, under or about the Property. Except as expressly set forth herein, Seller makes no representation or warranty concerning the physical, environmental, geotechnical or other condition of the Property, the suitability of the Property for its intended use by the Buyer, or the present use of the Property, and specifically disclaims all representations or warranties of any nature concerning the Property made by it, and its employees, agents and representatives. The foregoing disclaimer includes, without limitation, topography, climate air, water rights, utilities, present and future zoning, soil, subsoil, existence of Hazardous Materials or similar substances, the purpose for which the Property is suited, or drainage. The Seller makes no representation or warranty concerning the compaction of soil upon the Property, nor of the suitability of the soil for construction.

2.4 Hazardous Materials. Buyer, and each of the entities constituting Buyer, if any, from and after the Closing, hereby waives, releases, remises, acquits and forever discharges Seller, its directors, officers, shareholders, employees, and agents, and its respective heirs, successors, personal representatives and assigns, of and from any and all Environmental Claims, Environmental Cleanup Liability and Environmental Compliance Costs, as those terms are defined below, and from any and all actions, suits, legal or administrative orders or proceedings, demands, actual damages, punitive damages, loss, costs, liabilities and expenses, which concern or in any way relate to the physical or environmental conditions of the Property, the existence of any Hazardous Material thereon, or the release or threatened release of Hazardous Materials therefrom, whether existing prior to, at or after the Closing. It is the intention of the parties pursuant to this release that any and all responsibilities and obligations of Seller, and any and all rights, claims, rights of action, causes of action, demands or legal rights of any kind of Buyer, its

successors, assigns or any affiliated entity of Buyer, arising by virtue of the physical or environmental condition of the Property, the existence of any Hazardous Materials thereon, or any release or threatened release of Hazardous Material therefrom, whether existing prior to, at or after the Closing, are by this Release provision declared null and void and of no present or future force and effect as to the parties. In connection therewith, Buyer and each of the entities constituting Buyer, expressly agree to waive any and all rights which said party may have under Section 1542 of the California Civil Code which provides as follows:

**“A GENERAL RELEASE DOES NOT EXTEND TO CLAIMS WHICH THE CREDITOR DOES NOT KNOW OR SUSPECT TO EXIST IN HIS OR HER FAVOR AT THE TIME OF EXECUTING THE RELEASE, WHICH IF KNOWN BY HIM OR HER MUST HAVE MATERIALLY AFFECTED HIS OR HER SETTLEMENT WITH THE DEBTOR.”**

BUYER'S INITIALS: \_\_\_\_\_ SELLER'S INITIALS: \_\_\_\_\_

Buyer and each of the entities constituting Buyer, shall, from and after the Closing, defend, indemnify and hold harmless Seller and its officers, directors, employees, agents and representatives (collectively, the “Indemnified Parties”) from and against any and all Environmental Claims, Environmental Cleanup Liability, Environmental Compliance Costs, and any other claims, actions, suits, legal or administrative orders or proceedings, demands or other liabilities resulting at any time from the physical and/or environmental conditions of the Property whether before or after the Closing or from the existence of any Hazardous Materials or the release or threatened release of any Hazardous Materials of any kind whatsoever, in, on or under the Property occurring at any time whether before or after the Closing, including, but not limited to, all foreseeable and unforeseeable damages, fees, costs, losses and expenses, including any and all attorneys’ fees and environmental consultant fees and investigation costs and expenses, directly or indirectly arising therefrom, and including fines and penalties of any nature whatsoever, assessed, levied or asserted against any Indemnified Parties to the extent that the fines and/or penalties are the result of a violation or an alleged violation of any Environmental Law. Buyer further agrees that in the event Buyer obtains, from former or present owners of the Property or any other persons or entities, releases from liability, indemnities, or other forms of hold harmless relating to the subject matter of this section, Buyer shall use its diligent efforts to obtain for Seller the same releases, indemnities and other comparable provisions.

For purposes of this Section 2.4, the following terms shall have the following meanings.

(a) “Environmental Claim” means any claim for personal injury, death and/or property damage made, asserted or prosecuted by or on behalf of any third party, including, without limitation, any governmental entity, relating to the Property or its operations and arising or alleged to arise under any Environmental Law.

(b) “Environmental Cleanup Liability” means any cost or expense of any nature whatsoever incurred to contain, remove, remedy, clean up, or abate any contamination or any Hazardous Materials on or under all or any part of the Property, including the ground water thereunder, including, without limitation, (A) any direct costs or expenses for investigation,

study, assessment, legal representation, cost recovery by governmental agencies, or ongoing monitoring in connection therewith and (B) any cost, expense, loss or damage incurred with respect to the Property or its operation as a result of actions or measures necessary to implement or effectuate any such containment, removal, remediation, treatment, cleanup or abatement.

(c) "Environmental Compliance Cost" means any cost or expense of any nature whatsoever necessary to enable the Property to comply with all applicable Environmental Laws in effect. "Environmental Compliance Cost" shall include all costs necessary to demonstrate that the Property is capable of such compliance.

(d) "Environmental Law" means any federal, state or local statute, ordinance, rule, regulation, order, consent decree, judgment or common-law doctrine, and provisions and conditions of permits, licenses and other operating authorizations relating to (A) pollution or protection of the environment, including natural resources, (B) exposure of persons, including employees, to Hazardous Materials or other products, raw materials, chemicals or other substances, (C) protection of the public health or welfare from the effects of by-products, wastes, emissions, discharges or releases of chemical substances from industrial or commercial activities, or (D) regulation of the manufacture, use or introduction into commerce of chemical substances, including, without limitation, their manufacture, formulation, labeling, distribution, transportation, handling, storage and disposal.

(e) "Hazardous Material" is defined to include any hazardous or toxic substance, material or waste which is or becomes regulated by any local governmental authority, the State of California, or the United States Government. The term "Hazardous Material" includes, without limitation, any material or substance which is: (A) petroleum or oil or gas or any direct or derivate product or byproduct thereof; (B) defined as a "hazardous waste," "extremely hazardous waste" or "restricted hazardous waste" under Sections 25115, 25117 or 25122.7, or listed pursuant to Section 25140, of the California Health and Safety Code, Division 20, Chapter 6.5 (Hazardous Waste Control Law); (C) defined as a "hazardous substance" under Section 25316 of the California Health and Safety Code, Division 20, Chapter 6.8 (Carpenter-Presley-Tanner Hazardous Substance Account Act); (D) defined as a "hazardous material," "hazardous substance," or "hazardous waste" under Sections 25501(j) and (k) and 25501.1 of the California Health and Safety Code, Division 20, Chapter 6.95 (Hazardous Materials Release Response Plans and Inventory); (E) defined as a "hazardous substance" under Section 25281 of the California Health and Safety Code, Division 20, Chapter 6.7 (Underground Storage of Hazardous Substances); (F) "used oil" as defined under Section 25250.1 of the California Health and Safety Code; (G) asbestos; (H) listed under Chapter 11 of Division 4.5 of Title 22 of the California Code of Regulations, or defined as hazardous or extremely hazardous pursuant to Chapter 10 of Division 4.5 of Title 22 of the California Code of Regulations; (I) defined as waste or a hazardous substance pursuant to the Porter-Cologne Act, Section 13050 of the California Water Code; (J) designated as a "toxic pollutant" pursuant to the Federal Water Pollution Control Act, 33 U.S.C. § 1317; (K) defined as a "hazardous waste" pursuant to the Federal Resource Conservation and Recovery Act, 42 U.S.C. § 6901 et seq. (42 U.S.C. § 6903); (L) defined as a "hazardous substance" pursuant to the Comprehensive Environmental Response, Compensation and Liability Act, 42 U.S.C. § 9601 et seq. (42 U.S.C. § 9601); (M) defined as "Hazardous Material" pursuant to the Hazardous Materials Transportation Act, 49 U.S.C. § 5101 et seq.; or (N) defined as such or regulated by any "Superfund" or "Superlien" law, or any other federal,



state or local law, statute, ordinance, code, rule, regulation, order or decree regulating, relating to, or imposing liability or standards of conduct concerning Hazardous Materials and/or oil wells and/or underground storage tanks and/or pipelines, as now, or at any time hereafter, in effect.

Notwithstanding any other provision of this Agreement, Buyer's release and indemnification as set forth in the provisions of this Section, as well as all provisions of this Section shall survive the termination of this Agreement and shall continue in perpetuity.

2.5 Disapproval/Termination. Buyer shall notify Seller and Escrow Holder in writing ("Buyer's Due Diligence Notice") on or before the expiration of the Due Diligence Period of Buyer's approval or disapproval of the Due Diligence Materials, the condition of the Property and Buyer's investigations with respect thereto. Buyer's disapproval of any of said items shall constitute Buyer's election to terminate this Agreement and cancel the Escrow. Buyer's failure to deliver Buyer's Due Diligence Notice on or before the expiration of the Due Diligence Period shall be conclusively deemed Buyer's approval thereof.

2.6 Title Review. Within five (5) business days after the Effective Date of this Agreement, Buyer shall obtain a preliminary title report for the Property, together with copies of all written instruments creating the exceptions specified therein, and a plat map, if requested by Buyer, plotting all easements specified therein (collectively, the "Title Report"). Buyer shall notify Seller in writing ("Buyer's Objection Notice") within ten (10) days of Buyer's receipt of the Title Report of any objections Buyer may have to the title exceptions contained in the Title Report. Buyer's failure to provide Seller with a Buyer's Objection Notice within said period shall constitute Buyer's approval of all exceptions to title shown on the Title Report. Seller shall have a period of ten (10) days after receipt of Buyer's Objection Notice in which to deliver written notice to Buyer ("Seller's Notice") of Seller's election to either (i) agree to remove or cure the objectionable items prior to the Close of Escrow, or (ii) decline to remove or cure any such title exceptions and terminate Escrow and this Agreement. If Seller notifies Buyer of its election to terminate Escrow rather than remove and cure the objectionable items, Buyer shall have the right, by written notice delivered to Seller within ten (10) days after Buyer's receipt of Seller's Notice, to agree to accept the Property subject to the objectionable items, in which event Seller's election to terminate the Escrow shall be of no effect, and Buyer shall take title at the Close of Escrow subject to such objectionable items without any adjustment to or credit against the Purchase Price.

Upon the issuance of any amendment or supplement to the Title Report which adds additional exceptions, or adds any new requirement, the foregoing right of review and approval shall also apply to said amendment or supplement; provided, however, that Buyer's initial period of review and approval or disapproval of any such additional exceptions shall be limited to ten (10) days following Buyer's and Buyer's attorney's receipt of the instrument(s) creating such additional exceptions.

### 3. ESCROW.

3.1 Escrow Instructions; Opening of Escrow. This Agreement, together with any standard instructions of Escrow Holder, as defined below, shall constitute the joint escrow instructions of Buyer and Seller to Escrow Holder as well as an agreement between Buyer and

Seller. In the event of any conflict between the provisions of this Agreement and Escrow Holder's standard instructions, this Agreement shall prevail. Within five (5) days of the Effective Date of this Agreement, the Parties shall open an escrow (the "Escrow") with Stewart Title ("Escrow Holder"), at its offices located at 555 Capitol Mall Suite 545 Sacramento, CA 95814; Attn: Antigone Vaccaro; Phone: (916) 256-1252; by causing an executed copy of this Agreement to be deposited with Escrow Holder. Escrow shall be deemed open on the date that a fully executed copy of this Agreement is delivered to Escrow Holder (the "Opening of Escrow"). Escrow Holder shall provide each of the parties in Section 6.3 with written confirmation of the date of the Opening of Escrow. Furthermore, title insurance services related to this Agreement shall also be provided by Escrow Holder.

3.2 Close of Escrow; Closing Date. Provided that all of the conditions of this Agreement shall have been satisfied (or waived, if applicable) prior to or on the Closing Date, the Closing of this transaction for the acquisition of the Property shall take place at the offices of Escrow Holder on the earlier to occur of: (i) five (5) days following the expiration of the Due Diligence Period, or (ii) the Outside Closing Date set forth in Section 1.4.2 ("Closing Date") unless both Parties mutually agree to extend.

3.2.1 At Buyer's option, Buyer may pay one escrow extension fee in an amount equal to Fifty Thousand Dollars (\$50,000) ("Escrow Extension Fee") to extend Escrow for thirty (30) days beyond the Outside Closing Date. Buyer shall have the right to make one (1) such Escrow Extension Fee payment, due at the expiration of the Due Diligence Period. The Escrow Extension Fee, if made, shall be (i) immediately released to Seller through Escrow, (ii) except as otherwise expressly provided in this Agreement, shall be immediately non-refundable to Buyer when paid by Buyer, and (iii) shall not be credited toward the Purchase Price whatsoever should Buyer purchase the Property.

Buyer and Seller hereby expressly acknowledge that the Escrow Extension Fee payment to Seller, if applicable, is/are necessary to accommodate Buyer's desire to extend Escrow, and as such, agree that the Escrow Extension Fee shall remain non-refundable to Buyer (except as otherwise expressly provided in this Agreement) and shall not be applied to the Purchase Price as set forth in this Section 3.2.1. Furthermore, Buyer and Seller acknowledge that said Escrow Extension Fee, if made, would provide for the Closing Date to be extended by a maximum of thirty (30) days, and that Escrow shall not be extended beyond said date (i) unless mutually agreed by the Parties, in writing, by way of amendment to this Agreement or other mutual Escrow instruction, or (ii) except as otherwise expressly provided in this Agreement.

3.3 Deliveries by Seller. No later than 1:00 p.m. on the date two business days preceding the Closing Date, Seller shall deliver to Escrow Holder:

(a) an executed grant deed in the form of Exhibit "B" attached to this Agreement (the "Grant Deed") conveying to Buyer fee simple title to the Property, duly executed and acknowledged by Seller;

(b) an executed certificate of non-foreign status in the form attached hereto as Exhibit "C" and California Franchise Tax Board Form 590-RE, each executed by Seller;

(c) all other sums and documents required by Escrow Holder to carry out and close the Escrow pursuant to this Agreement, including Seller's portion of prorations, if any.

3.4 Deliveries by Buyer. No later than 1:00 p.m. on the business day preceding the Closing Date, and after Seller's deliveries pursuant to Section 3.3 above, Buyer shall deliver to Escrow Holder:

(a) the Purchase Price less the Deposit Payments ; and

(b) All other sums and documents required by Escrow Holder to carry out and close the Escrow pursuant to this Agreement, including the Escrow fees and Buyers' portion of prorations, if any.

3.5 Closing, Recording and Disbursements. On or before the Closing Date, and when all of the conditions precedent to the Close of Escrow set forth in Section 4 of this Agreement have been satisfied or waived in writing, Escrow Holder shall take the actions set forth in this Section 3.5.

3.5.1 Recording. Escrow Holder shall cause the Grant Deed to be recorded in the Official Records of Orange County, California.

3.5.2 Disbursement of Funds. Escrow Holder shall disburse to Seller the remainder of the Purchase Price, less those mutually agreed upon prorations chargeable to Seller, if any.

3.5.3 Title Policy. Escrow Holder shall deliver to Buyer a commitment to issue the Title Policy referred to in Section 4.1.3 of this Agreement.

3.5.4 Delivery of Documents to Buyer. Escrow Holder shall deliver to Buyer a conformed copy of the Grant Deed, and any other documents (or copies thereof) deposited by Seller with Escrow Holder pursuant to this Agreement. The original of the Grant Deed shall be returned to Buyer after recordation.

3.5.5 Delivery of Documents to Seller. Escrow Holder shall deliver to Seller a conformed copy of the Grant Deed, Grant of Easement and any other documents (or copies thereof) deposited by Buyer with Escrow Holder pursuant to this Agreement.

3.5.6 Real Property Taxes. All non-delinquent general and special real property taxes and assessments shall be prorated to the Close of Escrow.

3.6 Payment of Costs. Buyer shall pay the Escrow fee, all documentary transfer taxes, and all title insurance premiums for the CLTA standard owner's form policy. Buyer shall pay all charges for recording the Grant Deed, the title insurance premium for any additional cost of obtaining any additional coverage requested by the Buyer, including the difference between an

CLTA standard owner's policy and an ALTA extended owner's policy. Seller and Buyer shall each be responsible for their respective attorneys' fees. All other costs of Escrow not specifically allocated in this Agreement shall be paid by Buyer.

4. CONDITIONS PRECEDENT TO CLOSE OF ESCROW.

4.1 Conditions to Buyer's Obligations. Buyer's obligation to purchase the Property, and the Close of Escrow, shall be subject to the satisfaction or written waiver by Buyer of each of the conditions precedent set forth in this Section 4.1.

4.1.1 Seller's Performance. Seller is not in material default of any term or condition of this Agreement.

4.1.2 Seller Deliveries Made. Seller has deposited with Escrow Holder all documents required of Seller by this Agreement.

4.1.3 Title Policy. Title Officer has committed to issue to Buyer an CLTA standard, or at Buyer's choice, an extended coverage owner's policy of title insurance ("Title Policy"), with liability in the amount of the Purchase Price, showing fee title to the Property vested in the Buyer, subject only to:

(a) the standard printed exceptions and exclusions contained in the form of the Title Policy commonly used by Escrow Holder,

(b) title exceptions approved by Buyer pursuant to Section 2.6 of this Agreement;

(c) title exceptions resulting from documents being recorded or delivered through Escrow pursuant to this Agreement; and

(d) any other exceptions approved in writing by Buyer.

The terms of sub-sections (a) through (d), inclusive, being herein collectively referred to as the "Permitted Exceptions."

4.1.4 Representations and Warranties. All representations and warranties made by Seller in this Agreement are true and correct as of the Closing as though made at that time.

4.2 Conditions to Seller's Obligations. Seller's obligations to convey the Property, and the Close of Escrow, shall be subject to the satisfaction or written waiver by Seller of each of the conditions precedent set forth in this Section 4.2.

4.2.1 Buyer's Performance. Buyer is not in material default of any term or condition of this Agreement.

4.2.2 Buyer Deliveries Made. Buyer has deposited with Escrow Holder all sums and documents required of Buyer by this Agreement.

4.2.3 Representations and Warranties. All representations and warranties made by Buyer in this Agreement are true and correct as of the closing as though made at that time.

4.3 Satisfaction of Conditions. Where satisfaction of any of the foregoing conditions requires action by Buyer or Seller, each Party shall use its diligent best efforts, in good faith, and at its own cost, to satisfy such condition. Where satisfaction of any of the foregoing conditions requires the approval of a Party, such approval shall be in such Party's sole and absolute discretion.

4.4 Waiver. Buyer may at any time or times, at its election, waive any of the conditions set forth in Section 4.1 above to its obligations hereunder, but any such waiver shall be effective only if contained in a writing signed by Buyer and delivered to Seller. Seller may at any time or times, at its election, waive any of the conditions set forth in Section 4.2 above to its obligations hereunder, but any such waiver shall be effective only if contained in a writing signed by Seller and delivered to Buyer.

4.5 Termination. In the event each of the conditions set forth in Section 4.1 is not fulfilled within the time provided in Section 4.1 or waived by Buyer pursuant to Section 4.4, Buyer may, at its option, terminate this Agreement and the Escrow opened hereunder, thereby releasing the Parties from further obligations hereunder. In the event of such termination by Buyer, Buyer shall be entitled to a refund of any and all payments made by Buyer, including any Initial Deposit, Additional Deposit, or Escrow Extension Fee, if any. In the event that the conditions set forth in Section 4.2 are not fulfilled or waived prior to the Closing Date, Seller may, at its option, terminate this Agreement and the Escrow opened hereunder, thereby releasing the Parties from further obligations hereunder. In the event of such termination by Seller, Buyer shall not be entitled to any refund, or portion thereof, of the Initial Deposit, Additional Deposit, or Escrow Extension Fee, if any. In the event of termination of this Agreement by either Party, all documents delivered by Seller to Buyer or Escrow Holder shall be returned immediately to Seller and all documents delivered by Buyer to Seller or Escrow Holder shall be returned immediately to Buyer and Buyer shall deliver to Seller all third party reports or work product performed by the Buyer or any of the Buyer's consultants, contractors or agents that pertains to the Property and all rights to such reports and work product shall be assigned to the Seller automatically upon such termination without further action by Buyer or Seller. Nothing in this Section 4.5 shall be construed as releasing any Party from liability for any default of its obligations hereunder or breach of its representations and warranties under this Agreement occurring prior to the termination of this Agreement and/or the Escrow to be opened hereunder.

## 5. REPRESENTATIONS AND WARRANTIES.

5.1 Seller's Representations and Warranties. Seller hereby makes the following representations and warranties to Buyer, each of which (i) is material and relied upon by Buyer in making its determination to enter into this Agreement, (ii) is true in all respects as of the date hereof and shall be true in all respects on the Closing Date, and (iii) shall survive the Close of Escrow.

(a) Seller has full right, power, and authority to enter into this Agreement and perform Seller's obligations hereunder. This Agreement and all other documents delivered by

Seller to Buyer now or at the Close of Escrow, have been or will be duly executed and delivered by Seller and are legal, valid, and binding obligations of Seller, sufficient to convey to Buyer good and marketable title to the Property, are enforceable in accordance with their respective terms, and do not violate any provisions of any agreement to which Seller is a party.

(b) To the best of Seller's knowledge, there are no pending or threatened, actions, suits, writs, injunctions, decrees, legal proceedings or governmental investigations against or affecting the Property or relating to the ownership, maintenance, use or operation of the Property.

(c) There are no leases or other agreements relating to the right of possession and/or occupancy of the Property by any person or entity other than the Buyer, other than those disclosed in the Due Diligence Materials.

If Seller becomes aware of any act or circumstance which would change or render incorrect, in whole or in part, any representation or warranty made by Seller hereunder, whether as of the date given or any time thereafter through the Closing Date, Seller will give immediate written notice of such changed fact or circumstance to Buyer, but such notice shall not release Seller of any liabilities or obligations with respect thereto.

5.2 Buyer's Representations and Warranties. Buyer hereby makes the following representations and warranties to Seller, which is (i) is material and relied upon by Seller in making its determination to enter into this Agreement, (ii) is true in all respects as of the date hereof and shall be true in all respects on the Closing Date, and (iii) shall survive the Close of Escrow:

Buyer has full right, power, and authority to enter into this Agreement and perform Buyer's obligations hereunder. This Agreement and all other documents delivered by Buyer to Seller now or at the Close of Escrow, have been or will be duly executed and delivered by Buyer and are legal, valid, and binding obligations of Buyer, are enforceable in accordance with their respective terms, and do not violate any provisions of any agreement to which Buyer is a party.

If Buyer becomes aware of any act or circumstance which would change or render incorrect, in whole or in part, any representation or warranty made by Buyer hereunder, whether as of the date given or any time thereafter through the Closing Date, Buyer will give immediate written notice of such changed fact or circumstance to Seller, but such notice shall not release Buyer of any liabilities or obligations with respect thereto.

5.3 Brokerage Commissions. Seller and Buyer each represents and warrants to the other that no third party is entitled to a broker's commission and/or finder's fee with respect to the transactions contemplated by this Agreement, unless as otherwise disclosed by Buyer prior to the Effective Date. Furthermore, should Buyer disclose any broker's commission and/or finder's fee applicable to the transactions contemplated by this Agreement, such commission and/or finder's fee shall be the sole responsibility of Buyer and shall in no way apply to the Seller, the Purchase Price, or any payments by the Parties hereunder. Each party agrees to indemnify and hold the other harmless from and against all liabilities, costs, damages, and expenses, including

without limitation, attorneys' fees, resulting from any claims or fees or commissions, based upon agreements by it, if any, to pay a broker's commission and/or finder's fee.

5.4 "AS-IS". Except as provided in Section 5.1 above, Seller makes no representation or warranty of any kind as to the Property, including, but not limited to, the physical condition of the Property or the existence of any Hazardous Substance on or under the Property. As more specifically set forth in Sections 2.3 and 2.4 herein, Buyer acknowledges and agrees that except as specifically set forth herein it is purchasing the Property in an "As-Is" condition and further acknowledges that Buyer is assuming all risk associated with any use, generation, storage, disposal, discharge, release, presence or transportation of any Hazardous Substances on, under, or about the Property and that Buyer will defend, indemnify and hold the Seller harmless from any liability for any such use, generation, storage, disposal, discharge, release, presence or transportation. Nothing in this Section 5.4 shall limit the effect of Sections 2.3, 2.4 or any other Section herein.

5.5 LIQUIDATED DAMAGES. BUYER AND SELLER AGREE THAT IN THE EVENT OF A DEFAULT OR BREACH OF THIS AGREEMENT BY BUYER, ACTUAL DAMAGES TO SELLER WOULD BE EXTREMELY DIFFICULT AND IMPRACTICAL TO ASCERTAIN, AND THEREFORE, AGREE THAT THE INITIAL DEPOSIT, ADDITIONAL DEPOSIT, AND ANY D ESCROW EXTENSION FEE, IF ANY, PAID HEREUNDER SHALL CONSTITUTE LIQUIDATED DAMAGES TO SELLER UNDER THE PROVISIONS OF SECTION 1671 OF THE CALIFORNIA CIVIL CODE. BUYER HEREBY IRREVOCABLY INSTRUCTS ESCROW HOLDER, UPON SUCH BREACH OR DEFAULT BY BUYER, TO RELEASE SAID PAYMENT(S) AND ACCRUED INTEREST THEREON TO SELLER SHOULD ESCROW HOLDER THEN BE IN POSSESSION THEREOF. THE FOREGOING PROVISION SHALL IN NO WAY LIMIT OR IMPAIR SELLER'S RIGHT OR ABILITY TO RECOVER FROM BUYER ATTORNEY'S FEES TO WHICH SELLER MAY OTHERWISE BE ENTITLED UNDER THIS AGREEMENT OR ANY SUMS WHICH MAY BECOME DUE TO SELLER BASED UPON ANY INDEMNITY PROVIDED BY SELLER PURSUANT TO THE TERMS OF THIS AGREEMENT.

Buyer's Initials \_\_\_\_\_ Date \_\_\_\_\_  
Seller's Initials \_\_\_\_\_ Date \_\_\_\_\_

6. MISCELLANEOUS.

6.1 Costs of Conveyance. All costs not covered in Section 3.6 herein shall be paid solely by Buyer, including, but not limited to, costs associated with further appraisals, inspections, title reports, preparation and recordation of documents, inspections and testing, and production of reproduction of Due Diligence Materials not otherwise provided by Seller.

6.2 Attorneys' Fees; Litigation. If either Party commences an action against the other Party arising out of or in connection with this Agreement, the prevailing Party shall be entitled to recover reasonable attorneys' fees and costs of suit from the losing Party, including expert witness fees and costs, and fees for discovery and appeal. The only remedies available to either Party in the enforcement of this Agreement or any obligation under this agreement shall be for

injunctive relief, specific performance, and similar equitable remedies. No other remedy, including any remedy for damages shall be available to either Party in the enforcement of this Agreement or in the event of a default under the terms of this Agreement. In addition, neither Party shall be obligated for any economic or consequential damages or damages for lost profit or any other damages of like kind or nature in the event of a default on the part of the other Party.

6.3 Notices. All notices required to be delivered under this Agreement to the other Party must be in writing and shall be effective (i) when personally delivered by the other Party or messenger or courier thereof; (ii) upon receipt by the other Party or refusal to accept delivery by the other Party of United States mail, registered or certified; (iii) twenty-four (24) hours after deposit before the daily deadline time with a reputable overnight courier or service; or (iv) upon receipt of a telecopy or fax transmission, provided a hard copy of such transmission shall be thereafter delivered in one of the methods described in the foregoing (i) through (iii); in each case postage fully prepaid and addressed to the respective parties as set forth below or to such other address and to such other persons as the Parties may hereafter designate by written notice to the other Parties hereto:

To Buyer: CENTER JOINT UNIFIED SCHOOL DISTRICT  
Attn: Superintendent,  
8408 Watt Avenue  
Antelope, CA 95843

With copy to: ATKINSON, ANDELSON, LOYA, RUUD & ROMO  
Attn: David A. Soldani  
10 River Park Place East, Suite 240  
Fresno, CA 93720

To Seller: HBT of Riolo Vineyards LLC  
Attn: Jeremy Goulart  
11060 White Rock Rd., Suite 150  
Rancho Cordova, CA 95670

With copy to: Towne Realty, Inc.  
Attn: Mark Madigan, Vice President/Assistant General Counsel  
710 N. Plankinton Ave., Suite 1200  
Milwaukee, WI 53203

6.4 Authority. The person(s) executing this Agreement on behalf of the Parties hereto warrant that (i) such Party is duly organized and existing, (ii) they are duly authorized to execute and deliver this Agreement on behalf of said Party, (iii) by so executing this Agreement, such Party is formally bound to the provisions of this Agreement, and (iv) the entering into this Agreement does not violate any provision of any other agreement to which said Party is bound.



6.5 Execution in Counterpart. This Agreement may be executed in several counterparts, and all so executed shall constitute one agreement binding on all Parties hereto, notwithstanding that all Parties are not signatories to the original or the same counterpart.

6.6 Assignment. Neither Party shall assign this Agreement nor any right or privilege either party might have under this Agreement without the prior written consent of the other Party.

6.7 Third Party Beneficiaries. Nothing in this Agreement shall be construed to confer any rights upon any party not signatory to this Agreement.

6.8 Binding on Heirs. This Agreement shall be binding upon the parties hereto and their respective heirs, representatives, transferees, successors, and assigns.

6.9 Time of the Essence. Time is of the essence with respect to each of the terms, covenants, and conditions of this Agreement.

6.10 Condemnation. In the event that any substantial portion of the Property is taken or designated to be taken by condemnation proceedings, or proceedings in lieu thereof, prior to the Close of Escrow, Buyer shall have the right to terminate this Agreement and cancel Escrow by delivering to Seller and Escrow Holder written notice thereof. "Substantial portion" used in this Section 6.10, shall be defined as ten percent (10%) or more of the Property or the taking of a portion of the Property which materially affects the subdivision and development of the remainder of the Property. In the event Buyer does not elect to terminate this Agreement pursuant to this Section 6.10, Buyer shall be entitled to all condemnation proceeds upon the Close of Escrow for the purchase and sale of the Property.

6.11 Entire Agreement, Waivers and Amendments. This Agreement incorporates all of the terms and conditions mentioned herein, or incidental hereto, and supersedes all negotiations and previous agreements between the Parties with respect to all or part of the subject matter thereof. All waivers of the provisions of this Agreement must be in writing and signed by the appropriate authorities of the Party to be charged. Any amendment or modification to this Agreement must be in writing and executed by Seller and Buyer.

6.12 Exhibits. Exhibits "A," "B," and "C" attached to this Agreement are incorporated herein by this reference and made a part hereof. Said Exhibits are identified as follows:

- "A" - LEGAL DESCRIPTION OF PROPERTY
- "B" - GRANT DEED
- "C" - NON-FOREIGN AFFIDAVIT

6.13 Effect of Recitals. The Recitals above are deemed true and correct, are hereby incorporated into this Section as though fully set forth herein, and Seller and Buyer acknowledge and agree that they are each bound by the same.

6.14 Section References. Any reference to any section of this Agreement cited without a decimal includes all sections following the cited section. For example, a reference to Section 5 includes 5.1, 5.1(a), et seq.

6.15 Severability. If any provision in this Agreement is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions will nevertheless continue in full force without being impaired or invalidated in any way.

6.16 Interpretation: Governing Law. This Agreement shall be construed according to its fair meaning and as if prepared by both Parties hereto. This Agreement shall be construed in accordance with the laws of the State of California in effect at the time of the execution of this Agreement.

6.17 Covenants to Survive Escrow. The covenants and agreements contained in this Agreement shall survive the Close of Escrow.

6.18 Conflicts of Interest. No director, officer, official, representative, agent or employee of the Buyer or Seller shall have any financial interest, direct or indirect, in this Agreement.

6.19 Nondiscrimination. There shall be no discrimination by Seller nor Buyer against any person on account of race, color, religion, sex, marital status, national origin, or ancestry in the performance of their respective obligations under this Agreement.

6.20 Rights and Remedies are Cumulative. Except as may be otherwise expressly stated in this Agreement, the rights and remedies of the Parties are cumulative, and the exercise by any Party of one or more of its right or remedies shall not preclude the exercise by it, at the same time or at different times, or any other rights or remedies for the same default or any other default by another party.

6.21 Provisions Required by Law Deemed Inserted. Each and every provision of law and clause required by law to be inserted in this Agreement shall be deemed to be inserted herein and the Agreement shall be read and enforced as though it were included herein, and if through mistake or otherwise any such provision is not inserted, or is not correctly inserted, then upon application of either party the Agreement shall forthwith be physically amended to make such insertion or correction.

6.22 Cooperation. Buyer and Seller acknowledge that it may be necessary to execute documents other than those specifically referred to herein in order to complete the acquisition of the Property, and/or to accomplish the objectives and requirements that are set out in this Agreement. Both Buyer and Seller hereby agree to cooperate with each other by executing such other documents or taking such other actions as may be reasonably necessary to complete this transaction in accordance with the intent of the parties as evidenced in this Agreement and the Exhibits attached hereto.

**\* \* \* Signatures on Following Page \* \* \***

**IN WITNESS WHEREOF**, this Agreement has been executed as of the Effective Date.

**Seller:**

**HBT OF RIOLO VINEYARDS LLC**  
**By; Towne Development of Sacramento, Inc.,**  
**Manager**

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

**Buyer:**

**CENTER UNIFIED SCHOOL DISTRICT**

By: Scott Loehr, Its: Superintendent

**Attest:**

\_\_\_\_\_  
Clerk of the Governing Board of  
Center Unified School District

**APPROVED AS TO FORM:**

**ATKINSON, ANDELSON, LOYA, RUUD & ROMO**

By: \_\_\_\_\_  
David A. Soldani, Esq., legal counsel for  
Center Unified School District

**EXHIBIT "A"**

**LEGAL DESCRIPTION OF PROPERTY**

EXHIBIT "B"

RECORDING REQUESTED BY  
AND WHEN RECORDED RETURN TO:

David A. Soldani, Esq.  
Atkinson, Andelson, Loya, Ruud & Romo  
10 River Park Place East, Suite 240  
Fresno, CA 93720

---

(Space Above For Recorder's Use)

*add applicable transfer/documentary  
tax information*

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**GRANT DEED**

FOR A VALUABLE CONSIDERATION, receipt of which is hereby acknowledged, HBT OF RIOLO VINEYARDS LLC, a California limited liability company ("Grantor"), hereby grants to CENTER UNIFIED SCHOOL DISTRICT, a public school district duly organized and existing under Chapter 1 of Division 3 of Title 2 of the Education Code of the State of California ("Grantee"), that certain real property located in the County of Placer, State of California, along with all improvements thereon, as described in the legal description attached hereto as Exhibit "A," incorporated herein by this reference ("Property").

THE PROPERTY IS CONVEYED TO GRANTEE SUBJECT TO:

1. Current taxes and assessments.
2. All other covenants, conditions, restrictions, reservations, rights, rights of way, easements and title matters whether or not of record or visible from an inspection of the Property and all matters which an accurate survey of the Property would disclose.

Dated: \_\_\_\_\_

**HBT OF RIOLO VINEYARDS LLC**  
By; Towne Development of Sacramento, Inc.,  
Manager

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

A notary public or other officer completing this certificate verifies only the identity of the individual who signed the document to which this certificate is attached, and not the truthfulness, accuracy, or validity of that document.
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

State of California     )  
County \_\_\_\_\_     )

On \_\_\_\_\_, before me, \_\_\_\_\_,  
(insert name and title of the officer)

Notary Public, personally appeared \_\_\_\_\_, who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument the person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.

I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing paragraph is true and correct.

WITNESS my hand and official seal.

Signature \_\_\_\_\_ (Seal)

**EXHIBIT "A" TO GRANT DEED**

**LEGAL DESCRIPTION OF LAND**

**EXHIBIT "C"**

**NON-FOREIGN AFFIDAVIT**

**EXHIBIT "A" TO NON-FOREIGN AFFIDAVIT**

**LEGAL DESCRIPTION OF LAND**



# Center Joint Unified School District

<b>AGENDA REQUEST FOR:</b>	
Dept./Site: Superintendent's Office	Action Item _____
To: Board of Trustees	Information Item _____
Date: January 17, 2018	# Attached Pages <u>1</u>
From: Scott A. Loehr, Superintendent	
Principal/Administrator Initials: _____	

<p><b>SUBJECT: Discussion - Naming of Future School Sites</b></p> <p>Attached is our Board Policy 7130. This policy guides us in the naming of our facilities. We are asking the Board if there are any suggestions to modify this policy.</p> <p><b>RECOMMENDATION: Discussion item only.</b></p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## **Naming Of Facility**

The Governing Board shall name schools or individual facilities in recognition of:

1. Individuals, living or deceased, who have made outstanding contributions to the district, county or community
2. Individuals, living or deceased, who have made contributions of state, national or worldwide significance
3. The geographic area in which the school or building is located

The Board encourages community participation in the process of selecting names. A citizen advisory committee may be appointed to review name suggestions and submit recommendations for the Board's consideration.

(cf. 1220 - Citizen Advisory Committees)

The renaming of existing schools or major facilities shall occur only under extraordinary circumstances and after thorough study.

## **Commemorative Markers/Structure**

Single commemorative markers or structures (plaques, benches, dedicatory items) are reserved for current students, faculty, staff and board members, past board members, members of the Armed Services with a current or past affiliation with the district killed while in service to the United States, past superintendents, and, retirees and alumni who made significant contributions to the district or society at large.

All recognition must be approved by the superintendent or his/her designee before being placed within a school building or on school grounds. The location of all commemorative markers and structures on school grounds or in school facilities must be done in consultation with the district Facilities Department to ensure compliance and agreement with the district facility master plan.

To avoid unnecessary expense and possible disappointment, the district recommends that individuals refrain from purchasing or fabricating any type of commemorative items until it is approved.

The district cannot be held liable for vandalism or destruction of any memorial and commemorative item.

The district and its Board retains the right for final approval of any commemorative items.

## **Legal Reference:**

### **EDUCATION CODE**

35160 Authority of governing boards

### **Policy CENTER UNIFIED SCHOOL DISTRICT**

adopted: June 19, 1996 Antelope, California

revised: May 2, 2007

revised: November 18, 2009

# *Center Joint Unified School District*

<b>AGENDA REQUEST FOR:</b>	
Dept./Site: Superintendent's Office	Action Item _____
To: Board of Trustees	Information Item _____
Date: January 17, 2018	# Attached Pages <u>16</u>
From: Scott A. Loehr, Superintendent	
Principal/Administrator Initials: _____	

<p><b>SUBJECT: Discussion - Naming of Next Elementary School</b></p> <p>The following documents are attached:</p> <ul style="list-style-type: none"> <li>- CUSD Board of Trustees Minutes - 8/21/02</li> <li>- CUSD Board of Trustees Agenda - 9/4/02</li> <li>- Resolution #5/2002-03: To Name the Newly Proposed Elementary School for Rex Fortune, Superintendent Center Unified School District</li> <li>- CUSD Board of Trustees Minutes - 9/4/02</li> </ul> <p><b>RECOMMENDATION: Discussion item only.</b></p>
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# **CENTER UNIFIED SCHOOL DISTRICT**

## **BOARD OF TRUSTEES REGULAR MEETING North Country Elementary School - Multipurpose Room**

**Wednesday, August 21, 2002 - 6:00 p.m.**

### **MINUTES**

**CALL TO ORDER** - President Rodowick called the meeting to order at 4:00 p.m.

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

1. Superintendent's Evaluation
2. Student Expulsions/Readmissions
3. Conference with Negotiator - Real Property Transactions
4. Pending Litigation (1 Case)

**CLOSED SESSION** - The Board adjourned to closed session at 5:03 p.m.

**ROLL CALL - Trustees Present:** Mr. Rodowick, Mrs. Ferguson, Mr. Reason,  
Mrs. Anderson, Mr. Bender

**Administrators Present:** Dr. Fortune, Superintendent  
Jan Adams, Assist. Supt. Instruction/PR

**OPEN SESSION** - President Rodowick called the open session to order at 6:20 p.m.

**FLAG SALUTE** - led by Mr. Rodowick.

**ANNOUNCEMENT OF ACTION(S) TAKEN IN CLOSED SESSION** - Mr. Rodowick reported that the Board had met in closed session and in the matter of:

1. **Superintendent's Evaluation** - the Board completed the superintendent's evaluation. On behalf of the Board, President Rodowick publicly thanked Dr. Fortune for his leadership and accomplishments during the past school year.

2. **Student Expulsions/Readmissions**

- RA 01-02.1 - approved readmission of student.

**Motion:** Reason      **Vote:** General Consent  
**Second:** Bender

- RA 01-02.7 - approved readmission of student.

**Motion:** Reason      **Vote:** General Consent  
**Second:** Bender

3. **Conference with Negotiator - Real Property Transactions** - the Board authorized the District's attorneys to proceed with consideration of the current offer from the developers.
4. **Pending Litigation (1 Case)**- no action taken.

**ADOPTION OF AGENDA** - approved the adoption of the agenda amended as follows: under Reports/Presentations, added Item #3 - STAR Test Results; under Consent Agenda, Items #3, #5, #13, #37 were pulled for separate discussion, Item #7 was removed from the agenda for discussion at a future date; under Business Items, Item H was removed from the agenda because it was not needed.

**Motion:** Ferguson  
**Second:** Anderson

**Vote:** General Consent

### **PUBLIC COMMENTS**

**Trustee Bender**, suggested that the proposed new elementary school be named for Dr. Fortune when it is finally built.

### **APPROVAL OF MINUTES**

1. **June 19, 2002 Regular Meeting** - approved as presented.  
**Motion:** Reason **Vote:** General Consent  
**Second:** Bender
2. **June 5, 2002 Regular Meeting** - approved as presented.  
**Motion:** Anderson **Vote:** General Consent  
**Second:** Ferguson
3. **May 15, 2002 Regular Meeting** - approved as presented.  
**Motion:** Anderson **Vote:** General Consent  
**Second:** Bender

### **REPORTS AND PRESENTATIONS**

1. **2001/02 Summer School Report** - Joyce Duplissee, first session principal and Patty Spore, second session principal reported that the Summer School Program ran from June 17 - July 30 for grades 7 through 12 on the junior high school campus. There were 27 staff members, 22 of which were CUSD teachers. Ms. Duplissee and Mrs. Spore presented information on student enrollment, attendance, discipline and academic performance. (See Attachment A)
2. **Supreme Court Ruling on Drug Testing Students** - Jan Adams, Assistant Superintendent, Curriculum & Instruction, reported that she had contacted the Safe & Drug Free Schools Coordinator at the Sacramento County Office of Education to find out which districts in the county are actually testing students participating in extra-curricular activities. The county reported that they knew of no schools in Sacramento County that were doing drug testing. However, Dixon High School in Sutter County was randomly testing their athletes.

3. **STAR Test Results - Jan Adams, Assistant Superintendent, Curriculum & Instruction**, presented information from the State Department of Education showing how changes in gathering information for API scores would be made over the next six years. The STAR test reflects an increased emphasis on the California Content Standards and a move away from the nationally normed standardized SAT9 test.

#### ORGANIZATION REPORTS

1. **Student Board Representatives:**
  - **Krystle Namet, McClellan HS**, reported that the first senior meeting with parents was held last on August 19. Student enrollment is up to 95 students this year which is higher than it's been for several years; Back to School night will be on Tuesday, August 27 from 6:00-7:30 p.m.
  - **Elisa Tugade, Center High**, reported that this week is "Welcome Back" week. They will have dress-up days (P.J. Day, Tin Foil day, etc.) all week. Friday there will be a rally and a school dance in the gym from 8:00-11:00 p.m. Back to School Night will be Wednesday, August 28.
2. **CUTA - Candy Ray, President**, noted that it was good to be back.
3. **CSEA - no report**

#### CONSENT AGENDA - Approved Consent Agenda including items #5, #13, #37.

1. Approved Certificated Personnel Transactions
2. Approved Declaration of Need 2002/03 Classroom Teachers
3. Moved to Discussion
4. Approved Classified Personnel Transactions
5. Approved Language Change to Antelope View HCS Charter: Add Site Based Programs
6. Approved Language Change to Antelope View HCS Charter: Extend Length of Charter to a Maximum of Four Years or Length of the Charter
7. Tabled MOU between Center Unified and Antelope View Home Charter School
8. Declared as Surplus/Discard: Open Court's "Collection for Young Scholars" Materials K-6 English/Language Arts
9. Approved Out-of-State Travel: Dallas, TX - Journalism Conference - Pete LeBlanc, Publications Adviser, CHS
10. Ratified Individual Service Agreement: #2001/02-69 Valley Oak Academy @ \$1,376.60
11. Ratified Individual Service Agreement: #2001/02-70 Alicante School @ \$1,314.91
12. Approved Master Contract: Vista Therapy 2002/03
13. Approved Master Contract: Speech and Language Therapy 2002/03
14. Approved Master Contract: Integrated Rehabilitation Services 2002/03
15. Approved Master Contract: Easter Seals 2002/03
16. Approved Master Contract: Dyslexia Consultants 2002/03
17. Approved Master Contract: River Oak Center for Children 2002/03
18. Approved Master Contract: Lane Educational/Crossroads 2002/03
19. Approved Master Contract: Huntington Learning Center 2002/03
20. Approved Individual Service Agreement: #2002/03-1 to 2002/03-8 - Alicante School @ \$37,536.34 each

21. Approved Individual Service Agreement: #2002/03-09 Applied Behavior Consultants @ \$38,200.14
22. Approved Individual Service Agreement: #2002/03-10 Dyslexia Consultants @ \$23,754.44
23. Approved Individual Service Agreement: #2002/03-11 Easter Seal Society @ \$4,250.00
24. Approved Individual Service Agreement: #2002/03-12 Guiding Hands @ \$40,027.07
25. Approved Individual Service Agreement: #2002/03-13 Huntington Learning Center @ \$4,250.00
26. Approved Individual Service Agreement: #2002/03-14 to 2002/03-16 @ \$2,080.00; #2002/03-17 @ \$4,160.00; #2002/03-18 to #2002/03-28 @ \$2,080.00 Integrated Rehabilitation Services
27. Approved Individual Service Agreement: #2002/03-29 Jane Lathrop School @ \$33,635.52
28. Approved Individual Service Agreement: #2002/03-30 Milhous School @ \$39,183.90
29. Approved Individual Service Agreement: #2002/03-31 Paragon School @ \$41,002.80
30. Approved Individual Service Agreement: #2002/03-32 River Oak Center for Children @ \$24,226.10
31. Approved Individual Service Agreement: #2002/03-33 to 2002/03-38 Sierra School @ \$27,881.70 each
32. Approved Individual Service Agreement: #2002/03-39 to 2002/03-40 South Pointe Academy @ \$33,317.96 each
33. Approved Individual Service Agreement: #2002/03-41 @ \$5,580.00; #2002/03-42 @ \$13,500.00; #2002/02-43 @ \$9,000.00 Speech and Language Therapy Associates
34. Approved Individual Service Agreement: #2002/03-44 to 2002/03-45 Valley Oak Academy @ \$32,998.70 each
35. Approved Individual Service Agreement: #2002/03-46 Vista Child Therapy @ \$2,240.00
36. Approved Contract: Atkinson, Andelson, Loya, Ruud & Romo
37. Approved Professional Services Agreement: Joseph Phillips @ Antelope View Charter
38. Approved Resolution #1/02-03: CCDF School Age Resource Contract, #FSCC-1095
39. Approved Resolution #2/02-03: Local Agreement for Child Care Development Services #GCTR-2297
40. Approved Bids & Award Contract to Jacino Electrical for CHS Intellalab Electrical Infrastructure & Site Work
41. Approved Disposal of Surplus Vehicles: Forklifts: Allis Chalmers S/N LP-185496 Model AU 593 & Drexel S/N FL40E48V Model E-229
42. Ratified DSA Inspection Services: Vern Blansett - CHS Intellalab Project
43. Ratified Contract: CPM-On Call Construction Management
44. Approved Payroll Warrants - July 2001 through June 2002
45. Approved Payroll Warrants - July 2002 through July 2003
46. Approved Supplemental Agenda (Vendor Warrants)

**Motion:** Bender  
**Second:** Reason

**Vote:** General Consent

**CONSENT ITEMS PULLED FOR SEPARATE DISCUSSION**

3. Approved Appointment of Joyce Duplissea as Vice Principal at Oak Hill Elementary School.

Motion: Ferguson  
Second: Anderson

Vote: General Consent

**BUSINESS ITEMS**

- A. APPROVED Resolution #3/02-03: Authorizing the Issuance of Tax and Revenue Anticipation Notes (TRANS), Series 2002-03, for the District and Requesting Issuance by the Board of Supervisors of the County of Sacramento

Motion: Anderson  
Second: Ferguson

Vote: General Consent

- B. CONDUCTED Biennial Review BB/E 9270 Conflict of Interest - Approved changes to designated positions/disclosure categories

Motion: Anderson  
Second: Reason

Vote: General Consent

- C. APPROVED BP 2120 Superintendent Recruitment & Selection

Motion: Reason  
Second: Ferguson

Vote: General Consent

- D. APPROVED Waiver: Science

Teacher: Randal Woods  
Subject: Science-Math

Site: Center Junior High School  
School Year: 2002-03

Motion: Bender  
Second: Reason

Vote: General Consent

- E. APPROVED Waiver: Specialist Instruction/Learning Handicapped

Teacher: Marcela Hernandez-Kerns  
Subject: Special Education

Site: Dudley Elementary  
School Year: 2002-03

Motion: Bender  
Second: Reason

Vote: General Consent

- F. APPROVED Waiver: Specialist Instruction/Learning Handicapped

Teacher: Lori Almquist  
Subject: Roving Special Education

Site: All sites  
School Year: 2002-03

Motion: Reason  
Second: Anderson

Vote: General Consent



**G. APPROVED Waiver: Specialist Instruction/Learning Handicapped**

Teacher: Anne Cowan Site: Center High School  
Subject: Special Education School Year: 2002-03

**Motion:** Bender                      **Vote:** General Consent  
**Second:** Ferguson

**H. ~~DELETED Public Notice - Notice of Preparation Negative Declaration~~**

**I. APPROVED Environmental Checklist Form - New Elementary School #5 -  
Countryside Equestrian Estates Subdivision**

**Motion:** Anderson                      **Vote:** General Consent  
**Second:** Bender

**J. APPROVED Notice of Preparation of Negative Declaration - New Elementary School #5 - Countryside Equestrian Estates Subdivision**

**Motion:** Ferguson                      **Vote:** General Consent  
**Second:** Bender

K. **APPROVED "Draft" Negative Declaration - New Elementary School #5 - Countryside Equestrian Estates Subdivision**

**Motion:** Anderson                      **Vote:** General Consent  
**Second:** Bender

## BOARD SUPERINTENDENT REPORTS

**Mr. Reason**

- reported that he and Mr. Rodowick attended a meeting with Supervisor Santucci of Placer County. Mr. Santucci gave them his assurance that he would meet with us on a regular basis. Mr. Santucci also suggested that our board continue to meet with the County Supervisor, himself, or whoever is in that position, on a quarterly basis to keep us apprised as to what developments were taking place up there and put us in contact with the developers themselves, so that we can build a relationship where they don't want to grab all of our property and move it into another school district.

- noted that he would be at All Staff Day next Friday.

- stated that he will be stepping down from the Board, probably in the first part of September due to his family's move to Roseville. He thanked the Board, Dr. Fortune, the administrators and everyone who has been a part of his experience as a board member for the last ten years. Mr Reason also noted that it has been a very interesting and very enjoyable experience for him and that it has been a privilege and honor to serve this district.

**Mr. Bender**

- noted that with the recent cut-backs to the sheriff's budget, there is a possibility that the county work crews, that are now working on weekends several times a month, will be cut back to once a month. Mr. Bender stated that he would try to get in touch with Sheriff Lou Blanas to petition to get some of the work program reinstituted.

**Nancy Anderson**

- attended the Dudley Elementary Art show at the Crocker Art Museum. Also, congratulated Dudley on it ID Program for Students. They have hired a company that will make ID cards with pictures, descriptions and fingerprints for parents to keep on file.
- attended the Back To School night at North Country. This is third year in a row that they have won the Governor's Reading Award and also received a \$6900 grant for the development of technology staff development.

**Teri Ferguson**

- inquired about the busing issue for the Dudley students that lived across the street from WalMart. Mr. Loehr, Director MOT, reported that his department had checked into the situation and denied the request, because we do not have any extra buses available and adding these students would crowd the buses. He did talk to the people at "The Links" and they refused to open the gates to let the students walk through their property, citing recent occurrences of vandalism to their property.
- attended a workshop with Mr. Rodowick, hosted by the River Cats who wanted input from all the districts in the county on how to give back to the community. They are very interested in working with schools.
- inquired if there was a new state policy regarding cell phone use by students.
- congratulated Mrs. Jennie Loehr on her selection as CUSD Teacher of the Year.

**Mr. Rodowick** - no comments

**Dr. Fortune**

- reported that he had attended a meeting, with thirty other superintendents, called by the Secretary of Education to discuss the concept of smaller high schools. The Bill Gates Foundation and the Carnegie Foundation have funded, in part, planning initiatives in less than a dozen school districts around the country, three are in California, one of which is Sacramento City. They quote research that associates fewer conflicts, fewer dropouts, more staff to student positive interaction and better grades with smaller high schools. Assemblyman Steinberg has introduced a bill that would fund about eight school districts in the state that would be interested in going for smaller high schools. Dr. Fortune, noted that he was not sure where this would lead, but in San Francisco, Sacramento and San Diego there's movement already in this direction and he wanted the Board to be aware that this may be a trend in the future.

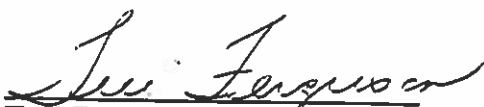
**ADVANCE PLANNING**

- A. Future meeting Date(s): September 4, 2002 Regular Meeting  
B. Suggested Agenda Item(s): Proposition 47 Resolution

**CONTINUATION OF CLOSED SESSION (Item III)**

**ADJOURNMENT - 8:45 p.m.**

Respectfully submitted,



Teri Ferguson, Clerk  
Board of Trustees



Rex Fortune, Superintendent  
Secretary to the Board of Trustees

9-18-02

Adoption Date

# **CENTER UNIFIED SCHOOL DISTRICT**

## **BOARD OF TRUSTEES REGULAR MEETING**

North Country Elementary School - Multipurpose Room  
3901 Little Rock Drive, Antelope, CA 95843

**Wednesday, September 4, 2002 - 6:00 p.m.**

### **STATUS**

- I. CALL TO ORDER & ROLL CALL - 6:00 p.m.**
- II. ANNOUNCEMENT OF ITEMS TO BE DISCUSSED IN CLOSED SESSION**
  1. Student Expulsions/Readmissions
  2. Conference with Legal Counsel-Anticipated Litigation: Significant Exposure to Litigation Pursuant to § (b) of Govt. Code 54956.9 (1 case)
  3. Significant Exposure to Litigation Pursuant to Govt. Code 54956.9(2) and (3) (C): (1 Liability Claim)
  4. Conference with Counsel - Real Property Transactions
- III. CLOSED SESSION - 5:00 p.m.**
- IV. OPEN SESSION - CALL TO ORDER - 6:00 p.m.**
- V. FLAG SALUTE**
- VI. ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION** Info
- VII. ADOPTION OF AGENDA** Action
- VIII. COMMENTS FROM THE AUDIENCE REGARDING ITEMS NOT ON THE AGENDA** Public Comments Invited

*Anyone may address the Board regarding any item that is within the Board's subject matter jurisdiction. However, the Board may not take action on any item which is not on this agenda except as authorized by Government Code Section 5495.2.*
- IX. REPORTS/PRESENTATIONS** Info
  1. **Staff Recognitions:**
    - Teachers that developed Math Monitoring Student Progress Forms
    - Teacher trainers for Open Court Reading Program
    - Teacher presenter at conferences
  2. **STAR Test Results - Jan Adams**
- X. CONSENT AGENDA** Action
  1. Approve Certificated Personnel Transactions
  2. Approve Football Coaches: Center High School 2002
  3. Approve Disposal of Surplus Vehicles: Buses #3, #21, #22, #26
  4. Accept Donation: Computer Equipment from Mr. Fred Masure
  5. Approve Lease Agreement: 2 State Childcare Buildings @ Spinelli Elementary for 5 years (Latchkey Program)



6. Approve Field Trip: Outdoor Environmental Living Program  
@ Alliance Redwoods - North Country Elementary, March & June 2003
7. Approve Field Trip: San Diego, CA - Center High School Media Communications Academy, October 2002
8. Approve Out-of-State Travel: Atlanta, GA - NABSE Conference, Audrey Lytle, Director of Personnel, November 2002
9. Approve Professional Services Agreement: Skips Music, Inc. - Guitar Lessons, Antelope View Home Charter School
10. Approve Professional Services Agreement: Carolee Birka - Violin Lessons, Antelope View Home Charter School
11. Approve Lease Agreement: Pacific Coin Communications, Inc. for Pay Telephone @ McClellan High School & Pre-Ninth Academy
12. Ratify Resolution #4/02-03: In Support of Proposition 47
13. Deny Liability Claim (A. Tennell 9/13/02)
14. Approve Supplemental Agenda (Vendor Warrants)

#### **XI. BUSINESS ITEMS**

- A. **Board Action on Offer of Temporary Employment to Certificated Employee Leslie Wolfson** Action  
Pursuant to AR 4112, no appointment of a certificated employee may be made until approved by an action of the Governing Board.
- B. **Waiver: English** Action  
Employee: Curtis Peterson  
School Site: Center Junior High School  
School Year: 2002/03
- C. **Declaration of Need for Fully Qualified Educators 2002/03** Action  
This item was placed on the Consent Agenda of the August 21, 2002 board meeting. The Commission on Teacher Credentialing requires that the Declaration of Need be placed on the discussion portion of the agenda.
- D. **Call for Nominations: CSBA Directors-at-Large Asian/Pacific Islander and Hispanic** Action  
Nominations will be accepted until Monday, September 30, 2002. Any CSBA member board is eligible to nominate board members for either or both of these Director-at-Large seats.
- E. **Contract with California School Boards Association (CSBA) - Superintendent Search** Action  
The Board will take action to acquire the services of an executive search firm in order to employ a new superintendent for the 2003-04 school year. Consideration will be given to the proposal submitted by the California School Boards Association (CSBA).
- F. **Resolution #5/02-03: Naming New Elementary School** Action  
At the August 21, 2002 board meeting, a trustee suggested that the new proposed elementary school be named in honor of Dr. Fortune, who has served as superintendent of CUSD for fifteen years.

**XII. BOARD/SUPERINTENDENT REPORTS**

**XIII. ADVANCE PLANNING**

Info

- a. Future Meeting Dates*
- b. Suggested Agenda Items*

**XIV. CONTINUATION OF CLOSED SESSION (Item III)**

Action

**XV. ADJOURNMENT**

Action



# CENTER UNIFIED SCHOOL DISTRICT

Resolution #5/2002-03

## To Name the Newly Proposed Elementary School for Rex Fortune, Superintendent Center Unified School District


### WHEREAS, Rex Fortune, Superintendent

- provided leadership necessary for the passage of a \$59.2 Million in general obligation bonds to construct new schools, repair existing schools and create infrastructure for high speed technology,
- established new schools for the District including: McClellan High School in 1988, North Country Elementary in 1990, Oak Hill Elementary in 1994, Antelope View Home Charter School in 2000 and the Center Adult School in 2001,
- provided direction for the construction of new schools and school additions North Country Elementary, Oak Hill Elementary and Center High School addition,
- supported staff in the creation of many new programs, such as the Teacher 2000 program, the Center Scholars Program and the Media & Communications Academy at Center High School; the Math Engineering Science Achievement Program at Center High School, Center Junior High School and two Elementary schools; created Teacher Collaboration and curriculum specialists at all four Elementary schools and the Open Court Reading Program at all Elementary schools,
- acquired new funding for Center District from the Packard Foundation (\$1,000,000), Project Pipeline Teacher Recruitment Center (\$20,000), federal grant for secondary school English and math instruction (\$460,000), federal legislation (\$727,000),
- participated in professional organizations outside the District including: past member of the Superintendent's Committee and chairman of the Urban Education Committee for Association of California School Administrators (ACSA), member of Superintendent's Advisory Committee for the California School Boards Association, Chairman of Board of Directors Project Pipeline, Chairman of the Board of Directors California State Leadership Academy, Capitol Sierra,
- served as chief administrator and executive secretary to the Board of Trustees for Center Unified School District Board of Trustees 1988-2003.


**THEREFORE, BE IT RESOLVED**, that the Board of Trustees of Center Unified School District, adopts this resolution to **Name the Newly Proposed Elementary School** in honor of Dr. Rex Fortune, Superintendent on this 4th day of September, 2002.

### BOARD OF TRUSTEES

  
Scott C. Rodowick, President

  
Teri Ferguson, Clerk

  
Nancy Anderson, Member

  
Raymond F. Bender, Member

  
RESIGNED.  
Daniel S. Reason, Member

# **CENTER UNIFIED SCHOOL DISTRICT**

## **BOARD OF TRUSTEES REGULAR MEETING North Country Elementary School - Multipurpose Room**

**Wednesday, September 4, 2002 - 6:00 p.m.**

### **MINUTES**

**CALL TO ORDER** - President Rodowick called the meeting to order at 5:00 p.m.

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

1. Student Expulsions/Readmissions
2. Conference with Legal Counsel-Anticipated Litigation: Significant Exposure to Litigation Pursuant to § (b) of Gov. Code 54956.9 (1 case)
3. Significant Exposure to Litigation Pursuant to Gov. Code 54956.9(2) and (3) (C): (1 Liability Claim)
4. Conference with Counsel - Real Property Transactions

**CLOSED SESSION** - The Board adjourned to closed session at 5:03 p.m.

**ROLL CALL** - Trustees Present: Mr. Rodowick, Mrs. Ferguson, Mrs. Anderson, Mr. Bender

Administrators Present: Dr. Fortune, Superintendent  
Jan Adams, Assist. Supt. Instruction/PR

**OPEN SESSION** - President Rodowick called the open session to order at 6:00 p.m. Mr. Rodowick read a letter from Trustee Dan Reason announcing his resignation from the Board of Trustees which became effective August 28, 2002. (See Attachment A.)

**FLAG SALUTE** - led by Mr. Rodowick.

**ANNOUNCEMENT OF ACTION(S) TAKEN IN CLOSED SESSION** - Mr. Rodowick reported that Board had met in closed session and in the matter of:

1. Student Expulsions/Readmissions - none presented.
2. Conference with Legal Counsel-Anticipated Litigation: Significant Exposure to Litigation Pursuant to § (b) of Gov. Code 54956.9 (1 case) - no action taken.
3. Significant Exposure to Litigation Pursuant to Gov. Code 54956.9(2) and (3) (C): (1 Liability Claim) - no action taken.
4. Conference with Counsel - Real Property Transactions - no action taken.

**CONSENT AGENDA**

1. Approved Certificated Personnel Transactions
2. Approved Football Coaches: Center High School 2002
3. Approved Disposal of Surplus Vehicles: Buses #3, #21, #22, #26
4. Accepted Donation: Computer Equipment from Mr. Fred Masure
5. Approved Lease Agreement: 2 State Childcare Buildings @ Spinelli Elementary for 5 years (Latchkey Program)
6. Approved Field Trip: Outdoor Environmental Living Program @ Alliance Redwoods - North Country Elementary, March & June 2003
7. Approved Field Trip: San Diego, CA - Center High School Media Communications Academy, October 2002
8. Approved Out-of-State Travel: Atlanta, GA - NABSE Conference, Audrey Lytle, Director of Personnel, November 2002
9. Approved Professional Services Agreement: Skips Music, Inc. - Guitar Lessons, Antelope View Home Charter School
10. Approved Professional Services Agreement: Carolee Birka - Violin Lessons, Antelope View Home Charter School
11. Approved Lease Agreement: Pacific Coin Communications, Inc. for Pay Telephone @ McClellan High School & Pre-Ninth Academy
12. Ratified Resolution #4/02-03: In Support of Proposition 47
13. Denied Liability Claim (A. Tennell 9/13/02)
14. Approved Supplemental Agenda (Vendor Warrants)
15. Approved Out-of-State Travel: Washington, DC,

**Motion:** Bender

**Vote:** General Consent

**Second:** Anderson

**BUSINESS ITEMS**

**A. REJECTED Offer of Temporary Employment to Certificated Employee Leslie Wolfson**

**Motion:** Ferguson

**Vote:** General Consent

**Second:** Bender

**B. APPROVED Waiver: English**

Employee: Curtis Peterson

School Site: Center Junior High School

School Year: 2002/03

**Motion:** Anderson

**Vote:** General Consent

**Second:** Ferguson

**C. APPROVED Declaration of Need for Fully Qualified Educators 2002/03**

**Motion:** Anderson

**Vote:** General Consent

**Second:** Ferguson



D. **NO ACTION TAKEN -Call for Nominations: CSBA Directors-at-Large Asian/Pacific Islander and Hispanic**

E. **APPROVED Contracting with California School Boards Association (CSBA) for the Superintendent Search**

Motion: Anderson  
Second: Ferguson

Vote: General Consent

F. **APPROVED Resolution #5/02-03: Naming New Elementary School after Dr. Rex Fortune**

Motion: Bender  
Second: Ferguson

Vote: General Consent

#### **BOARD SUPERINTENDENT REPORTS**

**Mr. Bender** *Detection*

- regarding drug testing, I would like to get some input from the sites, not just administrators, but the officers also. Do they think that we should have some sort of testing? I don't want us to be led down the path thinking that it's not a problem here. It's not a problem because we've been ardent and strict along the way. I'd rather be proactive up front than have a sullied reputation later on. Can we make this a topic of discussion at a future board meeting?

**Mrs. Anderson**

- asked what the policy was at the high school regarding kids caught smoking regular cigarettes on campus.

**Mrs. Ferguson**

- congratulated the high school for a very well run back-to-school night. She also plans to attend the back-to-school night tomorrow evening at the junior high school.

**Mr. Rodowick**

- noted that he had obtained the name of the property manager for Lawrence Links and had left a phone message for him. He wants to talk to him about the gates at Lawrence Links and the ability for students to walk through the gate and through the Lawrence Link complex to Dudley Elementary rather than have those children go out to Watt Avenue and down Elverta Road to Aztec. Mr. Rodowick stated that if we could not get some help from the Links manager, he planned seek help from Supervisors Roger Dickenson and Roger Niello.

- received an invitation to the "Beginning Support & Assessment Orientation" on September 11 from 4:00 to 6:00 p.m. and he is planning to stop by to say hello.

- commented that "All Staff Day" was a wonderful event this year. Everyone left feeling good.

**Dr. Fortune**

- announced that next Monday night, September 9, 2002, is the Teacher of the Year Dinner.

- reported that a formal signing of a Memorandum of Understanding between CSUS and CUSD would take place at a future meeting. The MOU will formalize a number of things we do with CSUS such as trips to their campus by CUSD students and having our students who are interested in becoming teachers concurrently enrolled at CSUS and CUSD.

**ADVANCE PLANNING**

- A. Future meeting Date(s): **September 18, 2002 Regular Meeting**  
B. Suggested Agenda Item(s):

**CONTINUATION OF CLOSED SESSION (Item III)**

**ADJOURNMENT - 7:35 p.m.**

Respectfully submitted,



Rex Fortune, Superintendent  
Secretary to the Board of Trustees



Teri Ferguson, Clerk  
Board of Trustees

10-16-02

Adoption Date

# Center Joint Unified School District

<b>AGENDA REQUEST FOR:</b>	
<b>Dept./Site:</b> Superintendent's Office	<b>Action Item</b> <u>  X  </u>
<b>To:</b> Board of Trustees	<b>Information Item</b> <u>          </u>
<b>Date:</b> January 17, 2018	<b># Attached Pages</b> <u>          </u>
<b>From:</b> Scott A. Loehr, Superintendent	
<b>Principal/Administrator Initials:</b> <u>          </u>	

**SUBJECT: First Reading: Board Policies/Regulations/Exhibits**

Replace BP	0400	Comprehensive Plans
Replace BP/AR	0420.4	Charter School Authorization
Replace BP/AR	0460	Local Control and Accountability Plan
Replace BP	0500	Accountability
Delete BP/AR	0520.2	Title I Program Improvement Schools
Delete BP	0520.3	Title I Program Improvement Districts
Replace BP/AR	1113	District and School Web Sites
Replace BP	1325	Advertising and Promotion
Replace BP	3100	Budget
Replace BP	3280	Sale or Lease of District-Owned Real Property
Add BP	3513.4	Drug and Alcohol Free Schools
Replace AR	3515.6	Criminal Background Checks for Contractors
Replace BP	3515.7	Firearms on School Grounds
Delete BP	3517	Facilities Inspection
Add AR	3517	Facilities Inspection
Replace BP	4119.21/4219.21/4319.21	Professional Standards
Replace BP	4140/4240/4340	Bargaining Units
Replace AR	4144/4244/4344	Complaints
Replace BP/AR	4200	Classified Personnel
Replace BP/AR	5113.1	Chronic Absence and Truancy
Add BP/AR	5113.12	District School Attendance Review Board
Replace BP/AR	5117	Interdistrict Attendance
Replace AR	5125.2	Withholding Grades, Diploma or Transcripts
Replace BP	5131.6	Alcohol and Other Drugs
Delete E	5131.63	Steroids
Replace BP	5144	Discipline
Replace BP/AR	5144.1	Suspension and Expulsion/Due Process
Replace AR	5148.2	Before/After School Programs
Replace BP/AR	6020	Parent Involvement
Replace AR	6112	School Day
Replace BP	6153	School-Sponsored Trips
Delete BP/AR/E(1)/E(2)	6162.52	High School Exit Examination
Replace BP	6170.1	Transitional Kindergarten
Replace AR	6173.1	Education for Foster Youth
Replace BP/AR	6173.2	Education of Children of Military Families
Replace BB	9150	Student Board Members

**RECOMMENDATION: CJUSD Board of Trustees approve the first reading of presented policies/regulations/exhibits.**

# CSBA Sample

## Board Policy

### Philosophy, Goals, Objectives, and Comprehensive Plans

BP 0400(a)

#### COMPREHENSIVE PLANS

The Governing Board believes that careful planning is essential to effective implementation of district programs and policies. Comprehensive plans shall identify cohesive strategies for school improvement, and provide stability in district operations, and be aligned to ensure consistency among district approaches for student academic growth and achievement.

The Superintendent or designee shall develop comprehensive plans for the implementation of the district's vision and goals, on specific policy topics and on other areas as required by law. As appropriate, comprehensive plans adopted by the district shall include the local control and accountability plan (LCAP) and other plans required by law or determined by the Board to be in the best interest of the district. Such plans may describe, but not be limited to, anticipated short- and long-term needs, measurable outcomes, priorities, activities, available resources, timelines, staff responsibilities, and strategies for internal and external communications regarding the plan.

(cf. 0000 - Vision)  
(cf. 0200 - Goals for the School District)  
(cf. 0430 - Comprehensive Local Plan for Special Education)  
(cf. 0440 - District Technology Plan)  
(cf. 0450 - Comprehensive Safety Plan)  
(cf. 0460 - Local Control and Accountability Plan)  
(cf. 0500 - Accountability)  
(cf. 1112 - Media Relations)  
(cf. 2140 - Evaluation of the Superintendent)  
(cf. 3516 - Emergencies and Disaster Preparedness Plan)  
(cf. 3543 - Transportation Safety and Emergencies)  
(cf. 4141.6/4241.6 - Concerted Action/Work Stoppage)  
(cf. 6171 - Title I Programs)  
(cf. 6190 - Evaluation of the Instructional Program)  
(cf. 7110 - Facilities Master Plan)

Comprehensive plans may be subject to review and approval by the Board.

The process for developing comprehensive plans shall invite include broad participation of school and community representatives. Committees may, and when required by law shall, be appointed to assist in the development of such plans. District comprehensive plans are subject to review and approval by the Board. Comprehensive plans shall be available to the public and shall be reviewed at regular intervals as specified within the plan.

(cf. 1220 - Citizen Advisory Committees)  
(cf. 2230 - Representative and Deliberative Groups)  
(cf. 6020 - Parent Involvement)  
(cf. 9130 - Board Committees)

**COMPREHENSIVE PLANS** (continued)

**Note:** In certain situations, school-level plans are required. For example, each school that participates in specified state and/or federal categorical programs must establish a school site council for the purpose of developing and approving a single plan for student achievement pursuant to Education Code 64001; see BP/AR 0420 - School Plans/Site Councils. In districts with over 2,500 average daily attendance, each school must develop a school safety plan pursuant to Education Code 32281 and 32286; see BP/AR 0450 - Comprehensive Safety Plan. Other school-level plans may be required by law or Board policy or developed at the discretion of the school site.

In addition, school-level plans may be developed to meet the unique circumstances of individual school sites provided that they are consistent with law, district vision, Board policies, district administrative regulations, the district vision, the LCAP, and other districtwide plans. School plans may shall be subject to review and approval of the Superintendent or designee and/or the Board, except when law or Board policy requires Board approval of the plan.

(cf. 0420 - School Plans/Site Councils)

Comprehensive plans shall be available to the public, and shall be reviewed and updated at regular intervals as specified within the plan or required by law.

*Legal Reference:*

EDUCATION CODE

32280-32289 School safety plans

35035 Powers and duties of the superintendent

35291 Rules (power of governing board)

39831.3 Transportation safety plan

52060-52077 Local control and accountability plan

56195-56195.10 Comprehensive local plans for special education

56205-56208 Requirements for special education plan

64001 Single school plan for student achievement, consolidated application programs

CODE OF REGULATIONS, TITLE 5

560 Civil defense and disaster preparedness plans

UNITED STATES CODE, TITLE 20

6312 Local educational agency plan

*Management Resources:*

CSBA PUBLICATIONS

Maximizing School Board Leadership: Vision, 1996

WEB SITES

CSBA: <http://www.csba.org>

(6/85 2/98) 10/17



# **Center USD**

## **Board Policy**

### **Strategic Plans**

BP 0400

#### **Philosophy, Goals, Objectives and Comprehensive Plans**

The Governing Board believes that careful planning is essential to effective implementation of district programs and policies. Strategic plans shall identify cohesive strategies for school improvement and provide stability in district operations.

The Superintendent or designee shall develop strategic plans for the implementation of the district's vision and goals, on specific policy topics and on other areas as required by law. As appropriate, strategic plans may describe, but not be limited to, anticipated short- and long-term needs, measurable outcomes, priorities, activities, available resources, timelines, staff responsibilities, and strategies for internal and external communications regarding the plan.

- (cf. 0000 - Vision)
- (cf. 0200 - Goals for the School District)
- (cf. 0430 - Comprehensive Local Plan for Special Education)
- (cf. 0440 - District Technology Plan)
- (cf. 0450 - Comprehensive Safety Plan)
- (cf. 0500 - Accountability)
- (cf. 1112 - Media Relations)
- (cf. 2123 - Evaluation of the Superintendent)
- (cf. 3516 - Emergencies and Disaster Preparedness Plan)
- (cf. 3543 - Transportation Safety and Emergencies)
- (cf. 4141.6/4241.6 - Concerted Action/Work Stoppage)
- (cf. 6010 - Goals and Objectives)
- (cf. 6171 - Title I Programs)
- (cf. 6190 - Evaluation of the Instructional Program)
- (cf. 7110 - Facilities Master Plan)

Strategic plans may be subject to review and approval by the Board.

The process for developing strategic plans shall invite broad participation of school and community representatives. Committees may be appointed to assist in the development of plans. Comprehensive plans shall be available to the public and shall be reviewed at regular intervals as specified within the plan.

- (cf. 0420.5 - School-Based Decision Making)
- (cf. 1220 - Citizen Advisory Committees)
- (cf. 2230 - Representative and Deliberative Groups)

(cf. 6020 - Parent Involvement)  
(cf. 9130 - Board Committees)

In addition, school-level plans may be developed to meet the unique circumstances of individual school sites provided that they are consistent with law, district vision, Board policies, administrative regulations and districtwide plans. School plans may be subject to review and approval of the Superintendent or designee and/or the Board.

(cf. 0420 - School Plans/Site Councils)  
(cf. 0420.1 - School-Based Coordinated Program)  
(cf. 0420.2 - School Improvement Program)  
(cf. 0420.3 - School-Based Student Motivation and Maintenance Program)

**Legal Reference:**

EDUCATION CODE

35035 Powers and duties of Superintendent

35291 Rules (power of governing board)

**Management Resources:**

CSBA PUBLICATIONS

Maximizing School Board Leadership: Vision, 1996

WEB SITES

CSBA: <http://www.csba.org>

# CSBA Sample Board Policy

## Philosophy, Goals, Objectives, and Comprehensive Plans

BP 0420.4(a)

### CHARTER SCHOOL AUTHORIZATION

Note: The following optional policy may be revised to reflect district practice. Education Code 47600-47616.7 authorize the establishment of a capped number of public charter schools, which are generally exempt from Education Code provisions governing school districts unless otherwise specified in law. To establish a charter school, petitioners must submit to the Governing Board for approval a petition which includes all components required by law as described in the accompanying administrative regulation.

Charter petitions also may be submitted to other entities under certain circumstances. Education Code 47605.5-47605.6 authorize petitioners to submit a petition directly to the County Board of Education when (1) the charter school will serve students for whom the county office of education would otherwise be responsible for providing direct education and related services or (2) the countywide program will provide educational services to a student population that cannot be served as well by a charter school operating in only one district in the county.

In addition, Education Code 47605.8 authorizes petitioners to submit a petition directly to the State Board of Education (SBE) to approve a "statewide benefit charter school" that may operate at multiple sites throughout the state. 5 CCR 11967.6.1 requires the petitioner to provide prior written notice to the board of each district where the petitioner proposes to locate a school site and to notify the board of the date that the SBE will meet to consider the petition.

For further information regarding the submission and review of charter school petitions, see CSBA's publication Charter Schools: A Guide for Governance Teams.

The Governing Board recognizes that charter schools may assist the district in offering diverse learning opportunities for district students. In considering any petition to establish a charter school within the district, the Board shall give careful thoughtful consideration to the potential of the charter school to provide students with a high-quality education that enables them to achieve to their fullest potential.

Note: Education Code 47605 allows for the conversion of an existing public school into a charter school, provided that the school adopts and maintains a policy giving admission preference to students who reside within the former attendance area of that public school. The Board also may create a start-up charter school. Furthermore, when a school is identified by the California Department of Education (CDE) as meeting certain criteria specified in Education Code 53300 (the Parent Empowerment Act), parents/guardians may petition the district, in accordance with 5 CCR 4800-4808, to convert the school or close and reopen it as a charter school.

The Board also may create a start-up charter school. A start-up or conversion charter school that is created by the Board and operates in a close relationship with the district is often described as a "dependent" charter school, although that term does not appear in law. The Board may also act as the governing board for what are known as "dependent" charter schools. Although the term does not appear in law, the SBE includes "dependent" charter schools as a separate category in its inventory of charter schools operating in California. A dependent charter school is subject to the same petition requirements and approval process as an "independent" charter school, which is typically formed by parents/guardians, teachers, community members, or a charter management organization.



## CHARTER SCHOOL AUTHORIZATION (continued)

Pursuant to Education Code 47606, a district may petition the Superintendent of Public Instruction and the SBE to convert all its schools to charter schools, provided that 50 percent of the district's teachers sign the petition, the petition contains all specified components, and arrangements are made for alternative attendance of students residing within the district who choose not to attend charter schools.

One or more persons may submit a petition for a start-up charter school to be established within the district. In addition, an existing district school may be converted to a charter school when deemed beneficial by the district and community ~~or when state or federal law requires restructuring of the school because of low performance.~~ (Education Code 47605, 47606, 53300)

*(cf. 0520.2 Title I Program Improvement Schools)*

The district shall not require any district student to attend the charter school nor shall it require any district employee to work at the charter school. (Education Code 47605)

Any petition for a start-up charter school or conversion charter school shall include all components and signatures required by law and shall be submitted to the Board. The Superintendent or designee shall consult with legal counsel, as appropriate, regarding compliance of the charter proposals with legal requirements.

The Superintendent or designee may work with charter school petitioners prior to the formal submission of the petition in order to ensure compliance of the petition with legal requirements. As needed, he/she also may meet with the petitioners to establish workable plans for technical assistance or contracted services which the district may provide to the proposed charter school.

Within 30 days of receiving a petition to establish a charter school, the Board shall hold a public hearing to determine the level of support for the petition by teachers, other employees of the district, and parents/guardians. (Education Code 47605)

*(cf. 9320 - Meetings and Notices)*

Within 60 days of receiving a petition, or within 90 days with mutual consent of the petitioners and the Board, the Board shall either approve or deny the request to establish the charter school. (Education Code 47605)

The approval or denial of a charter petition shall not be controlled by collective bargaining agreements nor subject to review or regulation by the Public Employment Relations Board. (Education Code 47611.5)

### Approval of Petition

The Board shall approve the charter petition if doing so is consistent with sound educational practice. In granting charters, the Board shall give preference to schools best able to provide

## CHARTER SCHOOL AUTHORIZATION (continued)

comprehensive learning experiences for academically low-achieving students according to standards established by the California Department of Education (CDE) under Education Code 54032. (Education Code 47605)

The Board may initially grant a charter for a specified term not to exceed five years. (Education Code 47607)

*(cf. 0420.42 - Charter School Renewal)*

*(cf. 0420.43 - Charter School Revocation)*

The Board shall ensure that any approved charter contains adequate processes and measures for holding the school accountable for fulfilling the terms of its charter. These shall include, but **are not be** limited to, fiscal accountability systems, multiple measures for evaluating the educational program, **including student outcomes aligned with state priorities as described in Education Code 52060**, and regular reports to the Board.

*(cf. 0420.41 - Charter School Oversight)*

Note: The following optional paragraph may be revised to reflect district practice. Although not required by law, CSBA's publication Charter Schools: A Guide for Governance Teams recommends one or more memoranda of understanding (MOUs) to address matters that are related to the charter petition but are not included in the petition, and to establish expectations for which the charter school can be held accountable. CSBA's manual provides examples of issues pertaining to business operations, administrative and support services, special education, and student assessment that might be addressed in an MOU.

A sample MOU between the SBE and a state-approved charter school, available on CDE's web site, may be adapted for use by districts.

The Board may approve one or more memoranda of understanding to clarify the financial and operational agreements between the district and the charter school. Any such memorandum of understanding shall be annually reviewed by the Board and charter school governing body and amended as necessary.

It shall be the responsibility of the petitioners to provide written notice of the Board's approval and a copy of the charter to the County Superintendent of Schools, the CDE, and the State Board of Education (SBE). (Education Code 47605)

### Denial of Petition

Note: Education Code 47605 provides that a district cannot approve a charter school serving students in a grade level not offered by the district unless the charter school also serves all the grade levels offered by the district. Thus, an elementary district cannot approve a charter for a high school, but may approve a charter for a K-12 school since it includes all grade levels served by the district.

**CHARTER SCHOOL AUTHORIZATION** (continued)

The Board shall deny any petition to authorize the conversion of a private school to a charter school. **The Board shall also deny any petition for a charter** ~~or~~ that proposes to serve students in a grade level that is not served by the district, unless the petition proposes to serve students in all the grade levels served by the district. (Education Code 47602, 47605; **5 CCR 11965**)

Note: Pursuant to Education Code 47605, a charter petition can be denied only if certain factual findings are made, as specified in items #1-~~5~~6 below. **AB 1360 (Ch. 760, Statutes of 2017) amended Education Code 47605 to add that a petition may be denied if the petition does not include a declaration as to whether or not the charter school will be deemed the exclusive public school employer of the school's employees for purposes of collective bargaining, as provided in item #6 below. 5 CCR 11967.5.1, which contains criteria that the SBE must consider in reviewing charter petitions, may be useful to the district in determining how it might evaluate whether a petition meets the conditions specified in items #1-~~5~~6 below.**

Any other charter petition shall be denied only if the Board ~~presents~~ **makes** written factual findings specific to the petition that one or more of the following conditions exist: (Education Code 47605)

1. The charter school presents an unsound educational program for the students to be enrolled in the charter school.
2. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.
3. The petition does not contain the number of signatures required.
4. The petition does not contain an affirmation of each of the conditions described in Education Code 47605(d).
5. The petition does not contain reasonably comprehensive descriptions of the charter provisions in Education Code 47605(b).
6. **The petition does not contain a declaration as to whether or not the charter school shall be deemed the exclusive public school employer of the school's employees for purposes of collective bargaining pursuant to Government Code 3540-3549.3.**

The Board shall not deny a petition based on the actual or potential costs of serving students with disabilities, nor shall it deny a petition solely because the charter school might enroll ~~disabled~~ students **with disabilities** who reside outside the special education local plan area in which the district participates. (Education Code 47605.7, 47647)

*(cf. 0430 - Comprehensive Local Plan for Special Education)*

**CHARTER SCHOOL AUTHORIZATION** (continued)

If the Board denies a petition, the petitioners may choose to submit the petition to the County Board of Education and, if then denied by the County Board, to the SBE. (Education Code 47605)

*Legal Reference:*EDUCATION CODE**200 Equal rights and opportunities in state educational institutions**

220 Nondiscrimination

17078.52-17078.66 Charter schools facility funding; state bond proceeds

17280-17317 Field Act

17365-17374 Field Act, fitness for occupancy

**33126 School Accountability Report Card**

41365 Charter school revolving loan fund

42238.51-~~42238.3~~ **42238.2** Funding for charter districts

44237 Criminal record summary

44830.1 Certificated employees, conviction of a violent or serious felony

45122.1 Classified employees, conviction of a violent or serious felony

46201 Instructional minutes

47600-47616.7 Charter Schools Act of 1992

47640-47647 Special education funding for charter schools

47650-47652 Funding of charter schools

**49011 Student fees**51745-~~51749.3~~ **51749.6** Independent study

52052 Numerically significant student subgroup, definition

**52060-52077 Local control and accountability plan**~~53300-53303 Parent Empowerment Act~~

56026 Special education

56145-56146 Special education services in charter schools

CORPORATIONS CODE

5110-6910 Nonprofit public benefit corporations

GOVERNMENT CODE

3540-3549.3 Educational Employment Relations Act

CODE OF REGULATIONS, TITLE 5~~4800-4808 Parent Empowerment Act~~

11700.1-11705 Independent study

11960-~~11969~~ **11968.5.5** Charter schoolsCODE OF REGULATIONS, TITLE 24~~401 et seq.~~ **Part 2** California Building Standards CodeUNITED STATES CODE, TITLE 20

7223-7225 Charter schools

COURT DECISIONSRidgecrest Charter School v. Sierra Sands Unified School District, (2005) 130 Cal.App.4th 986ATTORNEY GENERAL OPINIONS89 Ops. Cal. Atty. Gen. 166 (2006)80 Ops. Cal. Atty. Gen. 52 (1997)78 Ops. Cal. Atty. Gen. 297 (1995)

## CHARTER SCHOOL AUTHORIZATION (continued)

### Management Resources:

#### CSBA PUBLICATIONS

Charter Schools in Focus, Issue 2: Ensuring Effective Oversight, Governance Brief, October 2017

Charter Schools in Focus, Issue 1: Managing the Petition Review Process, Governance Brief, November 2016

Charter Schools and Board Member Responsibilities, Education Insights Legal Update Webcast, March 2016

Charter Schools: A Guide for Governance Teams, rev. February 2016

Charter School Facilities and Proposition 39: Legal Implications for School Districts, 2005

#### CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Sample Copy of a Memorandum of Understanding

Charter School Authorization: Guidance and Technical Assistance for Prospective Charter School Authorizers, Webinar 2014

Special Education and Charter Schools: Questions and Answers, September 10, 2002

#### U.S. DEPARTMENT OF EDUCATION GUIDANCE

Dear Colleague Letter: Guidance Regarding the Oversight of Charter Schools Program and Regulatory Requirements, including the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, August 2016

Charter Schools Program, July 2004 January 2014

Guidance on the Voluntary Use of Race to Achieve Diversity and Avoid Racial Isolation in Elementary and Secondary Schools, December 2011

The Impact of the New Title I Requirements on Charter Schools, July 2004

Applying Federal Civil Rights Laws to Public Charter Schools: Questions and Answers, May 2000

#### WEB SITES

CSBA: <http://www.csba.org>

California Charter Schools Association: <http://www.calcharters.org>

California Department of Education, Charter Schools: <http://www.cde.ca.gov/sp/cs>

National Association of Charter School Authorizers: <http://www.charterauthorizers.org>  
<http://www.qualitycharters.org>

U.S. Department of Education: <http://www.ed.gov>

(3/06 3/12) 12/17



# **Center Unified SD**

## **Board Policy**

### **Charter School Authorization**

BP 0420.4

#### **Philosophy, Goals, Objectives and Comprehensive Plans**

The Governing Board recognizes that charter schools may assist the district in offering diverse learning opportunities for district students. In considering any petition to establish a charter school within the district, the Board shall give careful consideration to the potential of the charter school to provide students with a high-quality education that enables them to achieve to their fullest potential.

One or more persons may submit a petition for a start-up charter school to be established within the district. In addition, an existing district school may be converted to a charter school when deemed beneficial by the district and community or when state or federal law requires restructuring of the school because of low performance.

(cf. 0520.2 - Title I Program Improvement Schools)

Any petition for a start-up charter school or conversion charter school shall include all components and signatures required by law and shall be submitted to the Board.

The Superintendent or designee may work with charter school petitioners prior to the formal submission of the petition in order to ensure compliance of the petition with legal requirements. As needed, he/she also may meet with the petitioners to establish workable plans for technical assistance or contracted services which the district may provide to the proposed charter school.

Within 30 days of receiving a petition to establish a charter school, the Board shall hold a public hearing to determine the level of support for the petition by teachers, other employees of the district, and parents/guardians. (Education Code 47605)

(cf. 9320 - Meetings and Notices)

Within 60 days of receiving a petition, or within 90 days with mutual consent of the petitioners and the Board, the Board shall either approve or deny the request to establish the charter school. (Education Code 47605)

The approval or denial of a charter petition shall not be controlled by collective bargaining agreements nor subject to review or regulation by the Public Employment Relations Board. (Education Code 47611.5)

#### **Approval of Petition**

The Board shall approve the charter petition if doing so is consistent with sound educational practice. In granting charters, the Board shall give preference to schools best able to provide comprehensive learning experiences for academically low-achieving students according to standards established by the California Department of Education (CDE) under Education Code 54032. (Education Code 47605)

The Board may initially grant a charter for a specified term not to exceed five years. (Education Code 47607)

(cf. 0420.42 - Charter School Renewal)  
(cf. 0420.43 - Charter School Revocation)

The Board shall ensure that any approved charter contains adequate processes and measures for holding the school accountable for fulfilling the terms of its charter. These shall include, but not be limited to, fiscal accountability systems, multiple measures for evaluating the educational program, and regular reports to the Board.

(cf. 0420.41 - Charter School Oversight)

The district shall not require any district student to attend the charter school nor shall it require any district employee to work at the charter school. (Education Code 47605)

The Board may approve one or more memoranda of understanding to clarify the financial and operational agreements between the district and the charter school. Any such memorandum of understanding shall be annually reviewed by the Board and charter school governing body and amended as necessary.

It shall be the responsibility of the petitioners to provide written notice of the Board's approval and a copy of the charter to the County Superintendent of Schools, the CDE, and the State Board of Education (SBE). (Education Code 47605)

#### Denial of Petition

The Board shall deny any petition to authorize the conversion of a private school to a charter school or that proposes to serve students in a grade level that is not served by the district, unless the petition proposes to serve students in all the grade levels served by the district. (Education Code 47602, 47605; 5 CCR 11965)

Any other charter petition shall be denied only if the Board presents written factual findings specific to the petition that one or more of the following conditions exist: (Education Code 47605)

1. The charter school presents an unsound educational program for the students to be enrolled in the charter school.



2. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.
3. The petition does not contain the number of signatures required.
4. The petition does not contain an affirmation of each of the conditions described in Education Code 47605(d).
5. The petition does not contain reasonably comprehensive descriptions of the charter provisions in Education Code 47605(b).

The Board shall not deny a petition based on the actual or potential costs of serving students with disabilities, nor shall it deny a petition solely because the charter school might enroll disabled students who reside outside the special education local plan area in which the district participates. (Education Code 47605.7, 47647)

(cf. 0430 - Comprehensive Local Plan for Special Education)

If the Board denies a petition, the petitioners may choose to submit the petition to the County Board of Education and, if then denied by the County Board, to the SBE.  
(Education Code 47605)

**Legal Reference:**

**EDUCATION CODE**

220 Nondiscrimination

17078.52-17078.66 Charter schools facility funding; state bond proceeds

17280-17317 Field Act

17365-17374 Field Act, fitness for occupancy

41365 Charter school revolving loan fund

42238.51-42238.53 Funding for charter districts

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47600-47616.7 Charter Schools Act of 1992

47640-47647 Special education funding for charter schools

47650-47652 Funding of charter schools

51745-51749.3 Independent study

53300-53303 Parent Empowerment Act

56026 Special education

56145-56146 Special education services in charter schools

**CORPORATIONS CODE**

5110-6910 Nonprofit public benefit corporations

**GOVERNMENT CODE**



3540-3549.3 Educational Employment Relations Act

CODE OF REGULATIONS, TITLE 5

4800-4808 Parent Empowerment Act

11700.1-11705 Independent study

11960-11969 Charter schools

CODE OF REGULATIONS, TITLE 24

101 et seq. California Building Standards Code

UNITED STATES CODE, TITLE 20

6316 Program improvement

7223-7225 Charter schools

COURT DECISIONS

Ridgecrest Charter School v. Sierra Sands Unified School District, (2005) 130

Cal.App.4th 986

ATTORNEY GENERAL OPINIONS

89 Ops.Cal.Atty.Gen. 166 (2006)

80 Ops.Cal.Atty.Gen. 52 (1997)

78 Ops.Cal.Atty.Gen. 297 (1995)

Management Resources:

CSBA PUBLICATIONS

The Role of the Charter School Authorizer, Online Course

Charter Schools: A Manual for Governance Teams, rev. 2009

Charter School Facilities and Proposition 39: Legal Implications for School Districts, 2005

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Sample Copy of a Memorandum of Understanding

Special Education and Charter Schools: Questions and Answers, September 10, 2002

U.S. DEPARTMENT OF EDUCATION GUIDANCE

Charter Schools Program, July 2004

The Impact of the New Title I Requirements on Charter Schools, July 2004

WEB SITES

CSBA: <http://www.csba.org>

California Charter Schools Association: <http://www.calcharters.org>

California Department of Education, Charter Schools: <http://www.cde.ca.gov/sp/cs>

National Association of Charter School Authorizers: <http://www.charterauthorizers.org>

U.S. Department of Education: <http://www.ed.gov>

Policy CENTER UNIFIED SCHOOL DISTRICT

adopted: October 17, 2012 Antelope, California

# CSBA Sample

## Administrative Regulation

Philosophy, Goals, Objectives, and Comprehensive Plans

AR 0420.4(a)

### CHARTER SCHOOL AUTHORIZATION

Note: The following administrative regulation is optional.

#### Petition Signatures

A petition for the establishment of a start-up charter school must be signed by either of the following: (Education Code 47605)

1. A number of parents/guardians equivalent to at least one-half of the number of students that the charter school estimates will enroll in the school for its first year of operation
2. A number of teachers equivalent to at least one-half of the total number of teachers that the charter school estimates will be employed at the school during its first year of operation

If the charter petition calls for an existing public school to be converted to a charter school, the petition must be signed by at least 50 percent of the permanent status teachers currently employed at the school. (Education Code 47605)

(cf. 4116 - ~~Permanent/Probationary~~ Probationary/Permanent Status)

In circulating a petition, the petitioners shall include a prominent statement explaining that a parent/guardian's signature means that the parent/guardian is meaningfully interested in having his/her child attend the charter school or, in the case of a teacher's signature, that the teacher is meaningfully interested in teaching at the charter school. The proposed charter shall be attached to the petition. (Education Code 47605)

#### Advisory Committee

Note: The following optional section may be revised to reflect district practice. CSBA's publication Charter Schools: A Guide for Governance Teams suggests that a petition review team is one method that a district may be used to obtain input on proposed charters. Such a committee might include representatives of the district's human resources, fiscal services, risk management, student services, curriculum, special education, facilities, and other departments.

At his/her discretion, the Superintendent or designee may establish a staff advisory committee to evaluate the completeness of a charter petition based on the requirements in Education Code 47605 or the merits of a proposed educational program and to identify any concerns that should be addressed by the petitioners. The Superintendent or designee shall also consult with legal counsel, as appropriate, regarding compliance of the charter proposals with legal requirements.

## CHARTER SCHOOL AUTHORIZATION (continued)

(cf. 2230 - Representative and Deliberative Groups)

### Components of Charter Petition

Note: CSBA's publication Charter Schools: A Guide for Governance Teams recommends specific content that ~~might be included in the descriptions~~ would constitute a reasonably comprehensive description of each component listed in items #1-16 below, as well as recommendations for additional content that may be requested, but not required, of the petitioners (e.g., school calendar, transportation arrangements, a sample of the curriculum and instructional materials).

The charter petition shall include affirmations ~~of the conditions described in Education Code 47605(d) as well as that the charter school will be nonsectarian in its programs, admission policies, employment practices, and operations; not charge tuition; and not discriminate against a student on the basis of characteristics listed in Education Code 220.~~ and It shall also contain reasonably comprehensive descriptions of: (Education Code 47605, 47611.5)

1. The educational program of the **proposed** school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling students to become self-motivated, competent, and lifelong learners.

Note: Education Code 47605 requires the charter petition to include annual goals for all students and for each **numerically significant** subgroup of students, as defined, ~~identified pursuant to Education Code 52052 and specific actions to achieve those goals as described in Education Code 52060. similar to the local control and accountability plan that is required for districts and county offices of education pursuant to Education Code 52060-52077.~~ Pursuant to Education Code 52052, as amended by AB 104 (Ch. 13, Statutes of 2015), a numerically significant subgroup includes ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students, when there are at least 30 students in the subgroup (or at least 15 foster youth or homeless students) in the school. For schools with 11-99 students, numerically significant student subgroups are defined by the Superintendent of Public Instruction with approval by the State Board of Education (SBE).

Education Code 47605 requires that these annual goals be aligned with eight state priorities related to (1) the degree to which teachers are appropriately assigned and fully credentialed, students have sufficient access to standards-based instructional materials, and facilities are maintained in good repair; (2) implementation of and student access to state academic content and performance standards; (3) parent/guardian involvement; (4) student achievement; (5) student engagement; (6) school climate; (7) student access to and enrollment in a broad course of study, including programs and services provided to benefit low-income students, English learners, and/or foster youth (i.e., "unduplicated students" for purposes of the local control funding formula); and (8) student outcomes in the specified course of study. See BP/AR 0460 - Local Control and Accountability Plan.

Unlike districts, charter schools are exempt from the requirements to solicit public comment, hold public hearings, and have their plans approved by the county office of education.

~~Education Code 47606.5 requires the charter school to annually update its goals and the specific actions identified to achieve the goals; see AR/E 0420.41 - Charter School Oversight.~~



**CHARTER SCHOOL AUTHORIZATION** (continued)

The petition shall include a description of annual goals for all students and for each numerically significant subgroup of students identified pursuant to Education Code 52052, including ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. These goals shall be aligned with the state priorities listed in Education Code 52060 that apply to the grade levels served or the nature of the program operated by the charter school. The petition also shall describe specific annual actions to achieve those goals. The petition may identify additional priorities established ~~by the charter school for the proposed school~~, goals aligned with those priorities, and specific annual actions to achieve those goals.

(cf. 0420.41 - Charter School Oversight)

(cf. 0460 - Local Control and Accountability Plan)

If the proposed school will serve high school students, the petition shall describe the manner in which the ~~charter~~ school will inform parents/guardians about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable, and courses approved by the University of California or the California State University as creditable under the "a-g" admissions criteria may be considered to meet college entrance requirements.

Note: Education Code 47605 requires that the petition identify student outcomes that the charter school intends to use, including those that address increases in student achievement both schoolwide and for all groups of students served by the charter school, as defined in Education Code 47607. Education Code 47607 defines "all groups of students served by the charter school" to mean all numerically significant subgroups of students served by the charter school, as defined in Education Code 52052.

2. The measurable student outcomes identified for use by the charter school. *Student outcomes* means the extent to which all students of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program, including outcomes that address increases in student academic achievement both schoolwide and for each numerically significant subgroup of students served by the charter school. The student outcomes shall align with the state priorities identified in Education Code 52060 that apply for the grade levels served or the nature of the program operated by the charter school.

Note: As amended by AB 97 (Ch. 47, Statutes of 2013), Education Code 47605 requires that, to the extent practicable, the methods of measuring student outcomes for state priorities be consistent with the way information is reported on a school accountability report card pursuant to Education Code 33126.

3. The method by which student progress in meeting the identified student outcomes is to be measured. To the extent practicable, the method for measuring student outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

**CHARTER SCHOOL AUTHORIZATION** (continued)*(cf. 0510 - School Accountability Report Card)*

4. The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parent/guardian involvement.
5. The qualifications to be met by individuals to be employed by the school.
6. The procedures that the school will follow to ensure the health and safety of students and staff, including the requirement that each school employee furnish the school with a criminal record summary as described in Education Code 44237.
7. The means by which the school will achieve a racial and ethnic balance among its students that is reflective of the general population residing within the district's territorial jurisdiction.

**Note:** Pursuant to Education Code 47605, when the number of students who wish to attend the charter school exceeds the school's capacity, attendance must be determined by a public random drawing, with admission preference extending to students who currently attend the charter school and students who reside in the district. As amended by AB 1360 (Ch. 760, Statutes of 2017), Education Code 47605 provides that admission preferences may also include, but are not limited to, siblings of students admitted or attending the charter school and children of the school's teachers, staff, and founders identified in the initial charter. Education Code 47605, as amended, requires that the priority order for preference be determined in the charter petition as provided below.

8. ~~Admission requirements, if applicable~~ The charter school's student admission policy. The petition shall, in accordance with Education Code 47605(d), specify procedures for determining enrollment when the number of applicants exceed the school's capacity, including requirements for the use of a public random drawing, admission preferences, and priority order of preferences as required by law and subject to Board approval.
9. The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the **Governing** Board's satisfaction.

**Note:** Education Code 47605, as amended by AB 1360 (Ch. 760, Statutes of 2017), requires the petition to contain a comprehensive description of procedures by which a student can be suspended, expelled, or otherwise removed from the school, including how the school will comply with specified federal and state constitutional due process requirements.

10. The ~~A comprehensive description of~~ procedures by which students can be suspended or expelled for disciplinary reasons or otherwise involuntarily removed for any reason, including an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due

**CHARTER SCHOOL AUTHORIZATION** (continued)

process requirements as specified in Education Code 47605(b). Such procedures shall also include processes by which the charter school will notify the superintendent of a district and request to be notified by a district about a student when the circumstances specified in Education Code 47605(d) exist.

11. The manner by which staff members of the charter school will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security.
12. The public school attendance alternatives for students residing within the district who choose to not attend the charter school.
13. A description of the rights of any district employee upon leaving district employment to work in the charter school and of any rights of return to the district after employment at the charter school.
14. The procedures to be followed by the charter school and the Board to resolve disputes relating to charter provisions.

Note: Education Code 47605 requires charter petitions to contain the declaration specified in item #15 below regarding responsibilities for collective bargaining. If the charter school is not deemed the public school employer for purposes of collective bargaining under Government Code 3540-3549.3, the district where the charter school is located shall be deemed the public school employer for these purposes, pursuant to Education Code 47611.5. Education Code 47611.5 further provides that, if the charter does not specify that the charter school shall comply with laws and regulations governing tenure or a merit or civil service system, the scope of representation for that charter school shall also include discipline and dismissal of charter school employees.

15. A declaration as to whether or not the charter school shall be deemed the exclusive public school employer of the school's employees for purposes of collective bargaining under Government Code 3540-3549.3.

Note: Education Code 47605 and 5 CCR 11962 require the charter petition to include procedures to be used in the event that the charter school closes for any reason, as provided in item #16 below. Duties of the district pertaining to charter school closures include notification requirements pursuant to Education Code 47604.32 and 5 CCR 11962.1; see BP 0420.41 - Charter School Oversight.

16. The procedures to be used if the charter school closes, including, but not limited to: (5 CCR 11962)
  - a. Designation of a responsible entity to conduct closure-related activities

**CHARTER SCHOOL AUTHORIZATION (continued)**

- b. Notification to parents/guardians, the Board, the county office of education, the special education local plan area in which the school participates, the retirement systems in which the school's employees participate, and the California Department of Education, providing at least the following information:
  - (1) The effective date of the closure
  - (2) The name(s) and contact information of the person(s) to whom reasonable inquiries may be made regarding the closure
  - (3) The students' districts of residence
  - (4) The manner in which parents/guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements
- c. Provision of a list of students at each grade level, the classes they have completed, and their districts of residence to the responsible entity designated in accordance with item #16a above
- d. Transfer and maintenance of all student records, all state assessment results, and any special education records to the custody of the responsible entity designated in accordance with item #16a above, except for records and/or assessment results that the charter may require to be transferred to a different entity
- e. Transfer and maintenance of personnel records in accordance with applicable law
- f. Completion of an independent final audit within six months after the closure of the school that includes an accounting of all financial assets and liabilities pursuant to 5 CCR 11962 and an assessment of the disposition of any restricted funds received by or due to the school
- g. Disposal of any net assets remaining after all liabilities of the school have been paid or otherwise addressed pursuant to 5 CCR 11962
- h. Completion and filing of any annual reports required pursuant to Education Code 47604.33
- i. Identification of funding for the activities identified in item #16a-h above

**CHARTER SCHOOL AUTHORIZATION** (continued)

Note: Education Code 47605 requires that petitioners provide to the Governing Board the information listed in items #1-4 below. The Board may require additional information.

As outlined in CSBA's publication Charter Schools: A Guide for Governance Teams, some districts request a school calendar, information regarding transportation arrangements, staff development plans, assurances that the school will provide appropriate services for English language learners and students with disabilities, or any other information that will assist the Board in understanding the proposal. Districts that wish to require additional information in the charter may list those items below.

Charter school petitioners shall provide information to the Board regarding the proposed operation and potential effects of the school, including, but not limited to: (Education Code 47605)

Note: Education Code 47605 requires that information on school facilities, listed in item #1 below, must specify where the school intends to locate. Unless otherwise exempted, the school must be located within the geographic boundaries of the chartering district; see section "Location of Charter School" below.

1. The facilities to be used by the school, including where the school intends to locate  
(*cf. 7160 - Charter School Facilities*)
2. The manner in which administrative services of the school are to be provided
3. Potential civil liability effects, if any, upon the school and district
4. Financial statements that include a proposed first-year operational budget, including start-up costs and cash-flow and financial projections for the first three years of operation

**Location of Charter School**

Note: Education Code 47605 and 47605.1 establish geographic and site requirements for charter schools. Pursuant to Education Code 47605, a charter school granted by either the County Board of Education or the SBE following initial denial by the district also must locate within the geographic boundaries of the district that denied the petition.

The Attorney General has opined, in 89 Ops.Cal.Atty.Gen. 166 (2006), that online charter schools are subject to the restrictions and conditions placed upon independent study programs, including the requirement that students reside in the charter school's home county or an adjacent county.

Unless otherwise exempted by law, the charter petition shall identify a single charter school that will operate within the geographic boundaries of the district. A charter school may propose to operate at multiple sites within the district as long as each location is identified in the petition. (Education Code 47605, 47605.1)



## **CHARTER SCHOOL AUTHORIZATION (continued)**

A charter school that is unable to locate within the district's jurisdictional boundaries may establish one site outside district boundaries but within the county, provided that: (Education Code 47605, 47605.1)

1. The district is notified prior to approval of the petition.
2. The County Superintendent of Schools and Superintendent of Public Instruction are notified before the charter school begins operations.
3. The charter school has attempted to locate a single site or facility to house the entire program but such a facility or site is unavailable in the area in which the school chooses to locate, or the site is needed for temporary use during a construction or expansion project.

A charter school may establish and locate a resource center, meeting space, or other satellite facility in an adjacent county if both of the following conditions are met: (Education Code 47605.1)

1. The facility is used exclusively for the educational support of students who are enrolled in nonclassroom-based independent study of the charter school.
2. The charter school provides its primary educational services in, and a majority of the students it serves are residents of, the county in which the school is authorized.

(10/13 10/15) 12/17

# **Center Unified SD**

## **Administrative Regulation**

### **Charter School Authorization**

AR 0420.4

#### **Philosophy, Goals, Objectives and Comprehensive Plans**

##### **Petition Signatures**

A petition for the establishment of a start-up charter school must be signed by one of the following: (Education Code 47605)

1. A number of parents/guardians equivalent to at least one-half of the number of students that the charter school estimates will enroll in the school for its first year of operation
2. A number of teachers equivalent to at least one-half of the number of teachers that the charter school estimates will be employed at the school during its first year of operation

If the charter petition calls for an existing public school to be converted to a charter school, the petition must be signed by at least 50 percent of the permanent status teachers currently employed at the school. (Education Code 47605)

(cf. 4116 - Permanent/Probationary Status)

In circulating a petition, the petitioners shall include a prominent statement explaining that a parent/guardian's signature means that the parent/guardian is meaningfully interested in having his/her child attend the charter school or, in the case of a teacher's signature, that the teacher is meaningfully interested in teaching at the charter school. The proposed charter shall be attached to the petition. (Education Code 47605)

##### **Components of Charter Petition**

A petition shall include affirmations of the conditions described in Education Code 47605(d) as well as reasonably comprehensive descriptions of: (Education Code 47605, 47611.5)

1. The educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling students to become self-motivated, competent, and lifelong learners.

If the proposed school will serve high school students, the petition shall describe the manner in which the charter school will inform parents/guardians about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable, and courses approved by the University of California or the California State University as creditable under the "a-g" admissions criteria may be considered to meet college entrance requirements.

2. The measurable student outcomes identified for use by the charter school. Student outcomes means the extent to which all students of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program, including outcomes that address increases in student academic achievement both schoolwide and for each "numerically significant" subgroup of students served by the charter school, as defined in Education Code 52052.
3. The method by which student progress in meeting the identified student outcomes is to be measured.
4. The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parent/guardian involvement.
5. The qualifications to be met by individuals to be employed by the school.
6. The procedures that the school will follow to ensure the health and safety of students and staff, including the requirement that each school employee furnish the school with a criminal record summary as described in Education Code 44237.
7. The means by which the school will achieve a racial and ethnic balance among its students that is reflective of the general population residing within the district's territorial jurisdiction.
8. Admission requirements, if applicable.
9. The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the Governing Board's satisfaction.
10. The procedures by which students can be suspended or expelled.
11. The manner by which staff members of the charter school will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security.
12. The public school attendance alternatives for students residing within the district who choose to not attend the charter school.



13. A description of the rights of any district employee upon leaving district employment to work in the charter school and of any rights of return to the district after employment at the charter school.
14. The procedures to be followed by the charter school and the Board to resolve disputes relating to charter provisions.
15. A declaration as to whether or not the charter school shall be deemed the exclusive public school employer of the school's employees for purposes of collective bargaining under Government Code 3540-3549.3.
16. The procedures to be used if the charter school closes, including, but not limited to: (5 CCR 11962)
  - a. Designation of a responsible entity to conduct closure-related activities
  - b. Notification to parents/guardians, the Board, the county office of education, the special education local plan area in which the school participates, the retirement systems in which the school's employees participate, and the California Department of Education, providing at least the following information:
    - (1) The effective date of the closure
    - (2) The name(s) and contact information of the person(s) to whom reasonable inquiries may be made regarding the closure
    - (3) The students' districts of residence
    - (4) The manner in which parents/guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements
  - c. Provision of a list of students at each grade level, the classes they have completed, and their districts of residence to the responsible entity designated in accordance with item #16a above
  - d. Transfer and maintenance of all student records, all state assessment results, and any special education records to the custody of the responsible entity designated in accordance with item #16a above, except for records and/or assessment results that the charter may require to be transferred to a different entity
  - e. Transfer and maintenance of personnel records in accordance with applicable law
  - f. Completion of an independent final audit within six months after the closure of the school that includes an accounting of all financial assets and liabilities pursuant to 5

CCR 11962 and an assessment of the disposition of any restricted funds received by or due to the school

g. Disposal of any net assets remaining after all liabilities of the school have been paid or otherwise addressed pursuant to 5 CCR 11962

h. Completion and filing of any annual reports required pursuant to Education Code 47604.33

i. Identification of funding for the activities identified in item #16a-h above

Charter school petitioners shall provide information to the Board regarding the proposed operation and potential effects of the school, including, but not limited to: (Education Code 47605)

1. The facilities to be used by the school, including where the school intends to locate

(cf. 7160 - Charter School Facilities)

2. The manner in which administrative services of the school are to be provided

3. Potential civil liability effects, if any, upon the school and district

4. Financial statements that include a proposed first-year operational budget, including start-up costs and cash-flow and financial projections for the first three years of operation

#### Location of Charter School

Unless otherwise exempted by law, the charter petition shall identify a single charter school that will operate within the geographic boundaries of the district. A charter school may propose to operate at multiple sites within the district as long as each location is identified in the petition. (Education Code 47605, 47605.1)

A charter school that is unable to locate within the district's jurisdictional boundaries may establish one site outside district boundaries but within the county, provided that: (Education Code 47605, 47605.1)

1. The district is notified prior to approval of the petition.

2. The County Superintendent of Schools and Superintendent of Public Instruction are notified before the charter school begins operations.

3. The charter school has attempted to locate a single site or facility to house the entire program but such a facility or site is unavailable in the area in which the school

chooses to locate, or the site is needed for temporary use during a construction or expansion project.

A charter school may establish and locate a resource center, meeting space, or other satellite facility in an adjacent county if both of the following conditions are met: (Education Code 47605.1)

1. The facility is used exclusively for the educational support of students who are enrolled in nonclassroom-based independent study of the charter school.
2. The charter school provides its primary educational services in, and a majority of the students it serves are residents of, the county in which the school is authorized.

#### Petition Review Committee

At his/her discretion, the Superintendent or designee may establish a staff advisory committee to review submitted petitions and supporting documentation. Such a committee may be used to evaluate the completeness of proposals, the merits of the proposed educational programs, and any concerns that should be addressed by the petitioners, taking into consideration the criteria specified in law and Board policy for approval or denial of petitions. The Superintendent or designee shall also consult with legal counsel, as appropriate, regarding compliance of the charter proposals with legal requirements.

(cf. 1220 - Citizen Advisory Committees)

Regulation      CENTER UNIFIED SCHOOL DISTRICT  
approved: April 17, 2013      Antelope, California



# CSBA Sample

## Board Policy

### Philosophy, Goals, Objectives, and Comprehensive Plans

BP 0460(a)

### LOCAL CONTROL AND ACCOUNTABILITY PLAN

Note: The following policy is optional. Education Code 52060-52077 require the Governing Board to adopt and annually update, on or before July 1, a local control and accountability plan (LCAP). Pursuant to Education Code 52060, the LCAP must include goals and actions aligned with eight state priorities related to (1) the degree to which teachers are appropriately assigned and fully credentialed, students have sufficient access to standards-based instructional materials, and facilities are maintained in good repair; (2) implementation of and student access to state academic content and performance standards; (3) parent/guardian involvement; (4) student achievement; (5) student engagement; (6) school climate; (7) student access to and enrollment in a broad course of study, including programs and services provided to benefit low-income students, English learners, and/or foster youth (i.e., "unduplicated students" for purposes of supplemental and concentration grants under the local control funding formula); and (8) student outcomes in the specified course of study. Education Code 52060 provides that, in addition to addressing the state priorities in the LCAP, the district may establish and address local priorities. Examples include priorities for student wellness and other conditions of children, professional development, community involvement, and effective governance and leadership. See the accompanying administrative regulation for further information about the required content of the LCAP.

The LCAP is a key component of the state accountability system. Pursuant to Education Code 52064.5, the State Board of Education (SBE) has adopted evaluation rubrics (called the "California School Dashboard") which will assist districts in evaluating their progress toward the goals in their LCAP. Under the flexibility provided by the federal Every Student Succeeds Act (ESSA) (P.L. 114 95), California has begun to streamline local, state, and federal requirements into a single, coherent system for planning, accountability, and school improvement and support.

The Governing Board desires to ensure the most effective use of available funding to improve outcomes for all students. A community-based, comprehensive, data-driven planning process shall be used to identify annual goals and specific actions and to facilitate continuous improvement of district practices.

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

Note: A template for the LCAP and related requirements are contained in 5 CCR 15494-15497.5. According to California Department of Education (CDE) correspondence dated January 18, 2017, for the 2017-18 school year, districts scheduled for Federal Program Monitoring and/or applying for Title III funds must also complete an LCAP Addendum that was developed by the CDE to ensure alignment of local, state, and federal planning efforts. Districts may use an electronic template, accessible on the CDE's web site, to create their LCAP. Pursuant to Education Code 52064, the State Board of Education (SBE) has adopted a template that districts must use to complete the LCAP. An electronic version of the template is available on the California Department of Education's (CDE) web site.

The Board shall adopt a districtwide local control and accountability plan (LCAP), following based on the template provided in 5 CCR 15497.5 adopted by the State Board of Education, that addresses the state priorities in Education Code 52060 and any local

**LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)**

priorities adopted by the Board. The LCAP shall be updated on or before July 1 of each year and, like the district budget, shall cover the next fiscal year and subsequent two fiscal years. (Education Code 52060, **52064**; 5 CCR ~~15497.5~~ **15494-15497**)

(cf. 3100 - Budget)

**Note:** Education Code 52060 requires that the LCAP include annual goals to be achieved for all students and for each numerically significant student subgroup as defined in Education Code 52052. For schools with 11-99 students, numerically significant student subgroups are defined by the Superintendent of Public Instruction (SPI) with approval by the SBE. In addition, several state priorities address programs and services for "unduplicated students," as defined in Education Code 42238.01-42238.02.

The LCAP shall focus on improving outcomes for all students, particularly those who are "unduplicated students" **and other or are part of any numerically significant student subgroup that is at risk of or is underperforming students**.

*Unduplicated students* include students who are eligible for free or reduced-price meals, English learners, and foster youth, **and are counted only once as defined in Education Code 42238.01** for purposes of the local control funding formula. (Education Code 42238.02)

(cf. 3553 - Free and Reduced Price Meals)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6174 - Education for English Learners)

**Numerically significant student subgroups** include ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students, when there are at least 30 students in the subgroup or at least 15 foster youth or homeless students, or as otherwise defined by the Superintendent of Public Instruction (SPI). (Education Code 52052)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. 6173 - Education for Homeless Children)

**Note:** Education Code 52062 requires the district to ensure that the specific actions included in the LCAP are consistent with strategies in the single plan for student achievement (SPSA) submitted by each school pursuant to Education Code 64001; see BP/AR 0420 - School Plans/Site Councils for SPSA requirements. In addition, the LCAP template in 5 CCR 15497.5 allows for the LCAP to be supplemented with information contained in other plans, including the Title I local educational agency plan required by 20 USC 6312 (see BP/AR 6171 - Title I Programs).

The Superintendent or designee shall review the single plan for student achievement (SPSA) submitted by each district school pursuant to Education Code 64001 to ensure that the specific actions included in the LCAP are consistent with strategies included in the SPSA. (Education Code 52062)



## LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

*(cf. 0420 - School Plans/Site Councils)*

The LCAP shall also be aligned with other district and school plans to the extent possible in order to minimize duplication of effort and provide clear direction for program implementation.

*(cf. 0400 - Comprehensive Plans)  
(cf. 0440 - District Technology Plan)  
(cf. 0450 - Comprehensive Safety Plan)  
(cf. 5030 - Student Wellness)  
(cf. 6171 - Title I Programs)  
(cf. 7110 - Facilities Master Plan)*

Any complaint that the district has not complied with legal requirements pertaining to the LCAP may be filed pursuant to AR 1312.3 - Uniform Complaint Procedures. (Education Code 52075)

*(cf. 1312.3 - Uniform Complaint Procedures)*

### Plan Development

The Superintendent or designee shall gather data and information needed for effective and meaningful plan development and present it to the Board and community. Such data and information shall include, but not be limited to, data regarding the number of students in student subgroups, disaggregated data on student achievement levels, and information about current programs and expenditures.

Note: Education Code 52060 requires consultation on plan development with all of the groups listed below. The Board may delegate responsibility for arranging meetings and other input opportunities to the Superintendent or designee.

5 CCR 15495 defines what it means to consult with students, including unduplicated students and other numerically significant student subgroups, and gives examples of methods that may be used for this consultation. Pursuant to Education Code 52052, a numerically significant subgroup includes ethnic subgroups, students with disabilities, socioeconomically disadvantaged students, English learners, foster youth, and homeless students, when there are at least 30 students in the subgroup (or 15 foster youth or homeless students) in the school or district. For schools or districts with 11-99 students, numerically significant student subgroups are defined by the Superintendent of Public Instruction (SPI) with approval of the SBE. State regulations do not provide examples of consultation with groups other than students, but consultations might include surveys, the establishment of an advisory committee consisting of representatives of all the specified groups, solicitation of feedback from the groups after a draft plan is available, discussion of the LCAP at staff meetings, and communication with parent organizations, student councils, school site councils, or other established committees or organizations.

The district may expand the following paragraph to reflect district practice.

## LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

The Board shall consult with teachers, principals, administrators, other school personnel, employee bargaining units, parents/guardians, and students in developing the LCAP. Consultation with students shall enable unduplicated students and other numerically significant student subgroups to review and comment on LCAP development and may include surveys of students, student forums, student advisory committees, and/or meetings with student government bodies or other groups representing students. (Education Code 52060; 5 CCR 15495)

(cf. 1220 - Citizen Advisory Committees)  
 (cf. 4140/4240/4340 - Bargaining Units)  
 (cf. 6020 - Parent Involvement)

### Public Review and Input

Note: Pursuant to Education Code 52063 and 5 CCR 15495, the Board is required to establish a parent advisory committee that is composed of a majority of parents/guardians and includes at least one parent/guardian of an unduplicated student. In addition, if district enrollment includes at least 15 percent English learners, with at least 50 students who are English learners, the Board is required to establish an English learner parent advisory committee which, pursuant to 5 CCR 15495 **as amended**, must include a majority of parents/guardians of English learners. The district may use existing parent advisory committees for these purposes if the committee composition complies with Education Code 52063 and 5 CCR 15495. However, the district should consider whether such opportunities need to be expanded to achieve significant levels of stakeholder involvement in the planning process as intended by the law.

The Board shall establish a parent advisory committee to review and comment on the LCAP. The committee shall be composed of a majority of parents/guardians and shall include at least one parent/guardian of an unduplicated student as defined above. (Education Code 52063; 5 CCR 15495)

Whenever district enrollment includes at least 15 percent English learners, with at least 50 students who are English learners, the Board shall establish an English learner parent advisory committee composed of a majority of parents/guardians of English learners. (Education Code 52063; 5 CCR 15495)

The Superintendent or designee shall present the LCAP to the committee(s) before it is submitted to the Board for adoption, and shall respond in writing to comments received from the committee(s). (Education Code 52062)

Note: Education Code 52062 requires notification to the public of the opportunity to submit written comments on the proposed LCAP, including notification in the primary language of parents/guardians when required by Education Code 48985. Pursuant to Education Code 48985, whenever 15 percent or more of the students in a school speak a single primary language other than English, notifications sent to parents/guardians of such students must be written in the primary language as well as in English; see BP 5145.6 - Parental Notifications.

**LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)**

The Superintendent or designee shall notify members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP. The notification shall be provided using the most efficient method of notification possible, which may not necessarily include producing printed notices or sending notices by mail. All written notifications related to the LCAP shall be provided in the primary language of parents/guardians when required by Education Code 48985. (Education Code 52062)

(cf. 5145.6 - Parental Notifications)

Note: Pursuant to Education Code 305, as amended by Proposition 58 (November 2016) and effective July 1, 2017, the LCAP parent and community engagement process must include solicitation of input as described in the following paragraph. Also see BP/AR 6174 - Education for English Language Learners for further information regarding the types of language acquisition programs that may be offered to students.

As part of the parent and community engagement process, the district shall solicit input on effective and appropriate instructional methods, including, but not limited to, establishing language acquisition programs to enable all students, including English learners and native English speakers, to have access to the core academic content standards and to become proficient in English. (Education Code 305-306)

Note: Pursuant to Education Code 42127, the Board cannot must not adopt a district budget until the LCAP is in place for the budget year; see BP 3100 - Budget. The budget must include the expenditures necessary to implement the plan that will be effective during the subsequent fiscal year. If it does not, the County Superintendent of Schools will disapprove the district's budget.

The Board shall hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP. The public hearing shall be held at the same meeting as the budget hearing required pursuant to Education Code 42127 and AR 3100 - Budget. (Education Code 42127, 52062)

(cf. 9320 - Meetings and Notices)

**Adoption of the Plan**

The Board shall adopt the LCAP prior to adopting the district budget, but at the same public meeting. This meeting shall be held after the public hearing described above, but not on the same day as the hearing.

The Board may adopt revisions to the LCAP at any time during the period in which the plan is in effect, provided the Board follows the process to adopt the LCAP pursuant to Education Code 52062 and the revisions are adopted in a public meeting. (Education Code 52062)

## LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

### Submission of Plan to County Superintendent of Schools

Note: Education Code 52070 requires the district to submit the LCAP to the County Superintendent. The County Superintendent may seek written clarification of the contents of the plan and may submit recommendations for amendments as provided below. He/she is required to approve the LCAP on or before October 8 if he/she determines that (1) the LCAP adheres to the template **in 5 CCR 15497.5 adopted by the SBE**; (2) the district budget includes expenditures sufficient to implement the specific actions in the LCAP; and (3) the LCAP adheres to supplemental and concentration grant expenditure requirements specified in Education Code 42238.07 for unduplicated students. In determining whether the district has fully demonstrated that it will use supplemental and concentration funds to increase or improve services for unduplicated students, 5 CCR 15497 requires the County Superintendent to review any descriptions of districtwide or schoolwide services provided.

Not later than five days after adoption of the LCAP, the Board shall file the LCAP with the County Superintendent of Schools. (Education Code 52070)

If the County Superintendent sends, by August 15, a written request for clarification of the contents of the LCAP, the Board shall respond in writing within 15 days of the request. If the County Superintendent then submits recommendations for amendments to the LCAP within 15 days of receiving the Board's response, the Board shall consider those recommendations in a public meeting within 15 days of receiving the recommendations. (Education Code 52070)

### Monitoring Progress

Note: The following optional paragraph may be revised to reflect the district's timeline for reviewing **evaluations of the progress and effectiveness of strategies included in the LCAP. Such reports should be provided to the Board in sufficient time to allow for any necessary changes in the annual update to the LCAP by July 1 of each year, as required by Education Code 52060-52061. The California School Dashboard provides a tool to assist in evaluation of district and school performance and includes all of the state priorities for the LCAP described in Education Code 52060.**

The Superintendent or designee shall report to the Board, at least annually in accordance with the timeline and indicators established by him/her and the Board, regarding the district's progress toward attaining each goal identified in the LCAP. Evaluation shall include, but not be limited to, an assessment of district and school performance **based on evaluation rubrics adopted by the State Board of Education pursuant to Education Code 52064.5 reported on the California School Dashboard.** Evaluation data shall be used to recommend any necessary revisions to the LCAP.

(cf. 0500 - Accountability)



## LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

### Technical Assistance/Intervention

Note: Pursuant to Education Code 52071, the Board may, at its discretion and at the district's expense, request technical assistance as described in items #1-3 below. In addition, the County Superintendent is required to provide such technical assistance whenever he/she does not approve the district's LCAP and/or the district fails to improve student achievement across more than one state priority described in Education Code 52060, as determined using the **SBE evaluation rubric Dashboard**.

When it is in the best interest of the district, the Board may submit a request to the County Superintendent for technical assistance, including, but not limited to: (Education Code 52071)

1. Assistance in the identification of district strengths and weaknesses in regard to state priorities, and review of effective, evidence-based programs that apply to the district's goals
2. Assistance from an academic expert, team of academic experts, or another district in the county in identifying and implementing effective programs to improve the outcomes for student subgroups
3. Advice and assistance from the California Collaborative for Educational Excellence established pursuant to Education Code 52074

In the event that the County Superintendent requires the district to receive technical assistance pursuant to Education Code 52071, the Board shall review all recommendations received from the County Superintendent or other advisor and shall consider revisions to the LCAP as appropriate in accordance with the process specified in Education Code 52062.

Note: Education Code 52072 provides that the SPI, with approval of the SBE, may intervene when a district meets both of the following criteria: (1) the district did not improve the outcomes for three or more student subgroups identified pursuant to Education Code 52052, or all of the student subgroups if the district has fewer than three subgroups, in regard to more than one state or local priority in three out of four consecutive school years; and (2) the California Collaborative for Educational Excellence (CCEE) has provided advice and assistance to the district and submits a finding that the district failed or is unable to implement the CCEE's recommendations or that the district's inadequate performance is so persistent or acute as to require intervention. For any district identified as needing intervention, the SPI or an academic trustee appointed by the SPI may, with approval of the SBE, take one or more of the actions listed in items #1-3 below.

If the **Superintendent of Public Instruction (SPI)** identifies the district as needing intervention pursuant to Education Code 52072, the district shall cooperate with any action taken by the SPI or any academic advisor appointed by the SPI, which may include one or more of the following:

1. Revision of the district's LCAP

## LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

2. Revision of the district's budget in accordance with changes in the LCAP
3. A determination to stay or rescind any district action that would prevent the district from improving outcomes for all student subgroups, provided that action is not required by a collective bargaining agreement

### Legal Reference:

#### EDUCATION CODE

305-306 English language education  
 17002 State School Building Lease-Purchase Law, including definition of good repair  
 33430-33436 Learning Communities for School Success Program; grants for LCAP implementation  
 41020 Audits  
 42127 Public hearing on budget adoption  
 42238.01-42238.07 Local control funding formula  
 44258.9 County superintendent review of teacher assignment  
 48985 Parental notices in languages other than English  
 51210 Course of study for grades 1-6  
 51220 Course of study for grades 7-12  
 52052 Academic Performance Index; numerically significant student subgroups  
 52060-52077 Local control and accountability plan  
 52302 Regional occupational centers and programs  
 52372.5 Linked learning pilot program  
 54692 Partnership academies  
 60119 Sufficiency of textbooks and instructional materials; hearing and resolution  
 60605.8 California Assessment of Academic Achievement; Academic Content Standards Commission  
 60811.3 Assessment of language development  
 64001 Single plan for student achievement  
 99300-99301 Early Assessment Program  
CODE OF REGULATIONS, TITLE 5  
 15494-15497 Local control and accountability plan and spending requirements  
UNITED STATES CODE, TITLE 20  
 6312 Local educational agency plan  
 6826 Title I funds, local plans

### Management Resources:

#### CSBA PUBLICATIONS

Promising Practices for Developing and Implementing LCAPs, Governance Brief, November 2016  
LCFF Rubrics, Issue 1: What Boards Need to Know About the New Rubrics, Governance Brief, rev. October 2016  
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS  
California School Accounting Manual  
California School Dashboard  
LCFF Frequently Asked Questions  
Local Control and Accountability Plan and Annual Update (LCAP) Template  
Every Student Succeeds Act – Update #6, January 18, 2017  
Family Engagement Framework: A Tool for California School Districts, 2014  
California Career Technical Education Model Curriculum Standards, 2013

Management Resources continued: (see next page)

## LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

### *Management Resources: (continued)*

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS (continued)

California Common Core State Standards: English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, rev. 2013

California Common Core State Standards: Mathematics, rev. 2013

California English Language Development Standards, 2012

### WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

California School Dashboard: <http://www.caschooldashboard.org>

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# **Center USD**

## **Board Policy**

### **Local Control And Accountability Plan**

BP 0460

#### **Philosophy, Goals, Objectives and Comprehensive Plans**

The Governing Board desires to ensure the most effective use of available funding to improve outcomes for all students. A community-based, comprehensive, data-driven planning process shall be used to identify annual goals and specific actions and to facilitate continuous improvement of district practices.

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

The Board shall adopt a districtwide local control and accountability plan (LCAP), following the template provided in 5 CCR 15497.5, that addresses the state priorities in Education Code 52060 and any local priorities adopted by the Board. The LCAP shall be updated on or before July 1 of each year and, like the district budget, shall cover the next fiscal year and subsequent two fiscal years. (Education Code 52060; 5 CCR 15497.5)

(cf. 3100 - Budget)

The LCAP shall focus on improving outcomes for all students, particularly those who are "unduplicated students" and other underperforming students.

Unduplicated students include students who are eligible for free or reduced-price meals, English learners, and foster youth and are counted only once for purposes of the local control funding formula. (Education Code 42238.02)

(cf. 3553 - Free and Reduced Price Meals)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6174 - Education for English Language Learners)

The Superintendent or designee shall review the single plan for student achievement (SPSA) submitted by each district school pursuant to Education Code 64001 to ensure that the specific actions included in the LCAP are consistent with strategies included in the SPSA. (Education Code 52062)

(cf. 0420 - School Plans/Site Councils)

The LCAP shall also be aligned with other district and school plans to the extent possible in order to minimize duplication of effort and provide clear direction for program implementation.



(cf. 0400 - Comprehensive Plans)  
(cf. 0440 - District Technology Plan)  
(cf. 0450 - Comprehensive Safety Plan)  
(cf. 5030 - Student Wellness)  
(cf. 6171 - Title I Programs)  
(cf. 7110 - Facilities Master Plan)

Any complaint that the district has not complied with legal requirements pertaining to the LCAP may be filed pursuant to AR 1312.3 - Uniform Complaint Procedures. (Education Code 52075)

(cf. 1312.3 - Uniform Complaint Procedures)

#### Plan Development

The Superintendent or designee shall gather data and information needed for effective and meaningful plan development and present it to the Board and community. Such data and information shall include, but not be limited to, data regarding the numbers of students in various student subgroups, disaggregated data on student achievement levels, and information about current programs and expenditures.

The Board shall consult with teachers, principals, administrators, other school personnel, employee bargaining units, parents/guardians, and students in developing the LCAP. Consultation with students shall enable unduplicated students and other numerically significant student subgroups to review and comment on LCAP development and may include surveys of students, student forums, student advisory committees, and/or meetings with student government bodies or other groups representing students. (Education Code 52060; 5 CCR 15495)

(cf. 1220 - Citizen Advisory Committees)  
(cf. 4140/4240/4340 - Bargaining Units)  
(cf. 6020 - Parent Involvement)

#### Public Review and Input

The Board shall establish a parent advisory committee to review and comment on the LCAP. The committee shall be composed of a majority of parents/guardians and shall include at least one parent/guardian of an unduplicated student as defined above. (Education Code 52063; 5 CCR 15495)

Whenever district enrollment includes at least 15 percent English learners, with at least 50 students who are English learners, the Board shall establish an English learner parent advisory committee composed of a majority of parents/guardians of English learners. (Education Code 52063; 5 CCR 15495)

The Superintendent or designee shall present the LCAP to the committee(s) before it is submitted to the Board for adoption, and shall respond in writing to comments received from the committee(s). (Education Code 52062)

The Superintendent or designee shall notify members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP. The notification shall be provided using the most efficient method of notification possible, which may not necessarily include producing printed notices or sending notices by mail. All written notifications related to the LCAP shall be provided in the primary language of parents/guardians when required by Education Code 48985. (Education Code 52062)

(cf. 5145.6 - Parental Notifications)

The Board shall hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP. The public hearing shall be held at the same meeting as the budget hearing required pursuant to Education Code 42127 and AR 3100 - Budget. (Education Code 42127, 52062)

(cf. 9320 - Meetings and Notices)

#### Adoption of the Plan

The Board shall adopt the LCAP prior to adopting the district budget, but at the same public meeting. This meeting shall be held after the public hearing described above, but not on the same day as the hearing.

The Board may adopt revisions to the LCAP at any time during the period in which the plan is in effect, provided the Board follows the process to adopt the LCAP pursuant to Education Code 52062 and the revisions are adopted in a public meeting. (Education Code 52062)

#### Submission of Plan to County Superintendent of Schools

Not later than five days after adoption of the LCAP, the Board shall file the LCAP with the County Superintendent of Schools. (Education Code 52070)

If the County Superintendent sends, by August 15, a written request for clarification of the contents of the LCAP, the Board shall respond in writing within 15 days of the request. If the County Superintendent then submits recommendations for amendments to the LCAP within 15 days of receiving the Board's response, the Board shall consider those recommendations in a public meeting within 15 days of receiving the recommendations. (Education Code 52070)

#### Monitoring Progress



The Superintendent or designee shall report to the Board, at least annually in accordance with the timeline and indicators established by him/her and the Board, regarding the district's progress toward attaining each goal identified in the LCAP. Evaluation data shall be used to recommend any necessary revisions to the LCAP.

(cf. 0500 - Accountability)

#### Technical Assistance/Intervention

When it is in the best interest of the district, the Board may submit a request to the County Superintendent for technical assistance, including, but not limited to: (Education Code 52071)

1. Assistance in the identification of district strengths and weaknesses in regard to state priorities and review of effective, evidence-based programs that apply to the district's goals
2. Assistance from an academic expert, team of academic experts, or another district in the county in identifying and implementing effective programs to improve the outcomes for student subgroups
3. Advice and assistance from the California Collaborative for Educational Excellence established pursuant to Education Code 52074

In the event that the County Superintendent requires the district to receive technical assistance pursuant to Education Code 52071, the Board shall review all recommendations received from the County Superintendent or other advisor and shall consider revisions to the LCAP as appropriate in accordance with the process specified in Education Code 52062.

If the Superintendent of Public Instruction (SPI) identifies the district as needing intervention pursuant to Education Code 52072, the district shall cooperate with any action taken by the SPI or any academic advisor appointed by the SPI, which may include one or more of the following:

1. Revision of the district's LCAP
2. Revision of the district's budget in accordance with changes in the LCAP
3. A determination to stay or rescind any district action that would prevent the district from improving outcomes for all student subgroups, provided that action is not required by a collective bargaining agreement

**Legal Reference:**

**EDUCATION CODE**

305-306 English language education

17002 State School Building Lease-Purchase Law, including definition of good repair

41020 Audits

42127 Public hearing on budget adoption

42238.01-42238.07 Local control funding formula

44258.9 County superintendent review of teacher assignment

48985 Parental notices in languages other than English

51210 Course of study for grades 1-6

51220 Course of study for grades 7-12

52052 Academic Performance Index; numerically significant student subgroups

52060-52077 Local control and accountability plan

52302 Regional occupational centers and programs

52372.5 Linked learning pilot program

54692 Partnership academies

60119 Sufficiency of textbooks and instructional materials; hearing and resolution

60605.8 California Assessment of Academic Achievement; Academic Content Standards Commission

60811.3 Assessment of language development

64001 Single plan for student achievement

99300-99301 Early Assessment Program

**CODE OF REGULATIONS, TITLE 5**

15494-15497.5 Local control and accountability plan and spending requirements

**UNITED STATES CODE, TITLE 20**

6312 Local educational agency plan

6826 Title III funds, local plans

**Management Resources:**

**CSBA PUBLICATIONS**

Impact of Local Control Funding Formula on Board Policies, November 2013

Local Control Funding Formula 2013, Governance Brief, August 2013

State Priorities for Funding: The Need for Local Control and Accountability Plans, Fact Sheet, August 2013

**CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS**

California School Accounting Manual

**WEB SITES**

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

**Policy CENTER UNIFIED SCHOOL DISTRICT**

adopted: October 21, 2015 Antelope, California

# CSBA Sample

## Administrative Regulation

### Philosophy, Goals, Objectives, and Comprehensive Plans

AR 0460(a)

### LOCAL CONTROL AND ACCOUNTABILITY PLAN

Note: Education Code 52060-52077 require the Governing Board to adopt and annually update, on or before July 1, a three-year local control and accountability plan (LCAP). See the accompanying Board policy for information about plan development and monitoring.

### Goals and Actions Addressing State and Local Priorities

Note: Education Code 52060 requires that the LCAP include annual goals, aligned with specified state priorities, to be achieved for all students and for each numerically significant subgroup as defined in Education Code 52052. Pursuant to Education Code 52052, as amended by AB 104 (Ch. 13, Statutes of 2015), a numerically significant subgroup includes ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students, when there are at least 30 students in the subgroup (or at least 15 foster youth or homeless students) in the school or district. For schools or districts with 11-99 students, numerically significant student subgroups are defined by the Superintendent of Public Instruction (SPI) with approval by the State Board of Education (SBE).

In addition, several state priorities address programs and services for "unduplicated students." For purposes of supplemental and concentration grants allocated through the local control funding formula (LCFF), "unduplicated students" are defined by Education Code 42238.02 as students eligible for free or reduced-price meals, English learners, and foster youth; see the accompanying Board policy.

The district's local control and accountability plan (LCAP) shall include, for the district and each district school: (Education Code 52060)

1. A description of the annual goals established for all students and for each numerically significant subgroup as defined in Education Code 52052, including ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. The LCAP shall identify goals for each of the following state priorities:
  - a. The degree to which district teachers are appropriately assigned in accordance with Education Code 44258.9 and fully credentialed in the subject areas and for the students they are teaching; every district student has sufficient access to standards-aligned instructional materials as determined pursuant to Education Code 60119; and school facilities are maintained in good repair as specified in Education Code 17002

(cf. 1312.4 - Williams Uniform Complaint Procedures)

(cf. 3517 - Facilities Inspection)

(cf. 4112.2 - Certification)

(cf. 4113 - Assignment)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)



**LOCAL CONTROL AND ACCOUNTABILITY PLAN** (continued)

- b. Implementation of the academic content and performance standards adopted by the State Board of Education (SBE), including how the programs and services will enable English learners to access the Common Core State Standards and the English language development standards for purposes of gaining academic content knowledge and English language proficiency

(cf. 6011 - Academic Standards)

(cf. 6174 - Education for English Learners)

- c. Parent/guardian involvement, including efforts the district makes to seek parent/guardian input in district and school site decision-making and how the district will promote parent/guardian participation in programs for unduplicated students, as defined in Education Code 42238.02 and Board policy, **and students with disabilities**

(cf. 3553 - Free and Reduced Price Meals)

(cf. 6020 - Parent Involvement)

(cf. 6173.1 - Education for Foster Youth)

**Note:** Pursuant to Education Code 52060, the LCAP must address student achievement as measured by specified indicators, including the Academic Performance Index (API), as applicable. However, the API has been replaced by the California School Dashboard, which examines the performance of schools, districts, and defined student groups on measures of academic performance, high school graduation rate, English learner progress, college/career preparation, suspension rate, and chronic absenteeism. Thus, item #1d below does not include the API. Districts may use data from the Dashboard, along with the other specified indicators, to develop goals related to student achievement.

- d. Student achievement, as measured by all of the following as applicable:

(1) Statewide assessments of student achievement

~~(2) Academic Performance Index~~

~~(3)~~ (2) The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study that satisfy specified requirements and align with SBE-approved career technical education standards and frameworks, including, but not limited to, those described in Education Code 52302, 52372.5, or 54692

(4)-(3) The percentage of English learners who make progress toward English proficiency as measured by the SBE-certified assessment of English proficiency

## LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

~~(5)~~ (4) The English learner reclassification rate

~~(6)~~ (5) The percentage of students who have passed an Advanced Placement examination with a score of 3 or higher

~~(7)~~ (6) The percentage of students who participate in and demonstrate college preparedness in the Early Assessment Program pursuant to Education Code 99300-99301

(cf. 0500 - Accountability)

(cf. 6141.5 - Advanced Placement)

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - State Academic Achievement Tests)

(cf. 6178 - Career Technical Education)

- e. Student engagement, as measured by school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates, as applicable

~~(cf. 6146.1 - High School Graduation Requirements)~~

(cf. 5113.1 - Chronic Absence and Truancy)

(cf. 5147 - Dropout Prevention)

(cf. 6146.1 - High School Graduation Requirements)

- f. School climate, as measured by student suspension and expulsion rates and other local measures, including surveys of students, parents/guardians, and teachers on the sense of safety and school connectedness, as applicable

(cf. 5137 - Positive School Climate)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

- g. The extent to which students have access to and are enrolled in a broad course of study that includes all of the subject areas described in Education Code 51210 and 51220, as applicable, including the programs and services developed and provided to unduplicated students and students with disabilities, and the programs and services that are provided to benefit these students as a result of supplemental and concentration **grant** funding pursuant to Education Code 42238.02 and 42238.03

(cf. 6143 - Courses of Study)

(cf. 6159 - Individualized Education Program)

**LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)**

- h. Student outcomes, if available, in the subject areas described in Education Code 51210 and 51220, as applicable

Note: In addition to goals aligned with the state priorities described in item #1 above, Education Code 52060 provides that the LCAP may include goals for local priorities established by the Board; see the accompanying Board policy. **Optional** item #2 below may be revised to reflect local priorities.

2. Any goals identified for any local priorities established by the Board.

(cf. 0200 - Goals for the School District)

3. A description of the specific actions the district will take during each year of the LCAP to achieve the identified goals, including the enumeration of any specific actions necessary for that year to correct any deficiencies in regard to the state and local priorities specified in items #1-2 above. Such actions shall not supersede provisions of existing collective bargaining agreements within the district.

Note: Pursuant to Education Code 52060, in developing goals and actions for the LCAP, the Board may consider qualitative information, including, but not limited to, the results of school quality reviews conducted pursuant to Education Code 52052. Education Code 52052 authorizes the SPI, with approval of the SBE and conditional upon an appropriation in the state budget, to develop and implement a program of school quality reviews that features locally convened panels to visit schools, observe teachers, interview students, and examine student work.

For purposes of the descriptions required by items #1-3 above, the Board may consider qualitative information, including, but not limited to, findings that result from any school quality reviews conducted pursuant to Education Code 52052 or any other reviews. (Education Code 52060)

For any local priorities addressed in the LCAP, the Board and Superintendent or designee shall identify and include in the LCAP the method for measuring the district's progress toward achieving those goals. (Education Code 52060)

To the extent practicable, data reported in the LCAP shall be reported in a manner consistent with how information is reported on a school accountability report card. (Education Code 52060)

(cf. 0510 - School Accountability Report Card)

**Increase or Improvement in Services for Unduplicated Students**

Note: The following section is for use by districts that receive LCFF supplemental and/or concentration grant funds. Such districts are required to increase or improve services for unduplicated students in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated



**LOCAL CONTROL AND ACCOUNTABILITY PLAN** (continued)

students; see BP 3100 - Budget. 5 CCR 15494-15496, as amended by Register 2015, No. 2, specify the method for determining the percentage by which services for unduplicated students must be increased or improved above services provided to all students in the fiscal year.

The LCAP shall demonstrate how the district will increase or improve services for unduplicated students at least in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated students. (5 CCR 15494-15496)

Note: Whenever a district chooses to expend supplemental or concentration funds on a districtwide or schoolwide basis, it is required pursuant to 5 CCR 15496, as amended by Register 2015, No. 2, to include the following components in its LCAP:

When the district expends supplemental and/or concentration grant funds on a districtwide or schoolwide basis during the year for which the LCAP is adopted, the district's LCAP shall: (5 CCR 15496)

1. Identify those services that are being funded and provided on a districtwide or schoolwide basis
2. Describe how services are principally directed towards, and are effective in, meeting the district's goals for unduplicated students in the state priority areas and any local priority areas
3. If the enrollment of unduplicated students is less than 55 percent of district enrollment or less than 40 percent of school enrollment, describe how these services are the most effective use of the funds to meet the district's goals for its unduplicated students in the state priority areas and any local priority areas. The description shall provide the basis for this determination, including, but not limited to, any alternatives considered and any supporting research, experiences, or educational theory. (5 CCR 15496)

**Annual Updates**

On or before July 1 of each year, the LCAP shall be updated using the template in 5 CCR 15497.5 adopted by the SBE and shall include all of the following: (Education Code 52061)

1. A review of any changes in the applicability of the goals described in the existing LCAP pursuant to the section "Goals and Actions Addressing State and Local Priorities" above
2. A review of the progress toward the goals included in the existing LCAP, an assessment of the effectiveness of the specific actions described in the existing LCAP

## LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

toward achieving the goals, and a description of changes to the specific actions the district will make as a result of the review and assessment

Note: Pursuant to Education Code 52061, the annual update to the LCAP must include expenditures for specific actions included in the LCAP and expenditures serving unduplicated students. Education Code 52061 requires that the expenditures specified in items #3-4 below be classified in accordance with the California School Accounting Manual.

3. A listing and description of the expenditures for the fiscal year implementing the specific actions included in the LCAP and the changes to the specific actions made as a result of the reviews and assessment required by items #1-2 above
4. A listing and description of expenditures for the fiscal year that will serve unduplicated students and students redesignated as fluent English proficient

### Availability of the Plan

Note: Education Code 52065 requires the district to post its LCAP and annual update or revisions to the LCAP on the district web site. In addition, the County Superintendent of Schools is required to post all district LCAPs, or links to those plans, on the county office of education web site and to transmit all such plans to the SPI, who will then post links to all plans on the California Department of Education web site.

The Superintendent or designee shall post the LCAP and any updates or revisions to the LCAP on the district's web site. (Education Code 52065)

(cf. 1113 - District and School Web Sites)

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# **Center USD**

## **Administrative Regulation**

### **Local Control And Accountability Plan**

AR 0460

#### **Philosophy, Goals, Objectives and Comprehensive Plans**

##### **Goals and Actions Addressing State and Local Priorities**

The district's local control and accountability plan (LCAP) shall include, for the district and each district school: (Education Code 52060)

1. A description of the annual goals established for all students and for each numerically significant subgroup as defined in Education Code 52052, including ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. The LCAP shall identify goals for each of the following state priorities:

a. The degree to which district teachers are appropriately assigned in accordance with Education Code 44258.9 and fully credentialed in the subject areas and for the students they are teaching; every district student has sufficient access to standards-aligned instructional materials as determined pursuant to Education Code 60119; and school facilities are maintained in good repair as specified in Education Code 17002

(cf. 1312.4 - Williams Uniform Complaint Procedures)

(cf. 3517 - Facilities Inspection)

(cf. 4112.2 - Certification)

(cf. 4113 - Assignment)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

b. Implementation of the academic content and performance standards adopted by the State Board of Education (SBE), including how the programs and services will enable English learners to access the Common Core State Standards and the English language development standards for purposes of gaining academic content knowledge and English language proficiency

(cf. 6011 - Academic Standards)

(cf. 6174 - Education for English Language Learners)

c. Parent/guardian involvement, including efforts the district makes to seek parent/guardian input in district and school site decision making and how the district will promote parent/guardian participation in programs for unduplicated students, as defined in Education Code 42238.02 and Board policy

(cf. 3553 - Free and Reduced Price Meals)

(cf. 6020 - Parent Involvement)

(cf. 6173.1 - Education for Foster Youth)

d. Student achievement, as measured by all of the following as applicable:

(1) Statewide assessments of student achievement

(2) Academic Performance Index

(3) The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study that satisfy specified requirements and align with SBE-approved career technical education standards and frameworks, including, but not limited to, those described in Education Code 52302, 52372.5, or 54692

(4) The percentage of English learners who make progress toward English proficiency as measured by the SBE-certified assessment of English proficiency

(5) The English learner reclassification rate

(6) The percentage of students who have passed an Advanced Placement examination with a score of 3 or higher

(7) The percentage of students who participate in and demonstrate college preparedness in the Early Assessment Program pursuant to Education Code 99300-99301

(cf. 0500 - Accountability)

(cf. 6141.5 - Advanced Placement)

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - State Academic Achievement Tests)

(cf. 6178 - Career Technical Education)

e. Student engagement, as measured by school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates, as applicable

(cf. 6146.1 - High School Graduation Requirements)

(cf. 5113.1 - Chronic Absence and Truancy)

(cf. 5147 - Dropout Prevention)

f. School climate, as measured by student suspension and expulsion rates and other local measures, including surveys of students, parents/guardians, and teachers on the sense of safety and school connectedness, as applicable



(cf. 5137 - Positive School Climate)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

g. The extent to which students have access to and are enrolled in a broad course of study that includes all of the subject areas described in Education Code 51210 and 51220, as applicable, including the programs and services developed and provided to unduplicated students and students with disabilities, and the programs and services that are provided to benefit these students as a result of supplemental and concentration funding pursuant to Education Code 42238.02 and 42238.03

(cf. 6143 - Courses of Study)

(cf. 6159 - Individualized Education Program)

h. Student outcomes, if available, in the subject areas described in Education Code 51210 and 51220, as applicable

2. Any goals identified for any local priorities established by the Board.

(cf. 0200 - Goals for the School District)

3. A description of the specific actions the district will take during each year of the LCAP to achieve the identified goals, including the enumeration of any specific actions necessary for that year to correct any deficiencies in regard to the state and local priorities specified in items #1-2 above. Such actions shall not supersede provisions of existing collective bargaining agreements within the district.

For purposes of the descriptions required by items #1-3 above, the Board may consider qualitative information, including, but not limited to, findings that result from any school quality reviews conducted pursuant to Education Code 52052 or any other reviews. (Education Code 52060)

For any local priorities addressed in the LCAP, the Board and Superintendent or designee shall identify and include in the LCAP the method for measuring the district's progress toward achieving those goals. (Education Code 52060)

To the extent practicable, data reported in the LCAP shall be reported in a manner consistent with how information is reported on a school accountability report card. (Education Code 52060)

(cf. 0510 - School Accountability Report Card)

Increase or Improvement in Services for Unduplicated Students

The LCAP shall demonstrate how the district will increase or improve services for

unduplicated students at least in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated students. (5 CCR 15494-15496)

When the district expends supplemental and/or concentration funds on a districtwide or schoolwide basis during the year for which the LCAP is adopted, the district's LCAP shall: (5 CCR 15496)

1. Identify those services that are being funded and provided on a districtwide or schoolwide basis
2. Describe how services are principally directed towards, and are effective in, meeting the district's goals for unduplicated students in the state priority areas and any local priority areas
3. If the enrollment of unduplicated students is less than 55 percent of district enrollment or less than 40 percent of school enrollment, describe how these services are the most effective use of the funds to meet the district's goals for its unduplicated students in the state priority areas and any local priority areas. The description shall provide the basis for this determination, including, but not limited to, any alternatives considered and any supporting research, experiences, or educational theory. (5 CCR 15496)

#### Annual Updates

On or before July 1 of each year, the LCAP shall be updated using the template in 5 CCR 15497.5 and shall include all of the following: (Education Code 52061)

1. A review of any changes in the applicability of the goals described in the existing LCAP pursuant to the section "Goals and Actions Addressing State and Local Priorities" above
2. A review of the progress toward the goals included in the existing LCAP, an assessment of the effectiveness of the specific actions described in the existing LCAP toward achieving the goals, and a description of changes to the specific actions the district will make as a result of the review and assessment
3. A listing and description of the expenditures for the fiscal year implementing the specific actions included in the LCAP and the changes to the specific actions made as a result of the reviews and assessment required by items #1-2 above
4. A listing and description of expenditures for the fiscal year that will serve unduplicated students and students redesignated as fluent English proficient

#### Availability of the Plan

The Superintendent or designee shall post the LCAP and any updates or revisions to the LCAP on the district's web site. (Education Code 52065)

(cf. 1113 - District and School Web Sites)

Regulation    CENTER UNIFIED SCHOOL DISTRICT  
approved: January 20, 2016   Antelope, California



# CSBA Sample

## Board Policy

### Philosophy, Goals, Objectives, and Comprehensive Plans

BP 0500(a)

### ACCOUNTABILITY

Note: The following optional policy may be revised to reflect district practice.

The Governing Board recognizes its responsibility to ensure accountability to the public for the performance of the district and each district schools. The Board shall regularly review the effectiveness of the district's programs, personnel, and fiscal operations, with a focus on the district's effectiveness in capacity to improving student achievement. The Board shall establish appropriate processes and measures to monitor results and to evaluate progress toward accomplishing the district's vision and goals set forth in the local control and accountability plan (LCAP).

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

(cf. 0460 - Local Control and Accountability Plan)

(cf. 2140 - Evaluation of the Superintendent)

(cf. 3460 - Financial Accountability and Reports Reports and Accountability)

(cf. 4115 - Evaluation/Supervision)

(cf. 4215 - Evaluation/Supervision)

(cf. 4315 - Evaluation/Supervision)

(cf. 6011 - Academic Standards)

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6190 - Evaluation of the Instructional Program)

(cf. 9400 - Board Self-Evaluation)

Note: California's accountability system, which is based on both state and federal requirements, including the calculation of an Academic Performance Index (API) pursuant to Education Code 52052.1 and a determination as to whether schools and districts make "adequate yearly progress" (AYP) pursuant to 20 USC 6311. Both the API and AYP incorporate multiple measures, including, but not limited to, student performance on statewide assessments. However, as amended by AB 484 (Ch. 489, Statutes of 2013), Education Code 52052 authorizes the State Board of Education to suspend the API in the 2013-14 and 2014-15 school years while the state assessment system is transitioning from the Standardized Testing and Reporting program to the California Measurement of Academic Performance and Progress. measures district and school performance on a variety of indicators of school success. 20 USC 6311, as amended by the Every Student Succeeds Act (P.L. 114-95), requires each state to have an accountability system that incorporates multiple measures, including, but not limited to, statewide assessment results for all students as well as numerically significant subgroups. The California Accountability and Continuous Improvement System consists of both state and local indicators to assist districts in identifying strengths and areas in need of improvement in each priority area addressed by the local control and accountability plan (LCAP). The degree to which districts and schools are meeting these criteria is reflected in the California School Dashboard, which is a color-coded chart that includes the status of performance on the indicators as well as the change in performance from year to year.

Beginning in the 2018-19 school year, the California Department of Education (CDE) will notify schools identified for comprehensive and/or targeted support and improvement pursuant to 20 USC 6311. Until then, the CDE encourages schools previously identified for program improvement to utilize the



## ACCOUNTABILITY (continued)

Dashboard to determine areas of improvement in preparation for implementation of support and improvement requirements.

Further information about the Accountability and Continuous Improvement System and the Dashboard can be found on the CDE web site.

Indicators of district progress in improving student achievement shall include, but are not limited to, the state Academic Performance Index (API) and the measures of "adequate yearly progress" (AYP) required under the federal accountability system. District and school performance shall be annually evaluated based on multiple measures specified in the California Accountability and Continuous Improvement System as reported on the California School Dashboard.

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - State Academic Achievement Tests)

(cf. 6162.52 - High School Exit Examination)

**Note:** The following paragraph should be revised to reflect the types of alternative schools maintained by the district. Pursuant to Education Code 52052, alternative schools serving high-risk student populations are subject to an alternative accountability system. Commencing in the fall of 2018, alternative accountability indicators will be incorporated into the Dashboard Alternative School Status (DASS) program, as a replacement for the Alternative Schools Accountability Model. The schools described in the following paragraph will automatically qualify for this alternative status. In addition, schools approved through the former Alternative Schools Accountability Model process between July 1, 2016 and June 30, 2017 are considered active DASS schools. Other schools serving high-risk students may apply to establish eligibility for DASS. Further information regarding the DASS and participation/withdrawal instructions and forms are available on the CDE web site.

The district's alternative schools serving high-risk student populations, including continuation high schools, opportunity schools, and community day schools, and nonpublic, nonsectarian schools pursuant to Education Code 56366, shall be subject to an alternative accountability system established by the Superintendent of Public Instruction. (Education Code 52052, 56366)

(cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education)

(cf. 6184 - Continuation Education)

(cf. 6185 - Community Day School)

**Note:** Education Code 52052 requires that schools and districts demonstrate comparable improvement in academic achievement by all numerically significant student subgroups, as defined below. AB 104 (Ch. 13, Statutes of 2015) amended Education Code 52052 to add homeless students to the list of student subgroups.

The district and each district school shall demonstrate comparable improvement in academic achievement, as measured by the API, for all numerically significant student subgroups. Numerically significant subgroups include ethnic subgroups, socioeconomically

## ACCOUNTABILITY (continued)

disadvantaged students, English learners, students with disabilities, foster youth, and homeless students, when the subgroup consists of at least 30 students with a valid test score or 15 foster youth or homeless students. (Education Code 52052)

Note: The following optional paragraph may be revised to reflect district practice. ~~AB 97 (Ch. 47, Statutes of 2013) repealed Education Code 52056, which had required an annual discussion of the results of each school's API ranking at a regularly scheduled Governing Board meeting. Nevertheless, reporting Providing regular reports to the public and receiving input from the public in regard to school and district progress~~ are key components of accountability.

Education Code 52060 and 52061, as added by AB 97 and amended by SB 97 (Ch. 357, Statutes of 2013), requires that the district to consult with parents/guardians, students, teachers, principals, administrators, other school personnel, and employee bargaining units in the development and annual update of the district's local control and accountability plan (LCAP); see BP 0460 - Local Control and Accountability Plan.

The Superintendent shall provide regular reports to the Board and the public regarding district and school performance. Opportunities for feedback from students, parents/guardians, staff, and community members shall be made available as part of any review and evaluation of district programs and operations and as part of the development or annual update of the local control and accountability plan (LCAP).

(cf. 0460 - Local Control and Accountability Plan)

(cf. 0510 - School Accountability Report Card)

(cf. 1100 - Communication with the Public)

(cf. 1113 - District and School Web Sites)

(cf. 1112 - Media Relations)

(cf. 1220 - Citizen Advisory Committees)

(cf. 6020 - Parent Involvement)

Note: A school or district that receives federal Title I funds may be identified for program improvement if it does not meet AYP criteria for two consecutive years within specific areas; see BP/AR 0520.2 - Title I Program Improvement Schools and BP/AR 0520.3 - Title I Program Improvement Districts.

Pursuant to Education Code 52071, as added by AB 97 (Ch. 47, Statutes of 2013), a district will receive technical assistance whenever the County Superintendent of Schools does not approve the district's LCAP or annual update to the LCAP, the district fails to improve student achievement across more than one state priority identified in Education Code 52060, or the district requests technical assistance. AB 97 also added Education Code 52072 which provides that, under specified conditions, the Superintendent of Public Instruction may intervene to revise the district's LCAP or budget and/or to stay or rescind any district action, not required by local collective bargaining agreement, that is preventing the district from improving outcomes for all student subgroups and is not required by a collective bargaining agreement. See BP/AR 0460 - Local Control and Accountability Plan.

Evaluation results may be used as a basis for revising district or school goals, updating the LCAP or other comprehensive plans, identifying and developing strategies to address disparities in achievement among student subgroups, implementing programmatic changes, determining the need for additional support and assistance, awarding incentives or rewards, and establishing other performance-based consequences.

## ACCOUNTABILITY (continued)

(cf. 0400 - Comprehensive Plans)  
 (cf. 0420 - School Plans/Site Councils)  
 (cf. 0520.2 - Title I Program Improvement Schools)  
 (cf. 0520.3 - Title I Program Improvement Districts)  
 (cf. 4141/4241 - Collective Bargaining Agreement)

### Legal Reference:

#### EDUCATION CODE

33127-33129 Standards and criteria for fiscal accountability  
 33400-33407 California Department of Education evaluation of district programs  
 44660-44665 Evaluation of certificated employees  
 51041 Evaluation of the educational program  
 52052-52052.1 ~~Academic Performance Index~~ Public school performance accountability program  
 52055.57-52055.59 ~~Districts identified or at risk of identification for program improvement~~  
 52060-52077 Local control and accountability plan  
 56366 Nonpublic, nonsectarian schools  
 60640-60649 California Assessment of Student Performance and Progress

#### CODE OF REGULATIONS, TITLE 5

1068-1074 Alternative schools accountability model, assessments  
 15440-15463 15464 Standards and criteria for fiscal accountability

#### UNITED STATES CODE, TITLE 20

6311 Accountability, ~~adequate yearly progress~~ state plan  
 6312 Local educational agency plan  
 6316 ~~School and district improvement~~

#### CODE OF FEDERAL REGULATIONS, TITLE 34

~~200.13-200.20~~ 200.12-200.24 Adequate yearly progress State accountability system  
 200.30-200.53 200.48 Program improvement State and LEA report cards and plans

### Management Resources:

#### WEB SITES

CSBA: <http://www.csba.org>  
 California Department of Education, Accountability: <http://www.cde.ca.gov/ta/ac>  
 California School Dashboard: <http://www.caschooldashboard.org>  
 U.S. Department of Education: <http://www.ed.gov>

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# **Center USD**

## **Board Policy**

### **Accountability**

**BP 0500**

#### **Philosophy, Goals, Objectives and Comprehensive Plans**

The Governing Board recognizes its responsibility to ensure accountability to the public for the performance of district schools. The Board shall regularly review the effectiveness of the district's programs, personnel, and fiscal operations, with a focus on the district's effectiveness in improving student achievement. The Board shall establish appropriate processes and measures to monitor results and to evaluate progress toward accomplishing the district's vision and goals.

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

(cf. 2140 - Evaluation of the Superintendent)

(cf. 3460 - Financial Accountability and Reports)

(cf. 4115 - Evaluation/Supervision)

(cf. 4215 - Evaluation/Supervision)

(cf. 4315 - Evaluation/Supervision)

(cf. 6011 - Academic Standards)

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6190 - Evaluation of the Instructional Program)

(cf. 9400 - Board Self-Evaluation)

Indicators of district progress in improving student achievement shall include, but are not limited to, the state Academic Performance Index (API) and the measures of "adequate yearly progress" (AYP) required under the federal accountability system.

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - Standardized Testing and Reporting Program)

(cf. 6162.52 - High School Exit Examination)

Alternative schools serving high-risk student populations, including continuation high schools, opportunity schools, and community day schools, shall be subject to an alternative accountability system established by the Superintendent of Public Instruction. (Education Code 52052)

The district and each district school shall demonstrate comparable improvement in academic achievement, as measured by the API, for all numerically significant student subgroups. Numerically significant subgroups include ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students, when the subgroup consists of at least 30 students

with a valid test score or 15 foster youth or homeless students. (Education Code 52052)

The Superintendent shall provide regular reports to the Board and the public regarding district and school performance. Opportunities for feedback from students, parents/guardians, staff, and community members shall be made available as part of any review and evaluation of district programs and operations and as part of the development or annual update of the local control and accountability plan (LCAP).

(cf. 0460 - Local Control and Accountability Plan)

(cf. 0510 - School Accountability Report Card)

(cf. 1100 - Communication with the Public)

(cf. 1112 - Media Relations)

(cf. 1220 - Citizen Advisory Committees)

(cf. 6020 - Parent Involvement)

Evaluation results may be used as a basis for revising district or school goals, updating the LCAP or other comprehensive plans, identifying and developing strategies to address disparities in achievement among student subgroups, implementing programmatic changes, determining the need for additional support and assistance, awarding incentives or rewards, and establishing other performance-based consequences.

(cf. 0400 - Comprehensive Plans)

(cf. 0420 - School Plans/Site Councils)

(cf. 0520.2 - Title I Program Improvement Schools)

(cf. 0520.3 - Title I Program Improvement Districts)

(cf. 0520.4 - Quality Education Investment Schools)

(cf. 4141/4241 - Collective Bargaining Agreement)

#### Legal Reference:

##### EDUCATION CODE

33127-33129 Standards and criteria for fiscal accountability

33400-33407 California Department of Education evaluation of district programs

44660-44665 Evaluation of certificated employees

51041 Evaluation of the educational program

52052-52052.1 Academic Performance Index

52055.57-52055.59 Districts identified or at risk of identification for program improvement

52060-52077 Local control and accountability plan

##### CODE OF REGULATIONS, TITLE 5

1068-1074 Alternative schools accountability model, assessments

15440-15463 Standards and criteria for fiscal accountability

##### UNITED STATES CODE, TITLE 20

6311 Accountability, adequate yearly progress

6312 Local educational agency plan

6316 School and district improvement  
CODE OF FEDERAL REGULATIONS, TITLE 34  
200.13-200.20 Adequate yearly progress  
200.30-200.53 Program improvement

**Management Resources:**

**WEB SITES**

CSBA: <http://www.csba.org>

California Department of Education, Accountability: <http://www.cde.ca.gov/ta/ac>

U.S. Department of Education: <http://www.ed.gov>



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## **Center USD**

### **Board Policy**

#### **Title I Program Improvement Schools**

BP 0520.2

#### **Philosophy, Goals, Objectives and Comprehensive Plans**

The Governing Board is committed to enabling all district students to meet state academic achievement standards and to narrowing the achievement gap among student groups. To that end, the district shall provide support and assistance to increase student achievement in any school that receives federal Title I funding and has been identified by the California Department of Education as a program improvement (PI) school.

(cf. 6011 - Academic Standards)  
(cf. 6162.5 - Student Assessment)  
(cf. 6162.51 - State Academic Achievement Tests)  
(cf. 6171 - Title I Programs)

The Superintendent or designee shall ensure that school improvement strategies developed for any PI school are coordinated, aligned, and effectively implemented in accordance with administrative regulation and the Board-approved school improvement plan.

(cf. 0420 - School Plans/Site Councils)  
(cf. 0460 - Local Control and Accountability Plan)  
(cf. 5116.1 - Intradistrict Open Enrollment)  
(cf. 6179 - Supplemental Instruction)

As necessary, the Board shall determine corrective actions for schools in Year 3 of PI and/or restructuring options for schools in Year 4 of PI or beyond.

Whenever a school is identified for Year 4 PI but is not identified as a "persistently lowest achieving school" pursuant to Education Code 53201, the parents/guardians of students attending that school may petition the Board to implement an intervention for the purpose of improving academic achievement or student safety, provided that the state limit on the number of such schools has not yet been reached. To be considered by the Board, the petition shall contain all required content and signatures and specify one of four intervention models (i.e., turnaround model, restart model, school closure, or transformation model) or an alternative governance arrangement, as described in 5 CCR 4803-4807. The district shall implement the option requested by the parents/guardians unless, at a regularly scheduled public hearing, the Board makes a finding in writing stating the reason it cannot implement the recommended option and instead designates one of the other options to be implemented. (Education Code 53300-53303; 5 CCR 4800-4808)

## Program Evaluation

The Superintendent or designee shall develop an annual report card that includes the information specified in 20 USC 6311 for each district school and for the district as a whole. The required information may be incorporated into each school's school accountability report card. (20 USC 6311)

(cf. 0510 - School Accountability Report Card)  
(cf. 6190 - Evaluation of the Instructional Program)

The report card shall be concise, presented in an understandable and uniform format and, to the extent practicable, in a language that parents/guardians can understand. It shall be made accessible to the public on the district's web site. (20 USC 6311)

(cf. 1113 - District and School Web Sites)

As necessary based on the results of this evaluation, the Board may require the Superintendent or designee to review and revise any of the school's reform plans, including the school's Single Plan for Student Achievement, allocate additional resources toward the implementation of the plan, and/or require more frequent monitoring of the school's progress in order to raise student achievement.

## Legal Reference:

### EDUCATION CODE

35256 School accountability report card

53200-53203 Persistently lowest achieving schools

53300-53303 Parent Empowerment Act

64000 Categorical programs included in consolidated application

64001 Single school plan for student achievement, consolidated application programs

### CODE OF REGULATIONS, TITLE 5

11992-11994 Persistently dangerous schools, definition

4800-4808 Parent Empowerment petitions

### UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act

6301 Title I program purpose

6311 State plan; state and local educational agency report cards

6312 Local educational agency plan

6313 Eligibility of schools and school attendance areas; funding allocation

7912 Persistently dangerous schools

### UNITED STATES CODE, TITLE 29

794 Section 504 of the Rehabilitation Act

### CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy



200.49-200.51 State responsibilities  
200.52-200.53 District improvement

**Management Resources:**

**CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS**

Every Student Succeeds Act 2016-17 School Year Transition Plan, April 2016

**FEDERAL REGISTER**

Final Rule and Supplementary Information, October 29, 2008. Vol. 73, No. 210, pages  
64436-64513

**U.S. DEPARTMENT OF EDUCATION PUBLICATIONS**

Transitioning to the Every Student Succeeds Act (ESSA): Frequently Asked Questions,  
rev. May 4, 2016

**WEB SITES**

CSBA: <http://www.csba.org>

California Department of Education, Program Improvement:

<http://www.cde.ca.gov/ta/ac/ti/programimprov.asp>

U.S. Department of Education: <http://www.ed.gov>

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## **Center USD**

### **Administrative Regulation**

#### **Title I Program Improvement Schools**

AR 0520.2

#### **Philosophy, Goals, Objectives and Comprehensive Plans**

##### **Year 1 Program Improvement**

For any district school in its first year of program improvement (PI), the Superintendent or designee shall implement a school improvement plan that was approved by the Governing Board.

(cf. 6171 - Title I Programs)

The Superintendent or designee shall ensure that the school receives technical assistance from the district, California Department of Education (CDE), an institution of higher education, a private organization, an educational service agency, or another entity with experience in helping schools improve academic achievement, including assistance in:

1. Analyzing data from state assessments and other examples of student work to identify and address problems in instruction and/or problems in implementing Title I requirements pertaining to parent involvement, professional development, or school and district responsibilities identified in the school plan
2. Identifying and implementing professional development, instructional strategies, and methods of instruction that are derived from scientifically based research and that have proven effective in addressing the specific instructional issues that caused the school to be identified for PI
3. Analyzing and revising the school's budget so that the school's resources are more effectively allocated to the activities most likely to increase student achievement and remove the school from PI status

(cf. 3100 - Budget)

##### **Year 2 Program Improvement**

For any district school in its second year of PI, the Superintendent or designee shall continue to implement the school improvement plan and to provide for technical assistance in accordance with the section "Year 1 Program Improvement" above.

In addition, the Superintendent or designee shall arrange for the provision of alternative supports to eligible students from low-income families, as described below in the section

**"Alternative Supports."**

**Year 3 Program Improvement: Corrective Action**

After the second full school year after identification for PI, the Superintendent or designee shall continue to implement all elements of Year 1 and Year 2 PI specified above, as well as the corrective action(s) determined by the Board, which may include:

1. Replacing school staff relevant to the failure

(cf. 4113 - Assignment)

(cf. 4114 - Transfers)

(cf. 4314 - Transfers)

2. Implementing a new curriculum and related professional development

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

(cf. 6141 - Curriculum Development and Evaluation)

3. Significantly decreasing management authority at the school level

4. Appointing an outside expert to advise the school

5. Extending the school year or school day for the school

(cf. 6111 - School Calendar)

(cf. 6112 - School Day)

6. Restructuring the internal organization of the school

**Year 4 Program Improvement and Beyond: Restructuring**

For any school in Year 4 of PI or beyond, the Superintendent or designee shall continue to implement all elements of Year 1 and Year 2 PI specified above, as well as one of the following options for alternative governance and restructuring, as determined by the Board:

1. Reopening the school as a charter school

2. Replacing all or most of the school staff relevant to the failure

3. Entering into a contract with an entity with a demonstrated record of effectiveness to operate the school



4. Turning the operation of the school over to the CDE
5. Instituting any other major restructuring of the school's governance arrangements that makes fundamental reforms

#### **Alternative Supports**

In any school identified for Year 2 PI or beyond, eligible students from low-income families shall be offered district-selected alternative supports designed to improve their academic achievement. Alternative supports may include, but are not limited to, any of the following:

1. Academic support offered during school hours, before school, after school, during intercession, and/or during summer learning programs

(cf. 5148.2 - Before/After School Programs)

(cf. 6176 - Weekend/Saturday Classes)

(cf. 6177 - Summer Learning Programs)

(cf. 6179 - Supplemental Instruction)

2. Small group instruction and/or pull-out interventions offered during the regular school day

3. Interventions offered during After School Education and Safety or 21st Century Community Learning Center programs

4. High quality academic tutoring

5. Provision of supplemental materials that support alternative support services

6. Provision of a crisis, intervention, and/or academic counselor to meet with eligible students

7. Services and programs that remove barriers to promote academic achievement of eligible students

The types of alternative supports and the criteria used to identify eligible students may be included in the district's local control and accountability plan and shall be consistent and aligned with local priorities.

(cf. 0460 - Local Control and Accountability Plan)

If the district contracts with outside entities or community partners to provide alternative supports to eligible students, the Superintendent or designee shall ensure that no electronic device or other items of value are given, retained, or used as an incentive or achievement award and that funds are expended only on direct services to eligible

students.

The district shall set aside a reasonable amount of Title I, Part A funds for alternative supports. Whenever the district does not have sufficient funds to serve all eligible students, it may give priority to the lowest achieving PI schools or the lowest achieving eligible students attending a PI school. The Superintendent or designee may identify the lowest achieving eligible students based on assessment scores, grades, teacher evaluations, or another locally defined measure.

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## **Center USD**

### **Board Policy**

#### **Title I Program Improvement Districts**

BP 0520.3

#### **Philosophy, Goals, Objectives and Comprehensive Plans**

The Governing Board shall annually review and analyze the district's performance in making adequate yearly progress (AYP) toward student achievement standards, in accordance with criteria established by the State Board of Education (SBE). The Board's review shall include an evaluation of whether district improvement efforts are aligned and adequately focused on increasing achievement levels for all students. As necessary, the Board and the Superintendent or designee shall take steps to improve district operations and programs to enable students to achieve proficiency.

(cf. 0500 - Accountability)

(cf. 6011 - Academic Standards)

(cf. 6162.51 - Standardized Testing and Reporting Program)

#### **Early Warning Program**

In the event that the district is provided notice by the California Department of Education (CDE) that it is in danger of being identified for program improvement (PI) within two years under the federal No Child Left Behind Act, the Board shall determine whether to participate in the voluntary Early Warning Program. If the Board elects to have the district participate in the program, the district shall conduct a voluntary self-assessment using research-based criteria provided by the CDE and may revise its Title I local educational agency (LEA) plan based on the results of that assessment. (Education Code 52055.57)

(cf. 6171 - Title I Programs)

#### **Year 1-2 PI: Revision and Implementation of LEA Plan**

In the event that the district is identified for PI by the CDE, the Superintendent or designee shall, in accordance with law and administrative regulation, notify parents/guardians, administer a district self-assessment process, and revise the LEA plan. (20 USC 6316; Education Code 52055.57)

The revised LEA plan or plan addendum shall be approved by the Board and submitted to the CDE. The Superintendent or designee shall regularly report to the Board regarding the implementation of the plan during Years 1 and 2 of the program.

The Superintendent or designee shall utilize available state and local resources to identify



specific problems contributing to low student achievement and provide technical assistance and support to resolve those problems. He/she also shall work closely with individual school sites to raise student achievement in accordance with school plans.

(cf. 0520.1 - High Priority Schools Grant Program)  
(cf. 0520.2 - Title I Program Improvement Schools)

#### Year 3 PI: Corrective Action

If the district does not make AYP after two years of receiving program funding, the Board shall cooperate with the Superintendent of Public Instruction (SPI) and the SBE in the identification and implementation of appropriate corrective actions.

The Board shall enter into a contract with a district assistance and intervention team (DAIT) whenever the SPI and SBE determine this to be the most appropriate corrective action. Upon receiving a report of recommendations from the DAIT: (Education Code 52055.57, 52059)

1. The Board may, not later than 30 days after completion of the report, appeal to the SPI to be exempted from implementing one or more of the report's recommendations.
2. Not later than 60 days after completion of the report, the Board shall, at a regularly scheduled meeting, adopt the report recommendations, as modified by any exemptions granted by the SPI.

The Superintendent or designee shall establish a district leadership team to collaborate with the DAIT in the development and implementation of an action plan to address high-priority needs. This team may include site and district administrators, teacher leaders, special education teachers, English learner experts, fiscal officers, and other key personnel, as appropriate.

The Board and the Superintendent or designee shall monitor the district's progress in implementing the DAIT's recommendations and shall continually use student performance data to determine whether additional district or school site changes are necessary to improve student achievement.

#### Legal Reference:

##### EDUCATION CODE

52055.57-52055.59 Districts identified or at risk of identification for program improvement

52059 Statewide system of school support

UNITED STATES CODE, TITLE 20

6301 Title I program purpose

6311 Adequate yearly progress

6312 Local educational agency plan  
6316 School and district improvement  
6321 Fiscal responsibilities  
CODE OF FEDERAL REGULATIONS, TITLE 34  
200.13-200.20 Adequate yearly progress  
200.30-200.35 Identification of program improvement schools  
200.36-200.38 Notification requirements  
200.52-200.53 District improvement

**Management Resources:**

**CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS**

Blueprint for District Assistance and Intervention, 2008

2007 Adequate Yearly Progress Report Information Guide, August 2007

A Training Guide for Local Educational Agencies and Schools: Program Improvement, September 2006

**U.S. DEPARTMENT OF EDUCATION GUIDANCE**

LEA and School Improvement Non-Regulatory Guidance, rev. July 21, 2006

**WEB SITES**

CSBA: <http://www.csba.org>

California Department of Education, Program Improvement:

<http://www.cde.ca.gov/ta/ac/ti/programimprov.asp>

U.S. Department of Education, No Child Left Behind: <http://www.nclb.gov>



# CSBA Sample

## Board Policy

Community Relations

BP 1113(a)

### DISTRICT AND SCHOOL WEB SITES

Note: The following **optional** policy is for use by districts that maintain their own web site(s) and may be revised to reflect district practice. District strategies for effective use of web sites may be incorporated into the district's comprehensive communications plan; see BP 1100 - Communication with the Public.

To enhance communication with students, parents/guardians, staff, and community members, the Governing Board encourages the Superintendent or designee to develop and maintain district and school web sites. The use of district and school web sites shall support the district's vision and goals and shall be coordinated with other district communications strategies.

(cf. 0000 - Vision)

(cf. 0440 - District Technology Plan)

(cf. 1100 - Communication with the Public)

(cf. 1112 - Media Relations)

(cf. 1114 - District-Sponsored Social Media)

(cf. 6020 - Parent Involvement)

### Design Standards

The Superintendent or designee shall establish design standards for district and school web sites in order to maintain a consistent identity, professional appearance, and ease of use.

Note: Pursuant to Title II of the Americans with Disabilities Act (42 USC 12131-12134), the district must ensure that individuals with disabilities are not discriminated against or excluded from participation in public services, programs, or activities. A U.S. Department of Justice (USDOJ) technical assistance publication, Accessibility of State and Local Government Websites to People with Disabilities, affirms that this statute applies to district-sponsored web sites. Pursuant to Title II of the Americans with Disabilities Act (42 USC 12131-12134) and Section 504 of the Rehabilitation Act of 1973 (29 USC 705, 794; 34 CFR 104.1-104.39), districts have an obligation to provide an equal opportunity to individuals with disabilities to participate in and receive the benefits of the educational program, and must provide accommodations or modifications when necessary to ensure equal treatment. Such obligations have been interpreted by the U.S. Department of Education's Office for Civil Rights (OCR) to include the requirement that district web sites be accessible to individuals with disabilities. See the OCR's June 2010 and May 2011 Dear Colleague Letters. Thus, the districts should must consider the needs of individuals with disabilities and identify features that would enable such persons to access all the information on district and school web sites. For example, hearing impaired individuals may not be able to access information in Internet videos or other multimedia presentations that do not have captions, and visually impaired individuals who use screen readers or other assistive technology may not be able to "read" images or photographs without corresponding text. Examples of technical standards for web site accessibility are available from the World Wide Web Consortium, the California Department of Education's standards for state web sites, and other sources.

## DISTRICT AND SCHOOL WEB SITES (continued)

The ~~USDOJ's~~ A U.S. Department of Justice technical assistance publication, Accessibility of State and Local Government Websites to People with Disabilities, states that an agency with an ~~inaccessible web site~~ a web site that is otherwise inaccessible to individuals with disabilities may also meet its legal obligations by providing an alternative accessible way for ~~individuals with disabilities~~ them to use the programs or services (e.g., a staffed telephone information line), but points out that these alternatives are unlikely to provide an equal degree of access in terms of hours of operation or range of options and programs available. See the accompanying administrative regulation for accessibility guidelines.

The district's design standards shall address the accessibility of district-sponsored and school web sites to individuals with disabilities, including compatibility with commonly used assistive technologies.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

### Guidelines for Web Site Content

The Superintendent or designee shall develop content guidelines for district and school web sites and shall assign staff to review and approve content prior to posting.

Note: ~~The district may determine whether or not to post advertising of a commercial nature on district and school web sites. The following optional paragraph provides that the district will apply the same policy it has established for advertising in school-sponsored publications (see BP 1325 - Advertising and Promotion) and may be revised to reflect district practice. The following optional paragraph ensures consistency of district policies regarding advertising and may be revised to reflect district practice.~~

Board policy pertaining to advertising in district and school publications, as specified in BP 1325 - Advertising and Promotion, shall also apply to advertising on district and school web sites.

(cf. 1325 - Advertising and Promotion)

### Privacy Rights

Note: Business and Professions Code 22580-22582 prohibit an operator of a web site from knowingly using, disclosing, compiling, or allowing a third party to use, disclose, or compile the personal information of a minor for the purpose of marketing or advertising specified types of products or services. Business and Professions Code 22584-22585 prohibit the operator of a web site that provides services to K-12 students from selling or disclosing specified student information or knowingly using that student information to engage in targeted advertising to students or parents/guardians or to amass a profile about a student. Business and Professions Code 22586, as added by AB 2799 (Ch. 620, Statutes of 2016), provides a similar prohibition for the operator of a web site used, designed, and marketed primarily for preschool or prekindergarten purposes from knowingly engaging in specified activities, including targeted advertising, selling or disclosing a student's information, and using specified information to amass a profile about a student except in furtherance of preschool or prekindergarten purposes. See BP 5125 - Student Records for further information regarding protection of student information.

**DISTRICT AND SCHOOL WEB SITES** (continued)

The Superintendent or designee shall ensure that the privacy rights of students, parents/guardians, staff, Board members, and other individuals are protected on district and school web sites.

(cf. 1340 - Access to District Records)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

(cf. 5022 - Student and Family Privacy Rights)

(cf. 5125 - Student Records)

Note: The following optional paragraph may be revised to reflect district practice. The district should carefully consider whether to place personally identifiable information on district or school web sites since release of such information may put individuals, including students, at risk and also may violate Education Code 49073 which prohibits disclosure of student directory information to any private profit making entity; see BP/AR/E 5125.1 Release of Directory Information.

Telephone numbers and home and email addresses of students and/or their parents/guardians shall not be published on district or school web sites.

(cf. 5125.1 - Release of Directory Information)

Note: The following options address the use of students' photographs on district or school web sites. Option 1 is for use by districts that, pursuant to Education Code 49061 and 34 CFR 99.3, have included photographs in the definition of directory information, as specified in AR 5125.1 - Release of Directory Information, and thus allow parents/guardians the opportunity to request that their child's photograph not be released. publish student photographs along with their names unless a parent/guardian requested in writing that no photographs of their child be released without their prior written consent. Option 2 is for use by districts that do not wish to allow students' photographs to be published along with their names without unless specific consent for such publication is received from the parent/guardian.

**OPTION 1:** Photographs of individual students may be published, together with their names, except when their The district regards photographs as a category of directory information that would not generally be considered harmful or an invasion of privacy if disclosed. Therefore, a student's photograph, together with his/her name, may be published on district or school web sites unless the student's parent/guardian has notified the district in writing to not release the student's photograph without prior written consent, in accordance with BP/AR 5125.1 - Release of Directory Information.

**OPTION 2:** Because of the wide accessibility of the Internet and potential risk to students, pPhotographs of individual students shall not be published on district or school web sites with their names accompanied by the student's name or other personally identifiable information without the prior written consent of the student's parent/guardian.

Note: The remainder of this policy is for use by all districts.



**DISTRICT AND SCHOOL WEB SITES (continued)**

If students' names are not included, photographs of individual students or groups of students, such as at a school event, may be published on school or district web sites provided that students' names are not included.

**Note:** The following optional paragraph may be revised to reflect district practice. It is recommended that districts not post employees' home addresses, personal telephone numbers, or personal email addresses on district or school web sites, in order to maintain employee privacy and safety. If such information is posted, employees should be informed that using a personal account or device to receive communications regarding district business does not categorically exclude these records from disclosure upon request under the California Public Records Act (Government Code 6250-6270), pursuant to the California Supreme Court's decision in City of San Jose v. Superior Court. See BP 1340 - Access to District Records, AR 3580 - District Records, and BB 9012 - Board Member Electronic Communications.

Staff members' Employees' home addresses, or personal telephone numbers, and personal email addresses shall not be posted on district or school web sites.

The home address or telephone number of any elected or appointed official including, but not limited to, a Board member or public safety official, shall not be posted on district or school web sites without the prior written permission of that individual. (Government Code 3307.5, 6254.21, 6254.24)

No public safety official shall be required to consent to the posting on the Internet of his/her photograph or identity as a public safety officer for any purpose if that officer reasonably believes that the disclosure may result in a threat, harassment, intimidation, or harm to the officer or his/her family. (Government Code 3307.5)

(cf. 3515.3 - District Police/Security Department)

*Legal Reference:*

EDUCATION CODE

35182.5 Contracts for advertising

35258 Internet access to school accountability report cards

48907 Exercise of free expression; rules and regulations

48950 Speech and other communication

49061 Definitions, directory information

49073 Release of directory information

60048 Commercial brand names, contracts or logos

BUSINESS AND PROFESSIONS CODE

22580-22582 Digital privacy

22584-22585 Student Online Personal Information Protection Act

22586 Preschool and prekindergarten privacy

*Legal Reference continued: (see next page)*

**DISTRICT AND SCHOOL WEB SITES (continued)***Legal Reference: (continued)*GOVERNMENT CODE

3307.5 Publishing identity of public safety officers

6254.21 Publishing addresses and telephone numbers of officials

6254.24 Definition of public safety official

11135 Nondiscrimination; accessibility to state web sites

PENAL CODE

14029.5 Prohibition against publishing personal information of person in witness protection program

UNITED STATES CODE, TITLE 17101-1101 Federal copyright law101-122 Subject matter and scope of copyright504 Penalties for copyright infringementUNITED STATES CODE, TITLE 20

1232g Federal Family Educational Rights and Privacy Act

UNITED STATES CODE, TITLE 29705 Definitions; Vocational Rehabilitation Act

794 Section 503 of the Rehabilitation Act of 1973; accessibility to federal web sites

UNITED STATES CODE, TITLE 42

12101-12213 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 16

312.1-312.12 Children's Online Privacy

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy

104.1-104.61 Nondiscrimination on the basis of disabilityCOURT DECISIONSCity of San Jose v. Superior Court, (2017) 2 Cal.5th 608Aaris v. Las Virgenes Unified School District, (1998) 64 Cal.App.4th 1112*Management Resources:*U.S. DEPARTMENT OF EDUCATION OFFICE FOR CIVIL RIGHTS PUBLICATIONSDear Colleague Letter, May 26, 2011Joint Dear Colleague Letter: Electronic Book Readers, June 2010U.S. DEPARTMENT OF JUSTICE PUBLICATIONSAccessibility of State and Local Government Websites to People with Disabilities, June 2003WORLDWIDE WEB CONSORTIUM PUBLICATIONSWeb Content Accessibility Guidelines, December 2008WEBSITESCSBA: <http://www.csba.org>

California Department of Education, Web Accessibility Standards:

<http://www.cde.ca.gov/re/di/ws/webaccessstds.asp>California School Public Relations Association: <http://www.calspra.org>U.S. Department of Education, Office for Civil Rights: <https://www2.ed.gov/about/offices/list/ocr>U.S. Department of Justice, Americans with Disabilities Act: <http://www.ada.gov>World Wide Web Consortium, Web Accessibility Initiative: <http://www.w3.org/wai>

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# **Center USD**

## **Board Policy**

### **District And School Web Sites**

**BP 1113**

#### **Community Relations**

To enhance communication with students, parents/guardians, staff, and community members, the Governing Board encourages the Superintendent or designee to develop and maintain district and school web sites. The use of district and school web sites shall support the district's vision and goals and shall be coordinated with other district communications strategies.

(cf. 0000 - Vision)

(cf. 0440 - District Technology Plan)

(cf. 1100 - Communication with the Public)

(cf. 1112 - Media Relations)

(cf. 1114 - District-Sponsored Social Media)

(cf. 6020 - Parent Involvement)

#### **Design Standards**

The Superintendent or designee shall establish design standards for district and school web sites in order to maintain a consistent identity, professional appearance, and ease of use.

The district's design standards shall address the accessibility of district-sponsored web sites to individuals with disabilities, including compatibility with commonly used assistive technologies.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

#### **Guidelines for Content**

The Superintendent or designee shall develop content guidelines for district and school web sites and shall assign staff to review and approve content prior to posting.

Board policy pertaining to advertising in district and school publications, as specified in BP 1325 - Advertising and Promotion, shall also apply to advertising on district and school web sites.

(cf. 1325 - Advertising and Promotion)

#### **Privacy Rights**



The Superintendent or designee shall ensure that the privacy rights of students, parents/guardians, staff, Board members, and other individuals are protected on district and school web sites.

(cf. 1340 - Access to District Records)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

(cf. 5022 - Student and Family Privacy Rights)

(cf. 5125 - Student Records)

Telephone numbers and home and email addresses of students and/or their parents/guardians shall not be published on district or school web sites.

(cf. 5125.1 - Release of Directory Information)

Because of the wide accessibility of the Internet and potential risk to students, photographs of individual students shall not be published with their names or other personally identifiable information without the prior written consent of the student's parent/guardian.

Photographs of groups of students, such as at a school event, may be published provided that students' names are not included.

Staff members' home addresses or telephone numbers shall not be posted on district or school web sites.

The home address or telephone number of any elected or appointed official including, but not limited to, a Board member or public safety official, shall not be posted on district or school web sites without the prior written permission of that individual. (Government Code 3307.5, 6254.21, 6254.24)

No public safety official shall be required to consent to the posting on the Internet of his/her photograph or identity as a public safety officer for any purpose if that officer reasonably believes that the disclosure may result in a threat, harassment, intimidation, or harm to the officer or his/her family. (Government Code 3307.5)

(cf. 3515.3 - District Police/Security Department)

**Legal Reference:**

**EDUCATION CODE**

35182.5 Contracts for advertising

35258 Internet access to school accountability report cards

48907 Exercise of free expression; rules and regulations

48950 Speech and other communication  
49061 Definitions, directory information  
49073 Release of directory information  
60048 Commercial brand names, contracts or logos

**GOVERNMENT CODE**

3307.5 Publishing identity of public safety officers  
6254.21 Publishing addresses and telephone numbers of officials  
6254.24 Definition of public safety official  
11135 Nondiscrimination; accessibility to state web sites

**PENAL CODE**

14029.5 Prohibition against publishing personal information of person in witness protection program

**UNITED STATES CODE, TITLE 17**

101-1101 Federal copyright law

**UNITED STATES CODE, TITLE 20**

1232g Federal Family Educational Rights and Privacy Act

**UNITED STATES CODE, TITLE 29**

794 Section 503 of the Rehabilitation Act of 1973; accessibility to federal web sites

**UNITED STATES CODE, TITLE 42**

12101-12213 Americans with Disabilities Act

**CODE OF FEDERAL REGULATIONS, TITLE 16**

312.1-312.12 Children's Online Privacy

**CODE OF FEDERAL REGULATIONS, TITLE 34**

99.1-99.67 Family Educational Rights and Privacy

**COURT DECISIONS**

Aaris v. Las Virgenes Unified School District, (1998) 64 Cal.App.4th 1112

**Management Resources:**

**U.S. DEPARTMENT OF JUSTICE PUBLICATIONS**

Accessibility of State and Local Government Websites to People with Disabilities, June 2003

**WORLD WIDE WEB CONSORTIUM PUBLICATIONS**

Web Content Accessibility Guidelines, December 2008

**WEB SITES**

CSBA: <http://www.csba.org>

California Department of Education, Web Accessibility Standards:

<http://www.cde.ca.gov/re/di/ws/webaccessstds.asp>

California School Public Relations Association: <http://www.calspra.org>

U.S. Department of Justice, Americans with Disabilities Act: <http://www.ada.gov>

World Wide Web Consortium, Web Accessibility Initiative: <http://www.w3.org/wai>

**Policy CENTER UNIFIED SCHOOL DISTRICT**

adopted: October 19, 2011 Antelope, California



# CSBA Sample

## Administrative Regulation

Community Relations

AR 1113(a)

### DISTRICT AND SCHOOL WEB SITES

Note: The following optional administrative regulation is for use by districts that maintain their own web site(s) and ~~may~~ should be revised to reflect district practice.

#### Design Standards

The Superintendent or designee shall develop design standards for district and school web sites that include, but are not limited to, guidelines to ensure the clear organization of the material, readability of the font type and size, and simplicity of the navigation structure linking the content on the web site. Such standards shall take into consideration the ease of use on a wide range of devices.

Note: Pursuant to Title II of the Americans with Disabilities Act (42 USC 12131-12134) and Section 504 of the Rehabilitation Act of 1973 (29 USC 705, 794; 34 CFR 104.1-104.39), districts have an obligation to provide an equal opportunity to individuals with disabilities to participate in and receive the benefits of the educational program. Such obligations have been interpreted by the U.S. Department of Education's Office for Civil Rights (OCR) to include the requirement that district web sites be accessible to individuals with disabilities. See the OCR's June 2010 and May 2011 Dear Colleague Letters.

While there are no explicit standards detailed in law or regulations addressing accessible features, the World Wide Web Consortium's Web Content Accessibility Guidelines 2.0 and Web Accessibility Initiative Accessible Rich Internet Applications Suite are widely used tools that may serve as guidelines for district and school web sites. Additionally, examples of technical standards for accessibility are available on the California Department of Education's web site.

In accordance with the requirements of the Americans with Disabilities Act and Section 504 of the federal Rehabilitation Act of 1973, district and school web sites shall contain features that ensure accessibility for individuals with disabilities, which may include, but are not limited to, captions for videos and multimedia presentations, text alternatives to images, provision of sufficient time to use the content, avoidance of flashing images, adequate contrast in visual presentations, and/or other features that meet applicable standards for web site accessibility. The Superintendent or designee shall regularly review district and school web sites and modify them as needed to ensure legal compliance with accessibility standards.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

#### Guidelines for Web Site Content

Note: The following section may be revised to reflect district practice.

## DISTRICT AND SCHOOL WEB SITES (continued)

For all Governing Board meetings occurring on and after January 1, 2019, Government Code 54954.2, as amended by AB 2257 (Ch. 265, Statutes of 2016), requires the district to post a "prominent, direct link" to the current Board meeting agenda on the primary homepage of the district's web site. However, districts that use an integrated agenda management platform (i.e., a web site dedicated to providing the entirety of the agenda information for the Board) are exempt from this requirement if a direct link to the platform is posted on the homepage and the current agenda is the first agenda available at the top of the platform. Government Code 54954.2 specifies that agendas posted either through a direct link or through use of an integrated agenda management platform must be (1) retrievable, downloadable, indexable, and electronically searchable by commonly used Internet search applications; (2) platform independent and machine readable; and (3) available to the public free of charge and without any restriction that would impede the reuse or redistribution of the agenda.

As applicable, district and school web sites shall provide current information regarding district/school programs, activities, and operations. Such information shall be appropriate for both internal and external audiences and may include the district's mission and goals, district/school programs and operations, district/school news, agendas and minutes of Governing Board meetings, School Accountability Report Cards, school calendars, and links to educational resources.

(cf. 0440 - District Technology Plan)  
 (cf. 0510 - School Accountability Report Card)  
 (cf. 1100 - Communication with the Public)  
 (cf. 1112 - Media Relations)  
 (cf. 6020 - Parent Involvement)  
 (cf. 9322 - Agenda/Meeting Materials)

With approval of the principal, individual teachers may create web pages linked to the district or school web site to provide information pertaining to class assignments, expectations, and activities.

Note: In determining who will be allowed **whether to limit or allow the ability of certain groups or individuals** to provide content for district or school web sites, districts should consult with legal counsel on matters pertaining to protected speech and equal access; **In the event of litigation on this issue, one approach a court might use would be to draw analogies with protections that currently exist for the print medium (see BP/AR 5145.2 - Freedom of Speech/Expression and ) and regulations regarding equal access (see BP/AR 6145.5 - Student Organizations and Equal Access).**

Student work may be published on district or school web sites provided that both the student and his/her parent/guardian provide written permission or the work is part of an existing publication such as a school newspaper.

Note: Federal copyright law (17 USC 107 106) grants a copyright owner the exclusive rights to reproduce, distribute, make derivative works of, publicly perform, or publicly display the copyrighted work or to authorize others to do so. However, pursuant to 17 USC 107, "fair use" (i.e., the

**DISTRICT AND SCHOOL WEB SITES (continued)**

reproduction of limited portions of copyrighted materials without the copyright owner's permission) is allowed for such purposes as criticism, comment, news reporting, teaching, scholarship, or research; and the courts have generally provided that teachers, students, and schools are allowed to make "fair use" of published materials for instructional purposes in situations which are not likely to deprive a publisher or an author of income; see BP/AR 6162.6 - Use of Copyrighted Materials. Even if use of certain copyrighted materials in the district meets the criteria for a fair use exception, **Unless there is a clear statement that text, art, or photos that are not clearly stated to be in the "public domain" and available for free use such material should not be replicated on a district or school web site without prior permission of the copyright owner of the copyright.**

The Superintendent or designee shall ensure that copyright laws are not violated in the use of materials on district and school web sites. If any copyrighted material is posted a notice shall be included crediting the original producer of the material and noting how and when permission to reprint the material was granted. Any copyrighted material to be posted on a district or school web site shall be submitted to the Superintendent or designee together with the permission of the copyright owner to reprint the material. Any copyrighted material submitted without the copyright owner's permission shall only be posted on a district or school web site if the Superintendent or designee determines that the material is in the public domain or that the intended use meets the criteria for fair use or another exception pursuant to 17 USC 107-122. When any copyrighted material is posted, the web site shall include a notice crediting the copyright owner and, as necessary, shall note that permission to reprint the material was granted.

(cf. 4132/4232/4332 - Publication or Creation of Materials)

(cf. 6162.6 - Use of Copyrighted Materials)

Whenever a district or school web site includes links to external web sites, it shall include a disclaimer that the district is not responsible for the content of external web sites.

**Roles and Responsibilities**

Any employee assigned as a district or school webmaster shall be responsible for the uploading of material to the web site(s) upon approval of the Superintendent or designee. He/she shall **review district and school web sites** to ensure consistency of the material with district standards, regularly check links for accuracy and appropriateness, keep the web server free of outdated or unused files, and provide technical assistance as needed.

The Superintendent or designee may assign additional staff members to conduct an editorial reviews of all materials submitted for publication on district or school web sites and to make corrections as needed in spelling, grammar, or accuracy of content.

The Superintendent or designee shall provide staff development opportunities related to district content guidelines, design standards, and accessibility laws and standards to district communications and technology staff, district and school webmasters, and/or other appropriate staff.



**DISTRICT AND SCHOOL WEB SITES** (continued)

*(cf. 4131 - Staff Development)*

*(cf. 4231 - Staff Development)*

*(cf. 4331 - Staff Development)*

**Security**

The Superintendent or designee shall establish security procedures for the district's computer network to prevent unauthorized access and changes to district and school web sites. To the extent possible, the host computer(s) shall be in a lockable room with restricted access.

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# **Center USD**

## **Administrative Regulation**

### **District And School Web Sites**

**AR 1113**

#### **Community Relations**

##### **Guidelines for Content**

District and school web sites shall provide current information regarding district/school programs, activities, and operations. Such information shall be appropriate for both internal and external audiences and may include district mission and goals, district or school news, agendas and minutes of Governing Board meetings, School Accountability Report Cards, school calendars, and links to educational resources.

(cf. 0440 - District Technology Plan)  
(cf. 0510 - School Accountability Report Card)  
(cf. 1100 - Communication with the Public)  
(cf. 1112 - Media Relations)  
(cf. 6020 - Parent Involvement)

With approval of the principal, individual teachers may create web pages linked to the district or school web site to provide information pertaining to class assignments, expectations, and activities.

Student work may be published on district or school web sites provided that both the student and his/her parent/guardian provide written permission or the work is part of an existing publication such as a school newspaper.

All copyright laws are adhered to in the use of materials on district and school web sites. If any copyrighted material is posted, a notice shall be included crediting the original producer of the material and noting how and when permission to reprint the material was granted.

(cf. 4132/4232/4332 - Publication or Creation of Materials)  
(cf. 6162.6 - Use of Copyrighted Materials)

Whenever a district or school web site includes links to external web sites, it shall include a disclaimer that the district is not responsible for the content of external web sites.

##### **Roles and Responsibilities**

Any employee assigned as a district or school webmaster shall be responsible for the uploading of material to the web site(s) upon approval of the Superintendent or designee.

He/she shall ensure consistency of the material with district standards, regularly check links for accuracy and appropriateness, keep the web server free of outdated or unused files, and provide technical assistance as needed.

The Superintendent or designee may assign additional staff members to conduct an editorial review of all materials submitted for publication on district or school web sites and to make corrections as needed in spelling, grammar, or accuracy of content.

The Superintendent or designee shall provide staff development opportunities related to district content guidelines, design standards, and accessibility laws and standards to district communications and technology staff, district and school webmasters, and/or other appropriate staff.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

#### Security

The Superintendent or designee shall establish security procedures for the district's computer network to prevent unauthorized access and changes to district and school web sites. To the extent possible, the host computer(s) shall be in a lockable room with restricted access.

# CSBA Sample

## Board Policy

Community Relations

BP 1325(a)

### ADVERTISING AND PROMOTION

Note: The following **optional** policy addresses the distribution of commercial and noncommercial materials as well as advertising in school-sponsored publications, **on district and school web sites**, and on school facilities **and grounds** by outside/nonschool groups. Student speech, including the distribution of printed materials by students, is addressed in BP/AR 5145.2 - Freedom of Speech/Expression.

The Governing Board establishes this policy to ensure effective and consistent **implementation of its directions related to standards for** advertisements and promotions by nonschool groups in school-sponsored publications, **on district and school web sites**, and social media, and on school facilities **and grounds**. Student speech shall be regulated in accordance with BP/AR 5145.2 - Freedom of Speech/Expression.

*(cf. 1113 - District and School Web Sites)*

*(cf. 1114 - District-Sponsored Social Media)*

*(cf. 1330 - Use of School Facilities)*

*(cf. 5145.2 - Freedom of Speech/Expression)*

*(cf. 6145.5 - Student Organizations and Equal Access)*

Note: School facilities and school-sponsored publications are public property and are subject to freedom of expression rights granted by the First Amendment to the United States Constitution and Article I, Section 2 of the California State Constitution. However, because school facilities and school-sponsored publications are generally for school purposes, they are regarded as "nonpublic fora" and the Governing Board **typically** has extensive authority to regulate them. In exercising this authority, the Board may decide not to accept any form of advertising or distribution of materials (nonpublic forum), as stated in Option 1 below, or to accept some advertising and/or distribution of materials, but only from certain groups or on certain topics (limited public forum), as stated in Option 2. **In addition, the Board may maintain a "nonpublic forum" for advertising in school publications or on school facilities while designating a "limited public forum" for distribution of materials at district schools or a "nonpublic forum" at its elementary schools and a "limited public forum" at its high schools.** It is also possible for the Board to prohibit advertisement by nonschool groups in some types of district forums (Option 1), while allowing nonschool groups to advertise at other forums (Option 2). For example, a K-12 district could decide not to allow any advertisement on its elementary school sites, while allowing advertisements of a nonpolitical and nonreligious nature on its high school campuses. When a districtwide policy would involve adopting both options, the Board must include clarifying statements in the policy to specify when and where each option would apply.

Whichever option(s) the district chooses, school officials should ensure that they enforce the policy in a consistent manner, as courts look beyond the district's intent as stated in its policy and look to the actual practice of school officials in determining whether a district facility or publication is a "nonpublic" or "limited public" forum. See (Board of Education of the Westside Community Schools v. Mergens). Because this area of law is complex, it is **strongly recommended** that legal counsel be consulted prior to the adoption of policy in this area.



## ADVERTISING AND PROMOTION (continued)

### OPTION 1: ~~Nonpublic Forum~~

~~The Board believes that in order to maintain focus on academic achievement in district schools, students' exposure to the persuasive influence of marketing should be minimized. The Superintendent or designee shall not allow any advertisement from any non-school group to be included in any district or school-sponsored publication, web site, or social media, or to be posted on any school property such as school buildings, athletic fields, scoreboards, or and billboards. In addition, no non-school group's announcement, flyer, or other promotional material shall be disseminated by the district or distributed at any school facility or on school grounds.~~

Note: Districts that have created a "nonpublic forum" must delete the remainder of this policy in order to ensure that their "nonpublic forum" status is maintained.

### OPTION 2: Limited Public Forum

Note: When the Board chooses Option 2, it may adopt any reasonable rules that are reasonable to achieve its intended purpose for the forum, as long as the rules do not discriminate against members of the public based on their viewpoints. It is recommended that districts maintain limits on the scope of the topics and/or groups permitted in order to avoid creating a designated public forum for use by the general public. Districts with questions about how to maintain a limited public forum should consult legal counsel.

Items #1-5 below present examples of the types of materials and/or advertising that the district may allow, and should be revised to reflect district practice. See section "Criteria for Approval" below for examples of permissible restrictions on the content of the advertising. In *Hills v. Scottsdale Unified School District 48*, the Ninth Circuit Court of Appeals held that the district discriminated against the plaintiff on the basis of his religious viewpoint and violated his First Amendment right when the district refused to distribute the plaintiff's brochure for summer camps because it included some religious classes, though it permitted the distribution of similar literature by secular groups.

The Board desires to promote positive relationships between district schools and the community in order to enhance community partnerships, support, and involvement in the schools. The Superintendent or designee may, consistent with the criteria established in this policy, approve:

Note: The Board may select any or all of optional items #1-5 below to reflect the types of materials and/or advertising that it will allow.

1. Distribution of noncommercial materials that publicize services, special events, public meetings, or other gatherings of interest to students or parents/guardians

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 6162.8 - Research)



## ADVERTISING AND PROMOTION (continued)

2. Distribution of promotional materials of a commercial nature to students or parents/guardians

*(cf. 1700 - Relations Between Private Industry and the Schools)*

3. Paid advertisements on school property, including, but not limited to, advertisements on **school buildings, athletic fields, scoreboards, and** billboards ~~and scoreboards~~
4. Paid advertisements in school-sponsored publications, yearbooks, announcements, and other school communications, including web sites and social media
5. Products and materials donated by commercial enterprises for educational use, including those that bear the name and/or logo of the donor, as long as they do not unduly promote the donor or any commercial activity or product

*(cf. 3290 - Gifts, Grants and Bequests)*

*(cf. 6161.11 - Supplementary Instructional Materials)*

Note: Generally, courts have upheld procedures that place reasonable "time, place, and manner" restrictions on materials to be distributed, as long as the same restrictions ~~were~~ **are** placed on all materials. ~~See (Hemry v. School Board of Colorado Springs).~~ **The district might want to consider developing p**Procedures that limit the "time, place, and manner" of distributions, such as limiting distribution to before or after school hours or creating a central location for the distribution of all materials, **may be developed, but districts should consult** ~~Legal counsel should be consulted~~ as appropriate **when creating such restrictions.**

Prior to the distribution, posting, or publishing of any nonschool group's promotional materials or advertisement, the Superintendent, principal, or designee shall review the materials or advertisement based on the criteria listed below. He/she may not disapprove materials or advertisement in an arbitrary or capricious manner or in a way that discriminates against a particular viewpoint on a subject that is otherwise allowed by Board policy.

All materials to be distributed shall bear the name and contact information of the sponsoring entity.

Note: ~~The district might also consider requiring-~~ **Districts may require** sponsoring entities to include a disclaimer on all materials to be distributed. For example, a disclaimer might state that "this event is not school-sponsored or approved" or that "opinions are not necessarily those of the school district or school personnel." The district should consult legal counsel as appropriate.

As necessary, the Superintendent, principal, or designee ~~shall~~ **may** require a disclaimer on any nonschool group's promotional materials to be distributed, posted, or published, stating that the distribution, posting, or publishing of the materials does not imply district endorsement of the group's activities, products, or services. District- and school-sponsored publications shall include a disclaimer stating that the district or school does not endorse any advertised products or services.

## ADVERTISING AND PROMOTION (continued)

### Criteria for Approval

Note: The following **optional** section is for use by districts that select Option 2 (limited public forum) above and may be revised to reflect criteria established by the Board.

The Superintendent, principal, or designee shall not accept for distribution, **or allow on school property**, any materials or advertisements that:

1. Are lewd, obscene, libelous, or slanderous
2. Incite students to commit unlawful acts, violate school rules, or disrupt the orderly operation of the schools

Note: **Optional** item #3 below prohibits the distribution of political materials or political advertising except under certain circumstances. Pursuant to Education Code 7058, the Board may conduct a political forum if it is made available to all sides on an equitable basis.

3. Promote any particular political interest, candidate, party, or ballot measure, unless the candidates or advocates from all sides are provided the opportunity to present their views to the students during school hours or during events scheduled pursuant to the Civic Center Act

(cf. 1160 - Political Processes)

(cf. 4119.25/4219.25/4319.25 - Political Activities of Employees)

Note: ~~In DiLoreto v. Downey Unified School District, the Ninth Circuit Court of Appeals held that a district's refusal to post a paid religious advertisement featuring the Ten Commandments on an athletic field fence reserved for commercial advertising was a reasonable way for the district to avoid being placed on one side of a controversial issue. The court concluded that, as a nonpublic forum, the district had the right to regulate content since it did not open the forum (the fence) to all expressive activities but, in fact, had reserved it for commercial speech. Districts wishing to establish policy dealing with the distribution of religious materials should consult legal counsel. Districts wishing to establish policy dealing with the distribution of religious materials should consult legal counsel.~~

In Hills v. Scottsdale Unified School District, the Ninth Circuit Court of Appeals held that a district may only reject advertising with religious content if the advertising exceeds the subject matter of the limited forum created by the district. The court held that a district could not reject a camp brochure with religious content since the district had permitted distribution of similar literature by secular groups. To avoid viewpoint discrimination, a district must allow an advertisement on an otherwise permissible topic even if cast from a religious viewpoint.

The court explained, however, that a district may reject advertisements that contain "proselytizing language" to the extent that the language exceeds the scope of the district's limited forum. For example, in DiLoreto v. Downey Unified School District, the court held that a district could reject an advertisement that contained a posting of the Ten Commandments where the district had only opened a baseball field fence to commercial advertising. In addition, the court in DiLoreto held that the district had an inherent right to control its property, including the right to close a previously open forum to avoid the appearance of government endorsement of religion.

**ADVERTISING AND PROMOTION (continued)**

4. ~~Proselytize or position the district on any side of a controversial issue~~ **Contain prayer or proselytizing language**

5. **Position the district on any side of a controversial issue**

*(cf. 6144 - Controversial Issues)*

- ~~5.6.~~ Discriminate against, attack, or denigrate any group on account of any unlawful consideration

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*

- ~~6.7.~~ Promote the use or sale of materials or services that are illegal or inconsistent with school objectives, including, but not limited to, materials or advertisements for tobacco, intoxicants, ~~non-nutritious foods and beverages~~, and movies or products unsuitable for children

*(cf. 5030 - Student Wellness)*

*(cf. 5131.6 - Alcohol and Other Drugs)*

*(cf. 5131.62 - Tobacco)*

**Note: Education Code 49431.9, as added by AB 841 (Ch. 843, Statutes of 2017), prohibits schools, districts, and charter schools that participate in the National School Lunch or Breakfast Program from advertising any food or beverage during the school day, as defined, including on any property or facility owned or leased by the district or school and used for school-related activities, unless the food or beverage meets nutritional standards to be served or sold on the school campus during the school day. Schools and districts are not required to replace durable nonconsumable items, such as scoreboards or team uniforms in use as of January 1, 2018, but must comply with this prohibition as items are replaced or contracts are renegotiated.**

8. **Promote during the school day any food or beverage that does not comply with state nutritional standards pursuant to Education Code 49430-49434, including a corporate incentive program that offers free or discounted foods or beverages that do not meet nutritional standards as rewards for students who reach certain academic goals. This prohibition does not include advertising on clothing with brand images worn on school grounds, advertising contained in product packaging, or advertising of infrequent school fundraising events involving food or beverages that do not meet the nutritional standards. (Education Code 49431.9)**

*(cf. 3550 - Food Service/Child Nutrition Program)*

*(cf. 5030 - Student Wellness)*

- ~~7.9.~~ Solicit funds or services for an organization, with the exception of solicitations authorized in Board policy

## ADVERTISING AND PROMOTION (continued)

*(cf. 1321 - Solicitation of Funds from and by Students)*

### **8.10.** Distribute unsolicited merchandise for which an ensuing payment is requested

The Superintendent or designee **also** may **also** consider the educational value of the materials or advertisements, the age or maturity of the students in the intended audience, and whether the materials or advertisements support the basic educational mission of the district, directly benefit the students, or are of intrinsic value to the students or their parents/guardians.

*(cf. 0000 - Vision)*

Schools may establish additional criteria pertaining to the content of advertisements in school publications and yearbooks, as deemed appropriate by the Superintendent or designee in accordance with law and Board policy.

*Legal Reference: (see next page)*

## ADVERTISING AND PROMOTION (continued)

### Legal Reference:

#### CALIFORNIA CONSTITUTION

Article 1, Section 2 Free speech rights

#### EDUCATION CODE

7050-7058 Political activities of school officers and employees

35160 Authority of governing boards

35160.1 Broad authority of school districts

35172 Promotional activities

38130-~~38138~~ 38139 Civic Center Act

49430-49434 The Pupil Nutrition, Health, and Achievement Act of 2001, especially:

49431.9 Advertisement of non-nutritious foods

#### BUSINESS AND PROFESSIONS CODE

25664 Advertisements encouraging minors to drink

#### CALIFORNIA CONSTITUTION

Article 1, Section 2 Free speech rights

#### U.S. CONSTITUTION

Amendment 1, Freedom of speech and expression

#### UNITED STATES CODE, TITLE 42

1751-1769j School Lunch Program

1773 School Breakfast Program

#### COURT CASES

Hills v. Scottsdale Unified School District #8, (2003) 329 F.3d 1044

DiLoreto v. Downey Unified School District, (1999) 196 F.3d 958

Yeo v. Town of Lexington, (1997) U.S. First Circuit Court of Appeals, No. 96-1623-131 F.3d 241

Hemry v. School Board of Colorado Springs, (D.Col. 1991) 760 F.Supp. 856

Bright v. Los Angeles Unified School District, (1976) 134 Cal. Rptr. 639, 556 P.2d 1090, 18 Cal. 3d 350 450

Lehman v. Shaker Heights, (1974) 418 U.S. 298

### Management Resources:

#### CSBA PUBLICATIONS

School-Based Marketing of Foods and Beverages: Policy Implications for School Boards, Policy Brief, March 2006

#### WEB SITES

CSBA: <http://www.csba.org>

(11/01 4/13) 12/17



# **Center Unified SD**

## **Board Policy**

### **Advertising And Promotion**

**BP 1325**

#### **Community Relations**

The Governing Board establishes this policy to ensure effective and consistent implementation of its directions related to advertisements and promotions by nonschool groups in school-sponsored publications, web sites, and social media and on school facilities. Student speech shall be regulated in accordance with BP/AR 5145.2 - Freedom of Speech/Expression.

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

(cf. 1330 - Use of School Facilities)

(cf. 5145.2 - Freedom of Speech/Expression)

(cf. 6145.5 - Student Organizations and Equal Access)

#### **Limited Public Forum**

The Board desires to promote positive relationships between district schools and the community in order to enhance community support and involvement in the schools. The Superintendent or designee may approve:

1. Distribution of noncommercial materials that publicize services, special events, public meetings, or other gatherings of interest to students or parents/guardians

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 6162.8 - Research)

2. Distribution of promotional materials of a commercial nature to students or parents/guardians

(cf. 1700 - Relations Between Private Industry and the Schools)

3. Paid advertisements on school property, including, but not limited to, advertisements on billboards and scoreboards

4. Paid advertisements in school-sponsored publications, yearbooks, announcements, and other school communications, including web sites and social media

5. Products and materials donated by commercial enterprises for educational use, including those that bear the name and/or logo of the donor, as long as they do not unduly

promote the donor or any commercial activity or product

(cf. 3290 - Gifts, Grants and Bequests)

(cf. 6161.11 - Supplementary Instructional Materials)

Prior to the distribution, posting, or publishing of any nonschool group's promotional materials or advertisement, the Superintendent, principal, or designee shall review the materials or advertisement based on the criteria listed below. He/she may not disapprove materials or advertisement in an arbitrary or capricious manner or in a way that discriminates against a particular viewpoint on a subject that is otherwise allowed by Board policy.

All materials to be distributed shall bear the name and contact information of the sponsoring entity.

As necessary, the Superintendent, principal, or designee shall require a disclaimer on any nonschool group's promotional materials to be distributed, posted, or published, stating that the distribution, posting, or publishing of the materials does not imply district endorsement of the group's activities, products, or services. District- and school-sponsored publications shall include a disclaimer stating that the district or school does not endorse any advertised products or services.

#### Criteria for Approval

The Superintendent, principal, or designee shall not accept for distribution any materials or advertisements that:

1. Are lewd, obscene, libelous, or slanderous
2. Incite students to commit unlawful acts, violate school rules, or disrupt the orderly operation of the schools
3. Promote any particular political interest, candidate, party, or ballot measure, unless the candidates or advocates from all sides are provided the opportunity to present their views to the students during school hours or during events scheduled pursuant to the Civic Center Act

(cf. 1160 - Political Processes)

(cf. 4119.25/4219.25/4319.25 - Political Activities of Employees)

4. Discriminate against, attack, or denigrate any group on account of any unlawful consideration

(cf. 0410 - Nondiscrimination in District Programs and Activities)

5. Promote the use or sale of materials or services that are illegal or inconsistent with



school objectives, including, but not limited to, materials or advertisements for tobacco, intoxicants, non-nutritious foods and beverages, and movies or products unsuitable for children

(cf. 5030 - Student Wellness)

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 5131.62 - Tobacco)

6. Solicit funds or services for an organization, with the exception of solicitations authorized in Board policy

(cf. 1321 - Solicitation of Funds from and by Students)

7. Distribute unsolicited merchandise for which an ensuing payment is requested

The Superintendent or designee also may consider the educational value of the materials or advertisements, the age or maturity of the students in the intended audience, and whether the materials or advertisements support the basic educational mission of the district, directly benefit the students, or are of intrinsic value to the students or their parents/guardians.

(cf. 0000 - Vision)

Schools may establish additional criteria pertaining to the content of advertisements in school publications and yearbooks, as deemed appropriate by the Superintendent or designee in accordance with law and Board policy.

#### Legal Reference:

#### CALIFORNIA CONSTITUTION

Article 1, Section 2 Free speech rights

#### EDUCATION CODE

7050-7058 Political activities of school officers and employees

35160 Authority of governing boards

35160.1 Broad authority of school districts

35172 Promotional activities

38130-38138 Civic Center Act

#### BUSINESS AND PROFESSIONS CODE

25664 Advertisements encouraging minors to drink

#### U.S. CONSTITUTION

Amendment 1, Freedom of speech and expression

#### COURT CASES

Hills v. Scottsdale Unified School District 48, (2003) 329 F.3d 1044

DiLoreto v. Downey Unified School District, (1999) 196 F.3d 958

Yeo v. Town of Lexington, (1997) U.S. First Circuit Court of Appeals, No. 96-1623



Hemry v. School Board of Colorado Springs, (D.Col. 1991) 760 F.Supp. 856  
Bright v. Los Angeles Unified School District, (1976) 134 Cal. Rptr. 639, 556 P.2d 1090,  
18 Cal. 3d 350  
Lehman v. Shaker Heights, (1974) 418 U.S. 298

**Management Resources:**

**CSBA PUBLICATIONS**

School-Based Marketing of Foods and Beverages: Policy Implications for School  
Boards, Policy Brief, March 2006

**WEB SITES**

CSBA: <http://www.csba.org>

**Policy CENTER UNIFIED SCHOOL DISTRICT**  
adopted: November 20, 2013 Antelope, California

# CSBA Sample

## Board Policy

### Business and Noninstructional Operations

BP 3100(a)

#### BUDGET

The Governing Board recognizes its critical responsibility for adopting a sound budget for each fiscal year which is aligned with the district's vision, goals, priorities, local control and accountability plan (LCAP), and other comprehensive plans. The district budget shall guide decisions and actions throughout the year and shall serve as a tool for monitoring the fiscal health of the district.

*(cf. 0000 - Vision)*  
*(cf. 0200 - Goals for the School District)*  
*(cf. 0400 - Comprehensive Plans)*  
*(cf. 0460 - Local Control and Accountability Plan)*  
*(cf. 3300 - Expenditures and Purchases)*  
*(cf. 3460 - Financial Reports and Accountability)*  
*(cf. 9000 - Role of the Board)*

The district budget shall show a complete plan and itemized statement of all proposed expenditures and all estimated revenues for the following fiscal year, together with a comparison of revenues and expenditures for the current fiscal year. The budget shall also include the appropriations limit and the total annual appropriations subject to limitation as determined pursuant to Government Code 7900-7914. (Education Code 42122)

#### Budget Development and Adoption Process

**Note:** AB 2585 (Ch. 309, Statutes of 2014) amended Education Code 42127 to eliminate the "dual budget" adoption process, whereby the Governing Board could elect to hold a second public hearing and adopt a September 8 budget that would formally replace its July 1 adopted budget. Thus, district budgets for 2015-16 and beyond must be developed in accordance with the "single budget" adoption process.

In order to provide guidance in the development of the budget, the Board shall annually establish budget priorities based on identified district needs and goals and on realistic projections of available funds.

The Superintendent or designee shall oversee the preparation of a proposed district budget for approval by the Board and shall involve appropriate staff in the development of budget projections.

**Note:** Education Code 42103 and 42127 require the district to hold a public hearing prior to adoption of the budget; see the accompanying administrative regulation for requirements pertaining to the public hearing. A public hearing on the district's local control and accountability plan (LCAP) must occur at the same meeting; see BP 0460 - Local Control and Accountability Plan.

The Board shall hold a public hearing on the proposed budget in accordance with Education Code 42103 and 42127.

## BUDGET (continued)

*(cf. 9320 - Meetings and Notices)*

*(cf. 9322 - Agenda/Meeting Materials)*

*(cf. 9323 - Meeting Conduct)*

The Board shall adopt the district budget on or before July 1 of each year. (Education Code 42127)

At a public meeting **held scheduled** on a date after the public hearing on the budget, the Board shall, ~~adopt the budget~~ following its adoption of the LCAP or an annual update to the LCAP, **adopt the budget at the same meeting**. The budget shall include the expenditures necessary to implement the LCAP or the annual update to the LCAP. (Education Code 42127, 52062)

Note: Pursuant to Education Code 42126, the district budget must be in a format prescribed by the Superintendent of Public Instruction (SPI). The SPI has established a requirement that districts use the Standardized Account Code Structure (SACS). SACS ensures that districts meet state and federal reporting guidelines and comply with generally accepted accounting principles prescribed by the Governmental Accounting Standards Board (GASB). The California Department of Education's (CDE) California School Accounting Manual provides guidance regarding coding of revenues and expenditures.

At its discretion, the district may use a different format for communicating the budget to the Board, staff, and public but, according to the CDE, the budget that the Board formally adopts must be in the SACS format.

The budget that is formally adopted by the Board shall adhere to the state's Standardized Account Code Structure as prescribed by the Superintendent of Public Instruction. (Education Code 42126, 42127)

The Superintendent or designee may supplement this format with additional information as necessary to effectively communicate the budget to the Board, staff, and public.

Note: Education Code 42127 requires the district to file the adopted budget with the County Superintendent of Schools as described below. If the district fails to submit a budget by July 1, the County Superintendent will, at district expense, develop a budget by September 15 and transmit that budget to the Board.

No later than five days after the Board adopts the district budget or by July 1, whichever occurs first, the Board shall file with the County Superintendent of Schools the adopted district budget and supporting data. The budget and supporting data shall be maintained and made available for public review. (Education Code 42127)

*(cf. 1340 - Access to District Records)*

Note: Pursuant to Education Code 42127, **as amended by SB 78 (Ch. 19, Statutes of 2015)**, on or before September 15, the County Superintendent must approve, conditionally approve, or disapprove the district's adopted budget. Education Code 42127 requires that this determination be based on a consideration of

**BUDGET (continued)**

whether the district's adopted budget complies with state standards and criteria, will allow the district to meet its current and future financial obligations, satisfies all conditions established by the County Superintendent in the case of a conditionally approved budget, will enable the district to satisfy its multiyear financial commitments, includes the expenditures necessary to implement the LCAP or the annual update to the LCAP, and, when applicable, complies with the requirements pertaining to ending fund balances that exceed the state minimum recommended reserve. Education Code 42127 also requires the County Superintendent to consider other studies, reports, evaluations, or audits that may indicate that the district is in fiscal distress; see the Fiscal Crisis and Management Assistance Team's Fiscal Oversight Guide and BP 3460 - Financial Reports and Accountability.

~~SB 78 amended Education Code 42127 to require the Board to review and respond to the County Superintendent's recommendations by October 8. The County Superintendent must then either approve or disapprove the revised budget by November 8.~~

If the County Superintendent disapproves or conditionally approves the district's budget, the Board shall review and respond to his/her recommendations at a public meeting on or before October 8. The response shall include any revisions to the adopted budget and any other proposed actions to be taken as a result of those recommendations. (Education Code 42127)

**Budget Advisory Committee**

Note: The following optional section is for use by districts that choose to establish a budget advisory committee to provide input during the budget development process. The committee may be appointed by the Superintendent or designee (Option 1), by the Board (Option 2), or may be a Board subcommittee composed exclusively of Board members (Option 3). Committees established by Board action are subject to the Brown Act; see BP/AR 1220 - Citizen Advisory Committees. Districts should delete or modify the following options as appropriate. See the accompanying administrative regulation for optional language regarding the committee's composition and duties.

This committee is different from the budget review committee that is required in the event that the County Superintendent disapproves the district's budget; see the accompanying administrative regulation.

**OPTION 1:** The Superintendent or designee may appoint a budget advisory committee composed of staff, Board representatives, and/or members of the community.

~~**OPTION 2:** The Board may appoint a budget advisory committee composed of staff, Board representatives, and/or members of the community.~~

~~**OPTION 3:** The Board may establish a budget subcommittee composed exclusively of Board members.~~

Note: The following paragraph is for use by districts that selected either Option 1, 2, or 3 above.

The committee shall submit recommendations during the budget development process and its duties shall be assigned each year based on district needs. All recommendations of the committee shall be advisory only and shall not be binding on the Board.



**BUDGET (continued)**

*(cf. 1220 - Citizen Advisory Committees)*  
*(cf. 2230 - Representative and Deliberative Groups)*  
*(cf. 3350 - Travel Expenses)*  
*(cf. 9130 - Board Committees)*  
*(cf. 9140 - Board Representatives)*

**Budget Criteria and Standards**

**Note:** Education Code 33129 requires the district to develop its budget and manage its expenditures in accordance with criteria and standards adopted by the State Board of Education pursuant to Education Code 33127-33128. These criteria and standards, along with certain other required supplemental information, are specified in 5 CCR 15440-15451, which, as amended by Register 2013, No. 49, reflect the requirements of the local control funding formula (LCFF) applicable to district budgets starting in 2014-15.

While 5 CCR 15450 establishes a minimum local reserve balance for economic uncertainties based on the district's average daily attendance (ADA), Education Code 42127.01, as added by SB 858 (Ch. 32, Statutes of 2014), limits the amount of the reserve if certain conditions are met. In a fiscal year immediately after a fiscal year in which the state makes a deposit of any amount into the state Public School System Stabilization Account created by Proposition 2 in November 2014, the reserve balance is limited to two times the minimum recommended reserve for districts with an ADA of 400,000 or less, or three times the minimum recommended reserve for districts with an ADA over 400,000. The County Superintendent may grant an exemption of this requirement for up to two consecutive fiscal years within a three-year period to any district that provides documentation of extraordinary fiscal circumstances (e.g., multiyear infrastructure or technology projects) that substantiate the need for a reserve in excess of the limit specified in Education Code 42127.01.

The Superintendent or designee shall develop a district budget in accordance with state criteria and standards specified in 5 CCR 15440-15450 as they relate to projections of average daily attendance (ADA), enrollment, ratio of ADA to enrollment, local control funding formula revenue, salaries and benefits, other revenues and expenditures, facilities maintenance, deficit spending, unrestricted general fund balance, and reserves. In addition, he/she shall provide the supplemental information specified in 5 CCR 15451 which addresses the methodology and budget assumptions used, contingent liabilities, use of one-time revenues for ongoing expenditures, use of ongoing revenues for one-time expenditures, contingent revenues, contributions, long-term commitments, unfunded liabilities, status of collective bargaining agreements, the LCAP, and LCAP expenditures. (Education Code 33128, 33128.3, 33129, 42127.01; 5 CCR 15440-15451)

**Note:** The following paragraph is for use by districts that receive supplemental and concentration funding within the **local control funding formula (LCFF)** based on the number and concentration of "unduplicated students" (i.e., students who are eligible for free or reduced-price meals, English learners, and foster youth) pursuant to Education Code 42238.02 and 42238.03. 5 CCR 15494-15496, as amended by Register 2015, No. 2, addresses the method of determining the percentage by which services for unduplicated students must be increased or improved above services provided to all students in the fiscal year. Pursuant to 5 CCR 15496, the district's LCAP must include evidence demonstrating how LCFF funding apportioned on the basis of unduplicated students is used to support such students; see AR 0460 - Local Control and Accountability Plan.

**BUDGET (continued)**

The district budget shall provide for increasing or improving services for unduplicated students at least in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated students **in accordance with 5 CCR 15496**. *Unduplicated students* are students who are eligible for free or reduced-price meals, English learners, and/or foster youth. (Education Code 42238.07; 5 CCR 15496)

(cf. 3553 - Free and Reduced Price Meals)  
 (cf. 6173.1 - Education for Foster Youth)  
 (cf. 6174 - Education for English Learners)

The Board may establish other budget assumptions or parameters which may take into consideration the stability of funding sources, legal requirements and constraints on the use of funds, anticipated increases and/or decreases in the cost of services and supplies, program requirements, and any other factors necessary to ensure that the budget is a realistic plan for district revenues and expenditures.

(cf. 2210 - Administrative Discretion Regarding Board Policy)  
 (cf. 3110 - Transfer of Funds)

**Fund Balance**

Note: The following section should be revised to reflect district practice. Governmental Accounting Standards Board (GASB) Statement 54 addresses the way fund balances (i.e., the gross differences between assets and liabilities reflected on the balance sheet) in governmental funds are reported in external financial reports. Fund balances must be classified as nonspendable, restricted, committed, assigned, and unassigned in accordance with GASB 54 definitions; also see AR 3460 - Financial Reports and Accountability. Pursuant to GASB 54, the Board has sole authority to specify purposes of funds classified as "committed" and also must express, or delegate the authority to express, intended purposes of resources that result in the "assigned" fund balance. The Board may modify the following section to reflect its fund balance policy or may adopt a formal resolution containing the required components.

The district shall classify fund balances in compliance with Governmental Accounting Standards Board (GASB) Statement 54, as follows:

1. *Nonspendable fund balance* includes amounts that are not expected to be converted to cash, such as resources that are not in a spendable form (e.g., inventories and prepaids) or that are legally or contractually required to be maintained intact.
2. *Restricted fund balance* includes amounts constrained to specific purposes by their providers or by law.

Note: For purposes of the committed fund balance, GASB 54 requires that the Board commit funds no later than the end of the reporting period. In New Requirements for Reporting Fund Balance in Governmental Funds, the CDE clarifies that for districts the end of the reporting period is June 30.

**BUDGET** (continued)

3. *Committed fund balance* includes amounts constrained to specific purposes by the Board.

For this purpose, all commitments of funds shall be approved by a majority vote of the Board. The constraints shall be imposed no later than the end of the reporting period (June 30), although the actual amounts may be determined subsequent to that date but prior to the issuance of the financial statements.

4. *Assigned fund balance* includes amounts which are intended for a specific purpose but do not meet the criteria to be classified as restricted or committed.

The Board delegates authority to assign funds to the assigned fund balance to the Superintendent and authorizes the assignment of such funds to be made any time prior to the issuance of the financial statements. The Superintendent may further delegate the authority to assign funds at his/her discretion.

5. *Unassigned fund balance* includes amounts that are available for any purpose.

When multiple types of funds are available for an expenditure, the district shall first utilize funds from the restricted fund balance as appropriate, then from the committed fund balance, then from the assigned fund balance, and lastly from the unassigned fund balance.

Note: Although not required by GASB 54, the Government Finance Officers Association (GFOA) recommends that public agencies adopt a minimum fund balance policy that establishes an appropriate level of unrestricted fund balance that will be maintained in the general fund. The GFOA's Best Practice: Appropriate Level of Unrestricted Fund Balance in the General Fund describes a variety of factors that should be considered when developing a minimum fund balance policy, such as the predictability of its revenue and volatility of its expenditures, perceived exposure to significant one-time outlays, potential drain upon the general fund from other funds as well as the availability of resources in other funds, liquidity of resources, and portion of unrestricted fund balance already committed or assigned for a specific purpose.

Pursuant to Education Code 42127.01, as added by SB 858 (Ch. 32, Statutes of 2014), in any fiscal year following a transfer of funds by the state into the Public School System Stabilization Account, the district cannot have a combined assigned and unassigned ending fund balance that exceeds the amount specified in Education Code 42127.01. In order to prevent Board policy from being outdated in the event that these provisions become effective, the following paragraph expresses Board intent to maintain a sufficient unassigned fund balance, but does not include a specific amount or percentage.

The Board intends to maintain a minimum assigned and unassigned fund balance in an amount the Board deems sufficient to maintain fiscal solvency and stability and to protect the district against unforeseen circumstances.

Note: The GFOA recommends that the minimum fund policy address both the circumstances under which the unrestricted fund balance can be spent down and the procedure for replenishing deficiencies. The district may revise the following optional paragraph to specify the rate at which the district will attempt to recover



**BUDGET (continued)**

the fund balance (e.g., the Board shall develop a plan to recover the fund balance at a rate of at least one percent each year).

If the assigned and unassigned fund balance falls below the level set by the Board due to an emergency situation, unexpected expenditures, or revenue shortfalls, the Board shall develop a plan to recover the fund balance which may include dedicating new unrestricted revenues, reducing expenditures, and/or increasing revenues or pursuing other funding sources.

**Reserve Balance**

**Note:** 5 CCR 15450 establishes a minimum local reserve balance for economic uncertainties based on the district's average daily attendance (ADA). The minimum reserve balance is the greater of five percent or \$55,000 for districts with 0-300 ADA; the greater of four percent or \$55,000 for districts with 301-1,000 ADA; three percent for districts with 1,001-30,000 ADA; two percent for districts with 30,001-400,000 ADA; and one percent for districts with over 400,000 ADA. The following paragraph may be revised to reflect the minimum reserve applicable to the district's ADA.

Education Code 42127.01 establishes, under certain conditions, a maximum amount of local reserve balance for economic uncertainties. Pursuant to Education Code 42127.01, as amended by SB 751 (Ch. 674, Statutes of 2017), if the amount of monies in the state Public School System Stabilization Account is three percent or more of the combined total of general fund revenues appropriated for school districts and allocated local proceeds of taxes, the district's combined assigned or unassigned ending general fund balance must not exceed 10 percent of those funds in the immediately following fiscal year. Basic aid districts, as defined in Education Code 42238.02, and districts with 2,500 or less ADA are exempted from this requirement. Other districts may also be exempted from this requirement by the County Superintendent for up to two consecutive fiscal years within a three-year period upon providing documentation of extraordinary fiscal circumstances (e.g., multiyear infrastructure or technology projects) that substantiate the need for a reserve in excess of the limit specified in Education Code 42127.01.

**The district budget shall include a minimum reserve balance for economic uncertainties that is consistent with the percentage or amount specified in 5 CCR 15450.**

**In any year that the district is notified by the Superintendent of Public Instruction that the amount of monies in the state Public School System Stabilization Account equals or exceeds three percent of the combined total of general fund revenues appropriated for school districts and allocated local proceeds of taxes, the district budget shall not contain a combined assigned or unassigned ending general fund balance that is in excess of 10 percent of these funds. (Education Code 41202, 42127.01)**

**Long-Term Financial Obligations**

The district's current-year budget and multiyear projections shall include adequate provisions for addressing the district's long-term financial obligations, including, but not limited to, long-term obligations resulting from collective bargaining agreements, financing of facilities



**BUDGET (continued)**

projects, unfunded or future liability for retiree benefits, and accrued workers' compensation claims.

*(cf. 4141/4241 - Collective Bargaining Agreement)*

*(cf. 4154/4254/4354 - Health and Welfare Benefits)*

*(cf. 7210 - Facilities Financing)*

*(cf. 9250 - Remuneration, Reimbursement and Other Benefits)*

Note: The following two **optional** paragraphs are for use by districts that provide "other postemployment benefits" (OPEBs) (i.e., medical, dental, vision, hearing, life insurance, long-term care, long-term disability, and other nonpension benefits to retired employees or Board members) and should be revised to reflect district practice; see BP/AR 4154/4254/4354 - Health and Welfare Benefits and BB 9250 - Remuneration, Reimbursement and Other Benefits. CSBA recommends that districts adopt a specific funding strategy for addressing their OPEB obligations. The district may pay the premiums as they fall due ("pay-as-you-go"), but in such a case the district would then accrue a deficit with respect to future retirees which can be expected to grow as a result of an increasing retiree population and increases in benefit costs. Therefore, it is recommended that the district prefund the debt to the extent possible using a method and level to be determined by the Board. For example, the district may contribute a set amount or percentage of the actuarially determined "annual required contributions" to an irrevocable trust or designated fund each year.

GASB Statement 75, which replaces Statement 45 for fiscal years beginning after June 15, 2017, or sooner at the district's discretion, requires districts that do not provide OPEB through a trust to report the total unfunded liability (i.e., OPEBs that are not prefunded) in the district's financial statements; see AR 3460 - Financial Reports and Accountability.

CSBA's OPEB Solutions Program provides access to qualified actuaries and consultants and a GASB 75-compliant trust to prefund future obligations. See CSBA's web site for further information.

The Board shall approve a plan for meeting the district's long-term obligations to fund nonpension, other postemployment benefits (OPEBs). This plan shall include a specific funding strategy and the method that will be used to finance the district's annual fiscal obligations for such benefits in a manner that continually reduces the deficit to the district to the extent possible. The Board reserves the authority to review and amend the funding strategy as necessary to ensure that it continues to serve the best interests of the district and maintains flexibility to adjust for changing budgetary considerations.

When the Superintendent or designee presents a report to the Board on the estimated accrued but unfunded cost of OPEBs, the Board shall disclose, as a separate agenda item at the same meeting, whether or not it will reserve a sufficient amount of money in its budget to fund the present value of the benefits of existing retirees and/or the future cost of employees who are eligible for benefits in the current fiscal year. (Education Code 42140)

Note: The following **optional** paragraph is for use by districts that are self-insured for workers' compensation claims, either individually or as part of a joint powers agency. See AR 3460 - Financial Reports and Accountability for provisions related to reporting the estimated accrued but unfunded cost of workers' compensation claims based on an actuarial report.

**BUDGET (continued)**

When the Superintendent or designee presents a report to the Board on the estimated accrued but unfunded cost of workers' compensation claims, the Board shall disclose, as a separate agenda item at the same meeting, whether or not it will reserve in the budget sufficient amounts to fund the present value of accrued but unfunded workers' compensation claims or if it is otherwise decreasing the amount in its workers' compensation reserve fund. The Board shall annually certify to the County Superintendent the amount, if any, that it has decided to reserve in the budget for these costs. The Board shall submit to the County Superintendent any budget revisions that may be necessary to account for this budget reserve. (Education Code 42141)

**Budget Amendments**

Note: The following section is <b>optional</b> and should be revised to reflect district practice.
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No later than 45 days after the Governor signs the annual Budget Act, the Superintendent or designee shall make available for public review any revisions in budgeted revenues and expenditures which occur as a result of the funding made available by that Budget Act. (Education Code 42127)

Whenever revenues and expenditures change significantly throughout the year, the Superintendent or designee shall recommend budget amendments to ensure accurate projections of the district's net ending balance. When final figures for the prior-year budget are available, this information shall be used as soon as possible to update the current-year budget's beginning balance and projected revenues and expenditures.

In addition, budget amendments shall be submitted for Board approval as necessary when collective bargaining agreements are accepted, district income declines, increased revenues or unanticipated savings are made available to the district, program proposals are significantly different from those approved during budget adoption, interfund transfers are needed to meet actual program expenditures, and/or other significant changes occur that impact budget projections.

*Legal Reference:***EDUCATION CODE***1240 Duties of county superintendent of schools**33127-33131 Standards and criteria for local budgets and expenditures****41202 Determination of minimum level of education funding****42103 Public hearing on proposed budget; requirements for content of proposed budget**42122-42129 Budget requirements**42130-42134 Financial certifications**42140-42141 Disclosure of fiscal obligations**Legal Reference continued: (see next page)*

**BUDGET (continued)***Legal Reference: (continued)*EDUCATION CODE (continued)*42238-42251 Apportionments to districts, especially:**42238.01-42238.07 Local control funding formula**42602 Use of unbudgeted funds**42610 Appropriation of excess funds and limitation thereon**45253 Annual budget of personnel commission**45254 First year budget of personnel commission**52060-52077 Local control and accountability plan*GOVERNMENT CODE*7900-7914 Appropriations limit*CODE OF REGULATIONS, TITLE 5*15060 Standardized account code structure**15440-15451 Criteria and standards for school district budgets**15494-15496 Local control funding formula, expenditures**Management Resources:*CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONSCalifornia School Accounting ManualNew Requirements for Reporting Fund Balance in Governmental Funds, January 7, 2011FISCAL CRISIS AND MANAGEMENT ASSISTANCE TEAM PUBLICATIONSFiscal Oversight Guide for AB 1200, AB 2756 and Subsequent Related Legislation, September 2006GOVERNMENT FINANCE OFFICERS ASSOCIATIONBest Practice: Appropriate Level of Unrestricted Fund Balance in the General Fund, 2009GOVERNMENTAL ACCOUNTING STANDARDS BOARD STATEMENTSStatement 75, Accounting and Financial Reporting by Employers for Post-employment Benefits Other Than Pensions, June 2015Statement 54, Fund Balance Reporting and Governmental Fund Type Definitions, March 2009Statement 34, Basic Financial Statements and Management's Discussion and Analysis—For State and Local Governments, June 1999WEB SITESCSBA: <http://www.csba.org>Association of California School Administrators: <http://www.acsa.org>California Department of Education, Finance and Grants: <http://www.cde.ca.gov/fg>California Department of Finance: <http://www.dof.ca.gov>Fiscal Crisis and Management Assistance Team: <http://www.fcmat.org>Government Finance Officers Association: <http://www.gfoa.org>Governmental Accounting Standards Board: <http://www.gasb.org>School Services of California, Inc.: <http://www.sscal.com>

(12/14 10/15) 12/17

# **Center Unified SD**

## **Board Policy**

### **Budget**

BP 3100

#### **Business and Noninstructional Operations**

The Governing Board recognizes its critical responsibility for adopting a sound budget for each fiscal year which is aligned with the district's vision, goals, priorities, local control and accountability plan (LCAP), and other comprehensive plans. The district budget shall guide decisions and actions throughout the year and shall serve as a tool for monitoring the fiscal health of the district.

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

(cf. 0400 - Comprehensive Plans)

(cf. 0460 - Local Control and Accountability Plan)

(cf. 3300 - Expenditures and Purchases)

(cf. 3460 - Financial Reports and Accountability)

(cf. 9000 - Role of the Board)

The district budget shall show a complete plan and itemized statement of all proposed expenditures and all estimated revenues for the following fiscal year, together with a comparison of revenues and expenditures for the current fiscal year. The budget shall also include the appropriations limit and the total annual appropriations subject to limitation as determined pursuant to Government Code 7900-7914. (Education Code 42122)

#### **Budget Development and Adoption Process**

In order to provide guidance in the development of the budget, the Board shall annually establish budget priorities based on identified district needs and goals and on realistic projections of available funds.

The Superintendent or designee shall oversee the preparation of a proposed district budget for approval by the Board and shall involve appropriate staff in the development of budget projections.

The Board shall hold a public hearing on the proposed budget in accordance with Education Code 42103 and 42127.

(cf. 9320 - Meetings and Notices)

(cf. 9322 - Agenda/Meeting Materials)

(cf. 9323 - Meeting Conduct)



The Board shall adopt the district budget on or before July 1 of each year. (Education Code 42127)

At a public meeting held on a date after the public hearing on the budget, the Board shall adopt the budget following its adoption of the LCAP or an annual update to the LCAP at the same meeting. The budget shall include the expenditures necessary to implement the LCAP or the annual update to the LCAP. (Education Code 42127)

The budget that is formally adopted by the Board shall adhere to the state's Standardized Account Code Structure as prescribed by the Superintendent of Public Instruction. (Education Code 42126, 42127)

The Superintendent or designee may supplement this format with additional information as necessary to effectively communicate the budget to the Board, staff, and public.

No later than five days after the Board adopts the district budget or by July 1, whichever occurs first, the Board shall file with the County Superintendent of Schools the adopted district budget and supporting data. The budget and supporting data shall be maintained and made available for public review. (Education Code 42127)

(cf. 1340 - Access to District Records)

If the County Superintendent disapproves or conditionally approves the district's budget, the Board shall review and respond to his/her recommendations at a public meeting on or before October 8. The response shall include any revisions to the adopted budget and any other proposed actions to be taken as a result of those recommendations. (Education Code 42127)

#### **Budget Advisory Committee**

The Superintendent or designee may appoint a budget advisory committee composed of staff, Board representatives, and/or members of the community.

The committee shall develop recommendations during the budget development process and its duties shall be assigned each year based on district needs. All recommendations of the committee shall be advisory only and shall not be binding on the Board or the Superintendent or designee.

(cf. 1220 - Citizen Advisory Committees)

(cf. 2230 - Representative and Deliberative Groups)

(cf. 3350 - Travel Expenses)

(cf. 9130 - Board Committees)

(cf. 9140 - Board Representatives)

#### **Budget Criteria and Standards**

The Superintendent or designee shall develop a district budget in accordance with state criteria and standards specified in 5 CCR 15440-15450 as they relate to projections of average daily attendance (ADA), enrollment, ratio of ADA to enrollment, local control funding formula revenue, salaries and benefits, other revenues and expenditures, facilities maintenance, deficit spending, unrestricted general fund balance, and reserves. In addition, he/she shall provide the supplemental information specified in 5 CCR 15451 which addresses the methodology and budget assumptions used, contingent liabilities, use of one-time revenues for ongoing expenditures, use of ongoing revenues for one-time expenditures, contingent revenues, contributions, long-term commitments, unfunded liabilities, status of collective bargaining agreements, the LCAP, and LCAP expenditures. (Education Code 33128, 33128.3, 33129, 42127.01; 5 CCR 15440-15451)

The district budget shall provide for increasing or improving services for unduplicated students at least in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated students. Unduplicated students are students who are eligible for free or reduced-price meals, English learners, and/or foster youth. (Education Code 42238.07; 5 CCR 15496)

(cf. 3553 - Free and Reduced Price Meals)  
(cf. 6173.1 - Education for Foster Youth)  
(cf. 6174 - Education for English Language Learners)

The Board may establish other budget assumptions or parameters which may take into consideration the stability of funding sources, legal requirements and constraints on the use of funds, anticipated increases and/or decreases in the cost of services and supplies, program requirements, and any other factors necessary to ensure that the budget is a realistic plan for district revenues and expenditures.

(cf. 2210 - Administrative Discretion Regarding Board Policy)  
(cf. 3110 - Transfer of Funds)

### **Fund Balance**

The district shall classify fund balances in compliance with Governmental Accounting Standards Board (GASB) Statement 54, as follows:

1. Nonspendable fund balance includes amounts that are not expected to be converted to cash, such as resources that are not in a spendable form (e.g., inventories and prepaids) or that are legally or contractually required to be maintained intact.
2. Restricted fund balance includes amounts constrained to specific purposes by their providers or by law.
3. Committed fund balance includes amounts constrained to specific purposes by the Board.



For this purpose, all commitments of funds shall be approved by a majority vote of the Board. The constraints shall be imposed no later than the end of the reporting period (June 30), although the actual amounts may be determined subsequent to that date but prior to the issuance of the financial statements.

4. Assigned fund balance includes amounts which are intended for a specific purpose but do not meet the criteria to be classified as restricted or committed.

The Board delegates authority to assign funds to the assigned fund balance to the Superintendent and authorizes the assignment of such funds to be made any time prior to the issuance of the financial statements. The Superintendent may further delegate the authority to assign funds at his/her discretion.

5. Unassigned fund balance includes amounts that are available for any purpose.

When multiple types of funds are available for an expenditure, the district shall first utilize funds from the restricted fund balance as appropriate, then from the committed fund balance, then from the assigned fund balance, and lastly from the unassigned fund balance.

The Board intends to maintain a minimum assigned and unassigned fund balance in an amount the Board deems sufficient to maintain fiscal solvency and stability and to protect the district against unforeseen circumstances.

If the assigned and unassigned fund balance falls below the level set by the Board due to an emergency situation, unexpected expenditures, or revenue shortfalls, the Board shall develop a plan to recover the fund balance which may include dedicating new unrestricted revenues, reducing expenditures, and/or increasing revenues or pursuing other funding sources.

#### **Long-Term Financial Obligations**

The district's current-year budget and multiyear projections shall include adequate provisions for addressing the district's long-term financial obligations, including, but not limited to, long-term obligations resulting from collective bargaining agreements, financing of facilities projects, unfunded or future liability for retiree benefits, and accrued workers' compensation claims.

(cf. 4141/4241 - Collective Bargaining Agreement)

(cf. 4154/4254/4354 - Health and Welfare Benefits)

(cf. 7210 - Facilities Financing)

(cf. 9250 - Remuneration, Reimbursement and Other Benefits)

The Board shall approve a plan for meeting the district's long-term obligations to fund nonpension, other postemployment benefits (OPEBs). This plan shall include a specific funding strategy and the method that will be used to finance the district's annual fiscal

obligations for such benefits in a manner that continually reduces the deficit to the district to the extent possible. The Board reserves the authority to review and amend the funding strategy as necessary to ensure that it continues to serve the best interests of the district and maintains flexibility to adjust for changing budgetary considerations.

When the Superintendent or designee presents a report to the Board on the estimated accrued but unfunded cost of OPEBs, the Board shall disclose, as a separate agenda item at the same meeting, whether or not it will reserve a sufficient amount of money in its budget to fund the present value of the benefits of existing retirees and/or the future cost of employees who are eligible for benefits in the current fiscal year. (Education Code 42140)

#### **Budget Amendments**

Whenever revenues and expenditures change significantly throughout the year, the Superintendent or designee shall recommend budget amendments to ensure accurate projections of the district's net ending balance. When final figures for the prior-year budget are available, this information shall be used as soon as possible to update the current-year budget's beginning balance and projected revenues and expenditures.

In addition, budget amendments shall be submitted for Board approval as necessary when collective bargaining agreements are accepted, district income declines, increased revenues or unanticipated savings are made available to the district, program proposals are significantly different from those approved during budget adoption, interfund transfers are needed to meet actual program expenditures, and/or other significant changes occur that impact budget projections.

#### **Legal Reference:**

##### **EDUCATION CODE**

1240 Duties of county superintendent of schools

33127-33131 Standards and criteria for local budgets and expenditures

42103 Public hearing on proposed budget; requirements for content of proposed budget

42122-42129 Budget requirements

42130-42134 Financial certifications

42140-42141 Disclosure of fiscal obligations

42238-42251 Apportionments to districts, especially:

42238.01-42238.07 Local control funding formula

42602 Use of unbudgeted funds

42610 Appropriation of excess funds and limitation thereon

45253 Annual budget of personnel commission

45254 First year budget of personnel commission

52060-52077 Local control and accountability plan

##### **GOVERNMENT CODE**

7900-7914 Appropriations limit



**CODE OF REGULATIONS, TITLE 5**

15060 Standardized account code structure

15440-15451 Criteria and standards for school district budgets

15494-15496 Local control funding formula, expenditures

**Management Resources:**

**CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS**

California School Accounting Manual

New Requirements for Reporting Fund Balance in Governmental Funds, January 7, 2011

**FISCAL CRISIS AND MANAGEMENT ASSISTANCE TEAM PUBLICATIONS**

Fiscal Oversight Guide for AB 1200, AB 2756 and Subsequent Related Legislation,  
September 2006

**GOVERNMENT FINANCE OFFICERS ASSOCIATION**

Best Practice: Appropriate Level of Unrestricted Fund Balance in the General Fund, 2009

**GOVERNMENTAL ACCOUNTING STANDARDS BOARD STATEMENTS**

Statement 54, Fund Balance Reporting and Governmental Fund Type Definitions, March  
2009

Statement 45, Accounting and Financial Reporting by Employers for Post-employment  
Benefits Other Than Pensions, June 2004

Statement 34, Basic Financial Statements and Management's Discussion and Analysis -  
For State and Local Governments, June 1999

**WEB SITES**

CSBA: <http://www.csba.org>

Association of California School Administrators: <http://www.acsa.org>

California Department of Education, Finance and Grants: <http://www.cde.ca.gov/fg>

California Department of Finance: <http://www.dof.ca.gov>

Fiscal Crisis and Management Assistance Team: <http://www.fcmat.org>

Government Finance Officers Association: <http://www.gfoa.org>

Governmental Accounting Standards Board: <http://www.gasb.org>

School Services of California, Inc.: <http://www.sscal.com>

**Policy CENTER UNIFIED SCHOOL DISTRICT**

adopted: January 20, 2016 Antelope California

# CSBA Sample Board Policy

## Business and Noninstructional Operations

BP 3280(a)

### SALE OR LEASE OF DISTRICT-OWNED REAL PROPERTY

Note: The following optional policy and accompanying administrative regulation detail the procedures that govern the district's sale or lease of surplus real property.

When district properties are not being utilized for school purposes after specific time periods, Education Code 17219-17224 authorize the State Allocation Board (SAB) to charge an "unused site fee." The Office of Public School Construction has developed a guide, the Unused Site Program Handbook, to assist districts with non-use payments. For further information regarding non-use payments, see the Office of Public School Construction's Unused Site Program Handbook.

Education Code 17455 authorizes the sale, or lease of up to 99 years, of any district real property together with any personal property located thereon without taking a vote of the electors of the district. To do so, the property must not or will not be needed by the district and the district must follow the procedures under Education Code 17387-17391. When a district is selling any property or leasing it with an option to purchase, Education Code 17464 lists the public entities that have priority to lease or purchase surplus district properties and the types of notice that the district must provide such entities before disposing of the property. Pursuant to Education Code 17457.5, as amended by AB 86 (Ch. 48, Statutes of 2013), an offer to sell the property must first be extended to a charter school that: (1) projects an in-district average daily attendance of at least 80 students for the following fiscal year, (2) submitted a written request to the district to be notified of surplus property offered for sale or lease by the district, and (3) intends to use the property exclusively to provide instruction or instructional support.

Under certain circumstances, districts may also need to comply with Education Code 17485-17500 (the Naylor Act), which require the granting of priority to public agencies when disposing of any district property that includes a playground, playing field, or land with an outdoor recreational purpose. Under certain conditions, the district may grant priority to licensed child care providers pursuant to Education Code 17458 or may sell surplus property for less than fair market value to public entities for recreational purposes pursuant to Education Code 17230.

When proposing the sale or lease of surplus property, the district must also comply with the California Environmental Quality Act, Public Resources Code 21000-21177.

The Governing Board believes that the district should utilize its facilities and resources should be utilized in the most an economical and practical manner. The Superintendent or designee shall periodically study the current and projected use of all district facilities to ensure the efficient utilization of space for the effective delivery of instruction.

(cf. 1330 - Use of School Facilities)

(cf. 7110 - Facilities Master Plan)

(cf. 7111 - Evaluating Existing Buildings)

(cf. 7160 - Charter School Facilities)

Note: Pursuant to Education Code 17388 17387-17391, before surplus real property is sold or leased, the Governing Board must appoint an advisory committee to advise the Board on the disposition of such property. Education Code 17388 and 17391 establish exceptions from this requirement for rentals not exceeding 30 days and for the lease or rental of a district facility to a private educational institution



**SALE OR LEASE OF DISTRICT-OWNED REAL PROPERTY** (continued)

for the purpose of offering summer school. In addition, Education Code 17391, as amended by AB 1157 (Ch. 717, Statutes of 2017), provides that an advisory committee need not be appointed prior to the sale, lease, or rental of excess real property if it is to be used for teacher or other employee housing.

Education Code 17389 requires that the advisory committee be representative of specific groups within the community and be composed of not less than seven nor more than 11 members (commonly referred to as a "7-11 committee"). See the accompanying administrative regulation for further information on the composition and duties of this committee.

~~Prior to the sale or lease of any surplus real property,~~ The Board shall appoint a district advisory committee **prior to the sale or lease of any surplus real property** to advise the Board regarding the use or disposition of schools or school building space which is not needed for school purposes. **Rentals of surplus property not exceeding 30 days are exempted from this requirement. When the sale, lease, or rental of surplus property is for the purpose of teacher or other employee housing or for the offering of summer school by a private educational institution, the Board may elect not to appoint a district advisory committee.** (Education Code ~~17388-17389~~ 17387-17391)

(cf. 1220 - Citizen Advisory Committees)

Note: Pursuant to Government Code 65402, ~~before disposing of any real property, the district is required to submit a report to its local planning agency for comparison with the local planning agency's general plan; if the county or city has adopted a general plan which is applicable in the area where the district property is located, the district must notify the county or city planning agency of the location, purpose, and extent of the proposed disposition of district property so that the agency can determine and report on the extent to which the disposition conforms with the local planning agency's general plan. The planning agency has 40 days during which it may raise objections. If objections are not raised within 40 days, the lack of response is deemed acceptance of the district report. If objections are timely raised, the Board may either make adjustments to accommodate such objections or take further steps to override those objections. to be a finding that the district's proposed disposition of the property is in conformity with the local planning agency's adopted general plan.~~

~~Upon determination that district property is no longer needed, or may not be needed until some future time,~~ If the local planning agency has adopted a general plan that affects or includes the area where the surplus property is located, the Board shall first submit a report to the local planning agency as to what real property the district intends to offer for **sale or lease describing the location of the surplus property and the purpose and extent of the proposed sale or lease.** (Government Code 65402)

Note: When proposing the sale or lease of surplus property, the district must also comply with Public Resources Code 21000-21177 (the California Environmental Quality Act) (CEQA), when applicable. Pursuant to 14 CCR 15061, the sale or lease of property is exempt from detailed CEQA review if there is no possibility that the sale or lease will have a significant environmental effect. In such cases, the district must adopt a notice of exemption in accordance with 14 CCR 14062.

**SALE OR LEASE OF DISTRICT-OWNED REAL PROPERTY (continued)**

**The Board shall determine whether the sale or lease of the surplus property is subject to review under the California Environmental Quality Act. (Public Resources Code 21000-21177; 14 CCR 15061-15062)**

Note: When a district is selling any surplus property or leasing it with an option to purchase, Education Code 17464 lists the public entities that ~~have~~ must be given priority to lease or purchase ~~surplus district properties-the property~~ and the types of notice that the district must provide such entities before disposing of the property. Under certain circumstances, districts may also need to comply with the Naylor Act (Education Code 17485-17500 ~~(the Naylor Act)~~), which requires ~~that the granting of~~ priority be given to public agencies when disposing of any district property that includes a playground, playing field, or land with an outdoor recreational purpose. Under certain conditions, the district may grant priority to licensed child care providers pursuant to Education Code 17458 or may sell surplus property for less than fair market value to public entities for recreational purposes pursuant to Education Code 17230. Pursuant to Education Code 17457.5, as amended by AB 86 (Ch. 48, Statutes of 2013), an offer to sell the property must first be extended to a charter school that: (1) projects an in-district average daily attendance of at least 80 students for the following fiscal year, (2) submitted a written request to the district to be notified of surplus property offered for sale or lease by the district, and (3) intends to use the property exclusively to provide instruction or instructional support. The requirement to first offer surplus property to a charter school with a projected in-district average daily attendance of at least 80 students expired July 1, 2016 pursuant to the terms of Education Code 17457.5.

**Not less than 40 days after issuance of the report to the local planning agency, and prior to entering into any agreement for sale or lease of** When selling or leasing district real property, the Board shall ~~offer to sell or lease district-owned real property in accordance with~~ **comply with the** priorities and procedures specified in applicable law. (Education Code 17230, 17387-17391, 17457.5, 17464, 17485-17500-17499; Government Code 54222, 65402)

(cf. 5148 - Child Care and Development)

(cf. 5148.2 - Before/After School Programs)

(cf. 5148.3 - Preschool/Early Childhood Education)

Note: Pursuant to Education Code 17462.3, ~~as amended by AB 308 (Ch. 496, Statutes of 2013)~~, the SAB may require a district selling real property purchased, ~~constructed~~ improved, or modernized with funds received from a state school facilities funding program to return those funds if: (1) the state funds were received and the property purchased or improved within the previous 10 years; (2) the proceeds from the sale are not used for capital outlay; and (3) the property is not sold to a charter school, another school district, a county office of education, or an agency that will use the property exclusively for the delivery of child care and development services.

In addition, when selling real property purchased, constructed, or modernized with funds received within the past 10 years from a **state** school facilities funding program, the Board shall consider whether any of the proceeds from the sale will need to be returned to the State Allocation Board (SAB) pursuant to Education Code 17462.3.

**SALE OR LEASE OF DISTRICT-OWNED REAL PROPERTY (continued)****Resolution of Intention to Sell or Lease**

Before ordering the sale or lease of any real property, the Board shall adopt a resolution by a two-thirds vote of all of its members at a regularly scheduled open meeting. The resolution shall describe the property proposed to be sold or leased in such a manner as to identify it, specify the minimum price or rent, describe the terms upon which it will be sold or leased, and specify the commission or rate, if any, which the Board will pay to a licensed real estate broker out of the minimum price or rent. The resolution shall fix a time, not less than three weeks thereafter, for a public meeting, held at the Board's regular meeting place, at which sealed proposals to purchase or lease will be received and considered. (Education Code 17466)

*(cf. 9320 - Meetings and Notices)*

*(cf. 9323.2 - Actions by the Board)*

The Superintendent or designee shall provide notice of the adoption of the resolution and of the time and place of the meeting that will be held to consider bids by posting copies of the resolution, signed by the Board, in three public places not less than 15 days before the date of the meeting. In addition, the notice shall be published at least once a week for three successive weeks before the meeting, in a newspaper of general circulation published in the county in which the district is located, if such a newspaper exists. (Education Code 17469)

In accordance with Education Code 17470, the Superintendent or designee shall take reasonable steps to provide notification to the former owners of the property of the district's intent to sell it.

**Acceptance/Rejection of Bids**

At the public meeting specified in the resolution of intention to sell or lease property, the Board shall open, examine, and declare all sealed bids. Before accepting a written proposal, the Board shall call for oral bids in accordance with law. (Education Code 17472, 17473)

The Board may reject any and all bids, either written or oral, and withdraw the properties from sale when the Board determines that rejection is in the best public interest. If no proposals are submitted or the submitted proposals do not conform to all the terms and conditions specified in the resolution of intention to lease, the Board may lease the property in accordance with Education Code 17477. (Education Code 17476, 17477)

Of the proposals submitted by responsible bidders which conform to all terms and conditions specified in the resolution of intention to sell or lease, the Board shall finally accept the highest bid after deducting the commission, if any, to be paid to a licensed real estate broker, unless the Board accepts a higher oral bid or rejects all bids. (Education Code 17472)



**SALE OR LEASE OF DISTRICT-OWNED REAL PROPERTY (continued)**

The final acceptance of the bid may be made either at the same meeting specified in the resolution or at any adjourned/continued meeting held within 10 days. Upon acceptance of the bid, the Board may adopt a resolution of acceptance that directs the Board president, or any other Board member, to execute the deed or lease and to deliver the document upon performance and compliance by the successful bidder of all of the terms and conditions of the contract. (Education Code 17475-17478)

(cf. 1431 - Waivers)

**Use of Proceeds**

Note: Pursuant to Education Code 17462, the proceeds derived from the sale or lease of surplus property or lease with an option to purchase must generally be used for capital outlay or maintenance, except as provided below. However, proceeds from the sale or lease with an option to purchase may be deposited in the district's general fund when the Board and SAB determine that the district has no anticipated need for additional sites or building construction for the next 10 years and no major deferred maintenance requirements. Thus, districts may not apply to the state for new construction or modernization funding during that time period unless certain conditions specified in Education Code 17462 are satisfied. In addition, Education Code 17462 requires that the proceeds be used for one-time expenditures and prohibits the use for ongoing expenditures such as salaries and general operating expenses. 2 CCR 1700 defines "ongoing expenditures" as costs paid by a district's general or special fund in support of salaries. However, 2 CCR 1700 creates an exception and authorizes the use of such proceeds, if approved by the SAB, for one-time funding to reduce a district's unfunded liability for other postemployment benefits (OPEBs) (i.e., medical, dental, vision, hearing, life insurance, long-term care, long-term disability, and other nonpension benefits for retired employees). For information about prefunding OPEBs and reporting the district's liability for OPEBs, see BP 3100 - Budget and AR 3460 - Financial Reports and Accountability.

The law does not place limitations on the use of proceeds for a lease of surplus property that does not include an option to purchase.

The Superintendent or designee shall ensure that the proceeds from the sale, or lease with an option to purchase, of district surplus district property are used in accordance with law for one-time expenditures and not for ongoing expenditures such as salaries and general operating expenses. (Education Code 17462)

Proceeds from a sale of surplus district property shall be used for capital outlay or maintenance costs that the Board determines will not recur within a five-year period. (Education Code 17462)

Proceeds from a lease of district property with an option to purchase may be deposited into a restricted fund for the routine repair of district facilities, as defined by the SAB, for up to a five-year period. (Education Code 17462)

Note: Pursuant to Education Code 17462, proceeds from the sale or lease with an option to purchase may be deposited in the district's general fund when the Board and SAB determine that the district has no

## SALE OR LEASE OF DISTRICT-OWNED REAL PROPERTY (continued)

anticipated need for additional sites or building construction for the next 10 years and no major deferred maintenance requirements. Thus, districts may not apply to the state for new construction or modernization funding during that time period unless certain conditions specified in Education Code 17462 are satisfied.

If the Board and SAB determine that the district has no anticipated need for additional sites or building construction for the next 10 years and no major deferred maintenance requirements, the proceeds from the sale or lease with an option to purchase may be deposited in a special reserve fund for the future maintenance and renovation of school sites or in the district's general fund. Proceeds from the sale or lease with option to purchase of district property may also be deposited in a special reserve fund for capital outlay or maintenance costs of district property that the Board determines will not recur within a five-year period. (Education Code 17462)

(cf. 3100 - Budget)

(cf. 3460 - Financial Reports and Accountability)

Note: As amended by AB 86 (Ch. 48, Statutes of 2013), Education Code 17463.7 has extended, until January 1, 2016, the authority to use the proceeds from the sale of surplus real property, along with the proceeds from any personal property located on that real property, for any one-time general fund purpose. Districts that choose to exercise this authority will be ineligible for hardship funding from the SAB for five years after the proceeds are deposited.

Prior to exercising this authority, Education Code 17463.7 requires the Board to adopt a plan for expending the resources and to make specific certifications to the SAB, as specified below. Education Code 17463.7 contains additional requirements applicable to the sale of property purchased with proceeds from a local general obligation bond or revenue from developer fees.

Pursuant to the authorization in Education Code 17463.7, the district may expend proceeds from the sale of surplus real property, along with the proceeds from any personal property located on that real property, for any one-time general fund purpose(s). Before the district exercises this authority: (Education Code 17463.7)

1. The Board shall submit documents to the SAB certifying that:
  - a. The district has no major deferred maintenance requirements not covered by existing capital outlay resources;
  - b. The sale of real property pursuant to Education Code 17463.7 does not violate the provisions of a local bond act;

(cf. 7214 - General Obligation Bonds)

- e. The real property is not suitable to meet projected school construction needs for the next 10 years;

**SALE OR LEASE OF DISTRICT-OWNED REAL PROPERTY (continued)**

2. The Superintendent or designee shall present to the Board, at a regularly scheduled meeting, a plan for expending these one-time resources. The plan shall identify the source and use of the funds and shall describe the reasons that the expenditure shall not result in ongoing fiscal obligations for the district.

*Legal Reference:*EDUCATION CODE

17219-17224 Acquisition of property not utilized as school site; nonuse payments; exemptions

17230-17234 Surplus property

17385 Conveyances to and from school districts

17387-17391 Advisory committees for use of excess school facilities

17400-17429 Leasing property

17430-17447 Leasing facilities

17453 Lease of surplus district property

17455-17484 Sale or lease of real property, especially:

~~17457.5 Offer to charter school~~

17462.3 State Allocation Board program to reclaim funds

~~17463.7 Proceeds for general fund purposes~~

17485-17500 Surplus school playground (Naylor Act)

17515-17526 Joint occupancy

17527-17535 Joint use of district facilities

33050 Request for waiver

38130-38139 Civic Center Act

GOVERNMENT CODE50001-50002 Definitions

54220-54232 Surplus land, especially:

54222 Offer to sell or lease property

54950-54963 Brown Act, especially:

54952 Legislative body, definition

PUBLIC RESOURCES CODE

21000-21177 California Environmental Quality Act

CODE OF REGULATIONS, TITLE 2

1700 Definitions related to surplus property

COURT DECISIONSSan Lorenzo Valley Community Advocates for Responsible Education v. San Lorenzo Valley Unified School District, (2006) 139 Cal.App. 4th 1356*Management Resources: (see next page)*



**SALE OR LEASE OF DISTRICT-OWNED REAL PROPERTY (continued)**

*Management Resources:*

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Closing a School Best Practices Guide

OFFICE OF PUBLIC SCHOOL CONSTRUCTION PUBLICATIONS

Unused Site Program Handbook, May 2008 December 2015

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, School Facilities Planning Division: <http://www.cde.ca.gov/ls/fa>

Coalition for Adequate School Housing: <http://www.cashnet.org>

Office of Public School Construction: <http://www.dgs.ca.gov/opsc>

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(7/11 4/14) 10/17

# **Center USD**

## **Board Policy**

### **Sale Or Lease Of District-Owned Real Property**

BP 3280

#### **Business and Noninstructional Operations**

The Governing Board believes that the district should utilize its facilities and resources in the most economical and practical manner. The Superintendent or designee shall periodically study the current and projected use of all district facilities to ensure the efficient utilization of space for the effective delivery of instruction.

(cf. 1330 - Use of School Facilities)

(cf. 7110 - Facilities Master Plan)

(cf. 7111 - Evaluating Existing Buildings)

(cf. 7160 - Charter School Facilities)

Prior to the sale or lease of any surplus real property, the Board shall appoint a district advisory committee to advise the Board regarding the use or disposition of schools or school building space which is not needed for school purposes. (Education Code 17388-17389)

(cf. 1220 - Citizen Advisory Committees)

Upon determination that district property is no longer needed, or may not be needed until some future time, the Board shall first submit a report to the local planning agency as to what real property the district intends to offer for sale or lease. Not less than 40 days after issuance of the report to the local planning agency, and prior to entering into any agreement for sale or lease of district real property, the Board shall offer to sell or lease district-owned real property in accordance with priorities and procedures specified in applicable law. (Education Code 17230, 17387-17391, 17457.5, 17464, 17485-17500; Government Code 54222, 65402)

(cf. 5148 - Child Care and Development)

(cf. 5148.2 - Before/After School Programs)

(cf. 5148.3 - Preschool/Early Childhood Education)

In addition, when selling real property purchased, constructed, or modernized with funds received within the past 10 years from a school facilities funding program, the Board shall consider whether any of the proceeds from the sale will need to be returned to the State Allocation Board (SAB) pursuant to Education Code 17462.3.

**Resolution of Intention to Sell or Lease**

Before ordering the sale or lease of any real property, the Board shall adopt a resolution by a two-thirds vote of all of its members at a regularly scheduled open meeting. The resolution shall describe the property proposed to be sold or leased in such a manner as to identify it, specify the minimum price or rent, describe the terms upon which it will be sold or leased, and specify the commission or rate, if any, which the Board will pay to a licensed real estate broker out of the minimum price or rent. The resolution shall fix a time, not less than three weeks thereafter, for a public meeting, held at the Board's regular meeting place, at which sealed proposals to purchase or lease will be received and considered. (Education Code 17466)

(cf. 9320 - Meetings and Notices)

(cf. 9323.2 - Actions by the Board)

The Superintendent or designee shall provide notice of the adoption of the resolution and of the time and place of the meeting that will be held to consider bids by posting copies of the resolution, signed by the Board, in three public places not less than 15 days before the date of the meeting. In addition, the notice shall be published at least once a week for three successive weeks before the meeting, in a newspaper of general circulation published in the county in which the district is located, if such a newspaper exists. (Education Code 17469)

In accordance with Education Code 17470, the Superintendent or designee shall take reasonable steps to provide notification to the former owners of the property of the district's intent to sell it.

#### Acceptance/Rejection of Bids

At the public meeting specified in the resolution of intention to sell or lease property, the Board shall open, examine, and declare all sealed bids. Before accepting a written proposal, the Board shall call for oral bids in accordance with law. (Education Code 17472, 17473)

The Board may reject any and all bids, either written or oral, and withdraw the properties from sale when the Board determines that rejection is in the best public interest. If no proposals are submitted or the submitted proposals do not conform to all the terms and conditions specified in the resolution of intention to lease, the Board may lease the property in accordance with Education Code 17477. (Education Code 17476, 17477)

Of the proposals submitted by responsible bidders which conform to all terms and conditions specified in the resolution of intention to sell or lease, the Board shall finally accept the highest bid after deducting the commission, if any, to be paid to a licensed real estate broker, unless the Board accepts a higher oral bid or rejects all bids. (Education Code 17472)

The final acceptance of the bid may be made either at the same meeting specified in the resolution or at any adjourned/continued meeting held within 10 days. Upon acceptance



of the bid, the Board may adopt a resolution of acceptance that directs the Board president, or any other Board member, to execute the deed or lease and to deliver the document upon performance and compliance by the successful bidder of all of the terms and conditions of the contract. (Education Code 17475-17478)

(cf. 1431 - Waivers)

#### Use of Proceeds

The Superintendent or designee shall ensure that the proceeds from the sale, or lease with an option to purchase, of district surplus property are used in accordance with law. (Education Code 17462; 2 CCR 1700)

(cf. 3100 - Budget)

(cf. 3460 - Financial Reports and Accountability)

Pursuant to the authorization in Education Code 17463.7, the district may expend proceeds from the sale of surplus real property, along with the proceeds from any personal property located on that real property, for any one-time general fund purpose(s). Before the district exercises this authority: (Education Code 17463.7)

1. The Board shall submit documents to the SAB certifying that:
  - a. The district has no major deferred maintenance requirements not covered by existing capital outlay resources.
  - b. The sale of real property pursuant to Education Code 17463.7 does not violate the provisions of a local bond act.
- (cf. 7214 - General Obligation Bonds)
- c. The real property is not suitable to meet projected school construction needs for the next 10 years.
2. The Superintendent or designee shall present to the Board, at a regularly scheduled meeting, a plan for expending these one-time resources. The plan shall identify the source and use of the funds and shall describe the reasons that the expenditure shall not result in ongoing fiscal obligations for the district.

#### Legal Reference:

##### EDUCATION CODE

17219-17224 Acquisition of property not utilized as school site; nonuse payments; exemptions

17230-17234 Surplus property

17385 Conveyances to and from school districts  
17387-17391 Advisory committees for use of excess school facilities  
17400-17429 Leasing property  
17430-17447 Leasing facilities  
17453 Lease of surplus district property  
17455-17484 Sale or lease of real property, especially:  
17457.5 Offer to charter school  
17462.3 State Allocation Board program to reclaim funds  
17463.7 Proceeds for general fund purposes  
17485-17500 Surplus school playground (Naylor Act)  
17515-17526 Joint occupancy  
17527-17535 Joint use of district facilities  
33050 Request for waiver  
38130-38139 Civic Center Act  
GOVERNMENT CODE  
54220-54232 Surplus land, especially:  
54222 Offer to sell or lease property  
54950-54963 Brown Act, especially:  
54952 Legislative body, definition  
PUBLIC RESOURCES CODE  
21000-21177 California Environmental Quality Act  
CODE OF REGULATIONS, TITLE 2  
1700 Definitions related to surplus property  
COURT DECISIONS  
San Lorenzo Valley Community Advocates for Responsible Education v. San Lorenzo  
Valley Unified School District, (2006) 139 Cal.App. 4th 1356

**Management Resources:**

**CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS**

Closing a School Best Practices Guide

**OFFICE OF PUBLIC SCHOOL CONSTRUCTION PUBLICATIONS**

Unused Site Program Handbook, May 2008

**WEB SITES**

CSBA: <http://www.csba.org>

California Department of Education, School Facilities Planning Division:

<http://www.cde.ca.gov/ls/fa>

Coalition for Adequate School Housing: <http://www.cashnet.org>

Office of Public School Construction: <http://www.dgs.ca.gov/opsc>

**Policy CENTER UNIFIED SCHOOL DISTRICT**

adopted: November 19, 2014 Antelope, California

New

## CSBA Sample Board Policy

Business and Noninstructional Operations

BP 3513.4(a)

### DRUG AND ALCOHOL FREE SCHOOLS

Note: The following policy prohibits the possession, use, or sale of drugs or alcohol by any person on district property. For policy addressing the prevention and intervention of alcohol and drug use among students, see BP 5131.6 - Alcohol and Other Drugs. For policy prohibiting employees from possessing, using, or being under the influence of a controlled substance in the workplace, see BP 4020 - Drug and Alcohol Free Workplace.

The Governing Board recognizes the need to keep district schools free of drugs and alcohol in order to create a safe and healthy environment conducive to learning and promote student health and well-being. The Board prohibits the possession, use, or sale of drugs and alcohol at any time in district-owned or leased buildings, on district property, and in district vehicles, unless otherwise permitted by law.

(cf. 1325 - Advertising and Promotion)

(cf. 3513.3 - Tobacco-Free Schools)

(cf. 4020 - Drug and Alcohol-Free Workplace)

(cf. 4159/4259/4359 - Employee Assistance Programs)

(cf. 5030 - Student Wellness)

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 5131.62 - Tobacco)

(cf. 6142.8 - Comprehensive Health Education)

The following substances are prohibited on all district property:

1. Any substance which may not lawfully be possessed, used, or sold in California

Note: Although Health and Safety Code 11362.1, as amended by Proposition 64 (2016), authorizes persons age 21 years and older to possess and use specified amounts of cannabis, Health and Safety Code 11362.3 prohibits possession or use of cannabis by persons under age 21 and prohibits all persons from possessing, smoking, or ingesting cannabis or cannabis products on the grounds of a school, day care center, or youth center while children are present.

2. Cannabis or cannabis products (Health and Safety Code 11362.3; 21 USC 812, 844)

Note: Pursuant to Business and Professions Code 25608, it is a misdemeanor to possess, consume, sell, give, or deliver any alcoholic beverage to any person in a school building or on school grounds unless a specified exception applies. Such exceptions include, but are not limited to, alcohol served during a special event, pursuant to a license or permit obtained under the Alcohol Beverage Control Act, at district-owned facilities at a time when students are not present. Districts that do not allow any of the specified exceptions should revise item #3 accordingly. See AR 1330 - Use of School Facilities.

3. Alcoholic beverages, unless approved by the Superintendent or designee for limited purposes specified in Business and Professions Code 25608



## **DRUG AND ALCOHOL FREE SCHOOLS (continued)**

*(cf. 1330 - Use of School Facilities)*

*(cf. 1330.1 - Joint Use Agreements)*

Note: Pursuant to various state laws, prescribed medication may be administered at school with written statements from the student's parent/guardian and authorized health care provider; see BP/AR 5141.21 - Administering Medication and Monitoring Health Conditions. However, Health and Safety Code 11362.79 prohibits a person who has been authorized for medical use of cannabis from smoking cannabis on the grounds of or within 1,000 feet of a school, recreation center, or youth center or on a school bus, and Health and Safety Code 11362.3 prohibits cannabis on district property while children are present as noted in item #2 above. In addition, federal law (21 USC 812, 844) continues to prohibit the possession of cannabis, even by medical users.

Prescription medication, except for prescribed cannabis, may be administered at school in accordance with law, district policy and regulations, and written statements by the parent/guardian and the student's authorized health care provider as applicable.

*(cf. 5141.21 - Administering Medications and Monitoring Health Conditions)*

Information about the district's drug- and alcohol-free schools policy and the consequences for violations shall be communicated clearly to employees, parents/guardians, students, and the community.

### **Enforcement/Discipline**

The Superintendent or designee shall take appropriate action to eliminate the possession, use, or sale of alcohol and other drugs and related paraphernalia in district facilities, on district property, in district vehicles, or at school-sponsored activities. As appropriate, he/she may direct anyone violating this policy to leave school property and/or refer the matter to law enforcement.

*(cf. 1250 - Visitors/Outsiders)*

*(cf. 3515.2 - Disruptions)*

*(cf. 5145.11 - Questioning and Apprehension by Law Enforcement)*

*(cf. 5145.12 - Search and Seizure)*

Students and employees who violate the terms of this policy may be subject to discipline and/or referred to assistance programs in accordance with law and Board policy.

*(cf. 4112.41/4212.41/4312.41 - Employee Drug Testing)*

*(cf. 4112.42/4212.42/4312.42 - Drug and Alcohol Testing for School Bus Drivers)*

*(cf. 4117.7/4217.7/4317.7 - Employment Status Reports)*

*(cf. 4118 - Dismissal/Suspension/Disciplinary Action)*

*(cf. 4218 - Dismissal/Suspension/Disciplinary Action)*

*(cf. 5131 - Conduct)*

*(cf. 5144 - Discipline)*

*(cf. 5144.1 - Suspension and Expulsion/Due Process)*

*(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))*

## DRUG AND ALCOHOL FREE SCHOOLS (continued)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

### **Legal Reference:**

#### **EDUCATION CODE**

44940 Compulsory leave of absence for certificated persons

44940.5 Procedures when employees are placed on compulsory leave of absence

45123 Employment after conviction of controlled substance offense

45304 Compulsory leave of absence for classified persons

48900 Suspension or expulsion (grounds)

48900.5 Suspension, limitation on imposition; exception

48901 Smoking or use of tobacco prohibited

48901.5 Prohibition of electronic signaling devices

48902 Notification of law enforcement authorities; civil or criminal immunity

48909 Narcotics or other hallucinogenic drugs

48915 Expulsion; particular circumstances

#### **BUSINESS AND PROFESSIONS CODE**

25608 Alcohol on school property; use in connection with instruction

#### **GOVERNMENT CODE**

8350-8357 Drug-free workplace

#### **HEALTH AND SAFETY CODE**

11053-11058 Standards and schedules

11353.6 Juvenile Drug Trafficking and Schoolyard Act

11362.1 Possession and use of cannabis, persons age 21 and over

11362.3 Limitations on possession and use of cannabis

11362.79 Limitations on medical use of cannabis

104559 Tobacco use prohibition

#### **PENAL CODE**

13860-13864 Suppression of drug abuse in schools

#### **VEHICLE CODE**

13202.5 Drug and alcohol related offenses by person under age of 21, but aged 13 or over;

#### **UNITED STATES CODE, TITLE 20**

7101-7122 Student Support and Academic Enrichment Grants

#### **UNITED STATES CODE, TITLE 21**

812 Schedules of controlled substances

844 Penalties for possession of controlled substance

#### **UNITED STATES CODE, TITLE 41**

8101-8106 Drug-Free Workplace Act

#### **COURT DECISIONS**

*Ross v. RagingWire Telecommunications, Inc.*, 42 Cal. 4th 920 (2008)



# CSBA Sample

## Administrative Regulation

Business and Noninstructional Operations

AR 3515.6(a)

### CRIMINAL BACKGROUND CHECKS FOR CONTRACTORS

Note: Education Code 45125.1 requires entities having contracts with districts, as specified below, to submit fingerprints to the Department of Justice (DOJ) for processing. As amended by AB 2102 (Ch. 840, Statutes of 1998), Education Code 45125.1 has been narrowed to require the fingerprinting of only those contract employees who are working at a school site.

Pursuant to Education Code 45125.1(i), this regulation also applies to charter schools.

Education Code 45125.1 and 45125.2 require certain employees of entities contracting to provide services to the district, as specified below, to obtain a criminal background check. Pursuant to Education Code 45125.1, as amended by AB 949 (Ch. 84, Statutes of 2017), the requirement for a criminal background check also applies to any individual operating as a sole proprietor who contracts with the district. In the case of a sole proprietor, Education Code 45125.1, as amended, provides that it is the responsibility of the district to prepare and submit the employee's fingerprints to the Department of Justice (DOJ) for processing.

Whenever the district contracts for school and classroom janitorial, school site administrative, school site grounds and landscape maintenance, student transportation, and school site food-related services, the Superintendent or designee shall ensure that the contracting entity certifies in writing that any employees who may come into contact with students have not. When the employees of any entity contracting with the district to provide specified services will have contact with students, the entity shall certify in writing to the Superintendent or designee that none of those employees has been convicted of a violent or serious felony as defined in Education Code 45122.1, unless the employee has received a certificate of rehabilitation and a pardon. In the case of a sole proprietor, the Superintendent or designee shall prepare and submit the employee's fingerprints to the Department of Justice. If any contracting employee who may have contact with students has been convicted of a violent or serious felony as defined, a certificate of rehabilitation and a pardon as required pursuant to Education Code 45125.1 shall be submitted to the Superintendent or designee before the contracting employee is authorized to perform the work for the district. (Education Code 45125.1)

These requirements shall apply to a sole proprietor or entity contracting with the district to provide any of the following services: (Education Code 45125.1, 45125.2)

1. School and classroom janitorial services
2. School site administrative services
3. School site grounds and landscape maintenance services
4. Student transportation services

**CRIMINAL BACKGROUND CHECKS FOR CONTRACTORS (continued)****5. School site food-related services****6. Construction, reconstruction, rehabilitation, or repair of a school facility**

Note: Pursuant to Education Code 45125.1, as amended by AB 2102 (Ch. 840, Statutes of 1998), a contractor may employ a person who has been convicted of a serious felony, as long as (1) the serious felony is not a violent felony and (2) the employee can prove to the sentencing court that he/she has been rehabilitated, for the purposes of school site employment, for at least one year.

(cf. 3540 - Transportation)

(cf. 3551 - Food Service Operations/Cafeteria Fund)

(cf. 3600 - Consultants)

(cf. 7140 - Architectural and Engineering Services)

Note: Education Code 45125.1, as amended by AB 2102 (Ch. 840, Statutes of 1998), allows districts to determine on a case-by-case basis that entities providing other school site services should also submit fingerprints, unless the district determines that the employees will have limited contact with students as defined below:

On a case-by-case basis, the Superintendent or designee may also require a contracting entity providing school site services, other than those listed above, to comply with these requirements. (Education Code 45125.1)

Note: As amended by AB 2102 (Ch. 840, Statutes of 1998), Education Code 45125.1 no longer requires the contracting entity to present to the Board a list of employees who may come into contact with students.

These requirements shall not apply. The Superintendent or designee may determine that criminal background checks will not be required if:

1. if the Superintendent or designee determines that (The contracting entity is providing services in an emergency or exceptional situation, such as when student health or safety is endangered or when repairs are needed to make school facilities safe and habitable. (Education Code 45125.1)
2. In addition, these requirements shall not apply if the Superintendent or designee determines that (The employees of the contracting entity will have limited contact with students. In determining whether a contract employee has limited contact with students, the Superintendent or designee shall consider the totality of the circumstances, including the following factors such as: 1. The length of time the contractors will be on school grounds, 2. Whether students will be in proximity with the site where the contractors will be working, and 3. Whether the contractors will be working by themselves or with others. (Education Code 45125.1)



**CRIMINAL BACKGROUND CHECKS FOR CONTRACTORS** (continued)

~~Note: If it is determined that the employee will have limited contact with students, the employee is not required to submit a fingerprint identification card to the DOJ.~~

Upon a determination that an employee ~~shall~~ **will** have limited contact with students, the Superintendent or designee shall take appropriate steps to protect the safety of any students who may come in contact with this employee. (Education Code 45125.1)

Note: The following paragraph may be revised to reflect district practice.

These steps may include, but ~~are~~ **are** not ~~be~~ limited to, ensuring that the employee is working during nonschool hours, providing for regular patrols or supervision of the site from district security or personnel, ensuring that the employee is not working alone when students are present, limiting the employee's access to school grounds, and/or providing the employee with a visible means of identification.

(cf. 3515.3 - District Police/Security Department)

3. The contract is for the construction, reconstruction, rehabilitation, or repair of a school facility and either item #1 or #2 above applies or the district uses one or more of the following methods to ensure student safety: (Education Code 45125.2)

**Other Facility Contractors**

~~Note: Education Code 45125.2, as added by AB 2102 (Ch. 840, Statutes of 1998) requires districts contracting with an entity for construction, reconstruction, rehabilitation or repair of a school facility to ensure the safety of students by complying with the following requirements. If the district utilizes one of the three methods listed below, the contracting entity is not required to comply with the requirement to submit fingerprints pursuant to Education Code 45125.1.~~

~~When the district contracts for construction, reconstruction, rehabilitation or repair of a school facility where the employees of the entity will have contact, other than limited contact with students, the Superintendent or designee shall ensure the safety of students by utilizing one or more of the following methods: (Education Code 45125.2)~~

- ~~1.a.~~ **1.a.** The installation of a physical barrier at the worksite to limit contact with students.
- ~~2.b.~~ **2.b.** Continual supervision and monitoring of all employees of the entity by an employee of the entity whom the Department of Justice has ascertained has not been convicted of a violent or serious felony:

~~The supervising employee may submit his/her fingerprints to the Department of Justice pursuant to Education Code 45125.1.~~

## CRIMINAL BACKGROUND CHECKS FOR CONTRACTORS (continued)

### **3.c.** Surveillance of employees of the entity by school personnel:

These requirements shall not apply if the Superintendent or designee determines that the contracting entity is providing construction, reconstruction, rehabilitation, or repair services in an emergency or exceptional situation, such as when student health or safety is endangered or when repairs are needed to make school facilities safe and habitable. (Education Code 45125.2)

#### *Legal Reference:*

##### EDUCATION CODE

41302.5 School districts, definition

45122.1 Classified employees, conviction of a violent or serious felony

45125.1 Criminal background checks for contractors

45125.2 Criminal background checks for construction

##### PENAL CODE

667.5 Prior prison terms, enhancement of prison terms

1192.7 Plea bargaining limitation

#### *Management Resources:*

##### WEB SITES

Department of Justice: <https://oag.ca.gov/fingerprints>

(10/97 10/98) 10/17

# **Center USD**

## **Administrative Regulation**

### **Criminal Background Checks For Contractors**

**AR 3515.6**

#### **Business and Noninstructional Operations**

Whenever the district contracts for school and classroom janitorial, school site administrative, school site grounds and landscape maintenance, student transportation, and school site food-related services, the Superintendent or designee shall ensure that the contracting entity certifies in writing that any employees who may come into contact with students have not been convicted of a felony as defined in Education Code 45122.1, unless the employee has received a certificate of rehabilitation and a pardon. (Education Code 45125.1)

(cf. 3540 - Transportation)

(cf. 3551 - Food Service Operations/Cafeteria Fund)

(cf. 3600 - Consultants)

(cf. 7140 - Architectural and Engineering Services)

On a case-by-case basis, the Superintendent or designee may also require a contracting entity providing school site services, other than those listed above, to comply with these requirements. (Education Code 45125.1)

These requirements shall not apply if the Superintendent or designee determines that the contracting entity is providing services in an emergency or exceptional situation, such as when student health or safety is endangered or when repairs are needed to make school facilities safe and habitable. (Education Code 45125.1)

In addition, these requirements shall not apply if the Superintendent or designee determines that the employees of the contracting entity will have limited contact with students. In determining whether a contract employee has limited contact with students, the Superintendent or designee shall consider the totality of the circumstances, including the following factors: (Education Code 45125.1)

1. The length of time the contractors will be on school grounds
2. Whether students will be in proximity with the site where the contractors will be working
3. Whether the contractors will be working by themselves or with others

Upon a determination that an employee shall have limited contact with students, the Superintendent or designee shall take appropriate steps to protect the safety of any



student who may come in contact with this employee. (Education Code 45125.1)

These steps may include, but not be limited to, ensuring that the employee is working during nonschool hours, providing for regular patrols or supervision of the site from district security or personnel, ensuring that the employee is not working alone when students are present, limiting the employee's access to school grounds and/or providing the employee with a visible means of identification.

(cf. 3515.3 - District Police Department)

#### **Other Facility Contractors**

When the district contracts for construction, reconstruction, rehabilitation or repair of a school facility where the employees of the entity will have contact, other than limited contact with students, the Superintendent or designee shall ensure the safety of students by utilizing one or more of the following methods: (Education Code 45125.2)

1. The installation of a physical barrier at the worksite to limit contact with students.
2. Continual supervision and monitoring of all employees of the entity by an employee of the entity whom the Department of Justice has ascertained has not been convicted of a violent or serious felony.

The supervising employee may submit his/her fingerprints to the Department of Justice pursuant to Education Code 45125.1.

3. Surveillance of employees of the entity by school personnel.

These requirements shall not apply if the Superintendent or designee determines that the contracting entity is providing construction, reconstruction, rehabilitation or repair services in an emergency or exceptional situation, such as when student health or safety is endangered or when repairs are needed to make school facilities safe and habitable. (Education Code 45125.2)

#### **Legal Reference:**

##### **EDUCATION CODE**

41302.5 School districts, definition

45122.1 Classified employees, conviction of a violent or serious felony

45125.1 Criminal background checks for contractors

45125.2 Criminal background checks for construction

##### **PENAL CODE**

667.5 Prior prison terms, enhancement of prison terms

1192.7 Plea bargaining limitation

Regulation    CENTER UNIFIED SCHOOL DISTRICT  
approved: May 5, 1999    Antelope, California

# CSBA Sample

## Board Policy

### Business and Noninstructional Operations

BP 3515.7(a)

#### FIREARMS ON SCHOOL GROUNDS

**Cautionary Notice:** SB 707 (Ch. 766, Statutes of 2015) amended Penal Code 626.9 and 30310 to provide that a person with a concealed weapons license must obtain written permission of the Superintendent or designee in order to possess a firearm and/or ammunition on school grounds. In view of the public interest and safety issues involved, CSBA strongly recommends that the Governing Board adopt a policy either prohibiting or permitting such possession and, if such possession is allowed, establishing conditions and criteria for granting permission to individuals. Because the law now requires an affirmative action on the part of the district to allow or disallow concealed weapons permit holders to possess a firearm and/or ammunition on school grounds, it is possible that district liability could be increased. Thus, in adopting a policy, CSBA recommends that the Board consult with the district's legal counsel and insurance provider and with local law enforcement in order to carefully tailor the following sample policy to reflect the district's local circumstances.

**Note:** The following optional Board policy should be revised to reflect district practice.

The Governing Board is committed to providing a safe environment for students, staff, and visitors on campus. The Superintendent or designee shall consult with local law enforcement, insurance carriers, and other appropriate individuals and agencies to address the security of school campuses.

*(cf. 3515 - Campus Security)*

*(cf. 3515.2 - Disruptions)*

*(cf. 3515.3 - District Police/Security Department)*

*(cf. 4158/4258/4358 - Employee Security)*

*(cf. 5131.4 - Student Disturbances)*

*(cf. 5131.7 - Weapons and Dangerous Instruments)*

District policy regarding the possession of firearms and/or ammunition on school grounds shall be included in the district's comprehensive safety plan and shall be communicated to district staff, parents/guardians, and the community.

*(cf. 0450 - Comprehensive Safety Plan)*

*(cf. 1112 - Media Relations)*

*(cf. 1113 - District and School Web Sites)*

*(cf. 1114 - District Sponsored Social Media)*

**Note:** Pursuant to Penal Code 626.9 (the Gun Free School Zone Act), the possession of a firearm on school grounds or within 1,000 feet of a school is prohibited, unless the person obtains the written permission of the Superintendent or designee or except by a person who meets one of the exceptions specified in law (e.g., is a law enforcement or honorably retired peace officer, a member of the military force engaged in the performance of his/her duties, a security guard, or participating as a participant in an existing shooting range at a school or in a school-sanctioned shooting sport or activity). Another exception in Penal Code 626.9 allows a person with a valid Carry Concealed Weapon (CCW) license to carry a firearm within 1,000 feet of a school. However, as amended by AB 424 (Ch. 779, Statutes of 2017), Penal Code 626.9



**FIREARMS ON SCHOOL GROUNDS (continued)**

eliminates the authority of the Superintendent or designee to provide written permission for a person who holds a valid CCW license to possess a firearm on school grounds.

~~SB 707 (Ch. 766, Statutes of 2015) amended Penal Code 626.9 and 30310 to provide that the exception for a holder of a valid Carry Concealed Weapon (CCW) license applies only to the area within 1,000 feet of a school, not on school grounds. Thus, a holder of a valid CCW license may possess a firearm and/or ammunition on school grounds only if he/she obtains the written permission of the Superintendent or designee.~~

Pursuant to Education Code 35160 and 35161, the Board is authorized to make rules for the governance of the district. Option 1 below reflects the Board's authority to prohibit the Superintendent or designee from permitting any person who is not specifically listed in Penal Code 626.9 or 30310 from carrying a firearm and/or ammunition onto school grounds. Option 2 reflects the Board's authority to allow the Superintendent or designee to grant permission, on a case by case basis, to holders of valid CCWs within the parameters set forth in law.

**Possession of a firearm on or within 1,000 feet of school grounds is prohibited, except under the limited circumstances specified in Penal Code 626.9. Any person specified in Penal Code 626.9(1)(e) and 30310 is authorized to possess a firearm and/or ammunition on school grounds. School grounds include, but are not limited to, school buildings, fields, storage areas, and parking lots. (Penal Code 626.9)**

**OPTION 1:**

~~The Superintendent or designee shall not grant permission to any other individual to carry a firearm or ammunition on school grounds.~~

Note: Education Code 48902 requires the principal or designee to notify law enforcement authorities when any student possesses a firearm or explosive or sells or furnishes a firearm at school. In addition, pursuant to 20 USC 7961, as renumbered by P.L. 114-95, districts are mandated to develop a policy to notify law enforcement whenever a student brings a firearm to school. For policy implementing this mandate, see BP 5131.7 - Weapons and Dangerous Instruments. The following paragraph requires that law enforcement be notified when any person, whether a student or nonstudent, is observed or suspected of possessing a firearm at school.

**If a district employee observes or suspects that any unauthorized person is in possession of a firearm on or near school grounds or at a school activity, he/she shall immediately notify the principal or designee and law enforcement.**

~~District policy regarding~~ **The prohibition against the possession of firearms and/or ammunition on school grounds shall be included in the district's comprehensive safety plan and shall be communicated to district staff, parents/guardians, and the community.**

(cf. 0450 - Comprehensive Safety Plan)

(cf. 1112 - Media Relations)

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

**FIREARMS ON SCHOOL GROUNDS (continued)**

**[ALL OF OPTION 2 DELETED]**

*Legal Reference:*

EDUCATION CODE

32281 Comprehensive safety plan

~~35160 Powers and duties of the board~~

~~35161 Powers and duties of the board; authority to delegate~~

38001.5 District security officers; requirements if carry firearm

PENAL CODE

626.9 Gun Free School Zone Act

830.32 District police department; district decision to authorize carrying of firearm

16150 Definition of ammunition

16520 Definition of firearm

26150-26225 Concealed weapons permit

30310 Prohibition against ammunition on school grounds

UNITED STATES CODE, TITLE 18

921 Definitions, firearms and ammunition

922 Firearms, unlawful acts

923 Firearm licensing

UNITED STATES CODE, TITLE 20

~~7154~~ 7961 Gun-Free Schools Act; student expulsions for possession of firearm

*Management Resources:*

WEB SITES

Office of the Attorney General: <https://oag.ca.gov/firearms>

# **Center Unified SD**

## **Board Policy**

### **Firearms On School Grounds**

**BP 3515.7**

#### **Business and Noninstructional Operations**

Cautionary Notice:Â SB 707 (Ch. 766, Statutes of 2015) amended Penal Code 626.9 and 30310 to provide that a person with a concealed weapons license must obtain written permission of the Superintendent or designee in order to possess a firearm and/or ammunition on school grounds. In view of the public interest and safety issues involved, CSBA strongly recommends that the Governing Board adopt a policy either prohibiting or permitting such possession and, if such possession is allowed, establishing conditions and criteria for granting permission to individuals. Because the law now requires an affirmative action on the part of the district to allow or disallow concealed weapons permit holders to possess a firearm and/or ammunition on school grounds, it is possible that district liability could be increased. Thus, in adopting a policy, CSBA recommends that the Board consult with the district's legal counsel and insurance provider and with local law enforcement in order to carefully tailor the following sample policy to reflect the district's local circumstances.

The Governing Board is committed to providing a safe environment for students, staff, and visitors on campus. The Superintendent or designee shall consult with local law enforcement, insurance carriers, and other appropriate individuals and agencies to address the security of school campuses.

(cf. 3515 - Campus Security)  
(cf. 3515.2 - Disruptions)  
(cf. 3515.3 - District Police/Security Department)  
(cf. 4158/4258/4358 - Employee Security)  
(cf. 5131.4 - Student Disturbances)  
(cf. 5131.7 - Weapons and Dangerous Instruments)

District policy regarding the possession of firearms and/or ammunition on school grounds shall be included in the district's comprehensive safety plan and shall be communicated to district staff, parents/guardians, and the community.

(cf. 0450 - Comprehensive Safety Plan)  
(cf. 1112 - Media Relations)  
(cf. 1113 - District and School Web Sites)  
(cf. 1114 - District-Sponsored Social Media)

Any person specified in Penal Code 626.9(l)-(o) and 30310 is authorized to possess a firearm and/or ammunition on school grounds. School grounds include, but are not



limited to, school buildings, fields, storage areas, and parking lots.

The Superintendent or designee shall not grant permission to any other individual to carry a firearm or ammunition on school grounds.

**Legal Reference:**

**EDUCATION CODE**

32281 Comprehensive safety plan

35160 Powers and duties of the board

35161 Powers and duties of the board; authority to delegate

38001.5 District security officers; requirements if carry firearm

**PENAL CODE**

626.9 Gun Free School Zone Act

830.32 District police department; district decision to authorize carrying of firearm

16150 Definition of ammunition

16520 Definition of firearm

26150-26225 Concealed weapons permit

30310 Prohibition against ammunition on school grounds

**UNITED STATES CODE, TITLE 18**

921 Definitions, firearms and ammunition

922 Firearms, unlawful acts

923 Firearm licensing

**UNITED STATES CODE, TITLE 20**

7151 Gun-Free Schools Act; student expulsions for possession of firearm

**Management Resources:**

**WEB SITES**

Office of the Attorney General: <https://oag.ca.gov/firearms>

**Policy CENTER UNIFIED SCHOOL DISTRICT**

**adopted: October 19, 2016 Antelope, California**

# Delete

## **Center Unified SD**

### **Board Policy**

#### **Facilities Inspection**

BP 3517

#### **Business and Noninstructional Operations**

The Governing Board recognizes that the condition of school facilities may have an impact on safety, student achievement, and employee morale and desires to provide school facilities that are safe, clean, and functional, as defined in Education Code 17002.

(cf. 0510 - School Accountability Report Card)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

(cf. 3111 - Deferred Maintenance Funds)

(cf. 3514 - Environmental Safety)

The Superintendent or designee shall develop a facilities inspection and maintenance program to ensure that school facilities are maintained in good repair in accordance with law. At a minimum, the program shall analyze those facility conditions specified on the facilities inspection tool developed by the Office of Public School Construction, including the following:

1. **Gas Leaks:** Gas systems and pipes appear safe, functional, and free of leaks.
2. **Mechanical Systems:** Heating, ventilation, and air conditioning systems as applicable are functional and unobstructed.
3. **Windows/Doors/Gates/Fences (interior and exterior):** Conditions that pose a safety and/or security risk are not evident.
4. **Interior Surfaces (floors, ceilings, walls, and window casings):** Interior surfaces appear to be clean, safe, and functional.
5. **Hazardous Materials (interior and exterior):** There does not appear to be evidence of hazardous materials that may pose a threat to students or staff.
6. **Structural Damage:** There does not appear to be structural damage that could create hazardous or uninhabitable conditions.
7. **Fire Safety:** The fire equipment and emergency systems appear to be functioning properly.
8. **Electrical (interior and exterior):** There is no evidence that any portion of the school has a power failure and electrical systems, components, and equipment appear to

be working properly.

9. Pest/Vermin Infestation: Pest or vermin infestation is not evident.
10. Drinking Fountains (inside and outside): Drinking fountains appear to be accessible and functioning as intended.
11. Restrooms: Restrooms appear to be accessible during school hours, are clean, functional, and in compliance with Education Code 35292.5 (operational and supplied).
12. Sewers: Sewer line stoppage is not evident.
13. Roofs (observed from the ground, inside/outside the building): Roof system appears to be functioning properly.
14. Playground/School Grounds: The playground equipment and school grounds appear to be clean, safe, and functional.
15. Overall Cleanliness: School grounds, buildings, common areas, and individual rooms appear to be cleaned regularly.

The Superintendent or designee shall ensure that any necessary repairs identified during the inspection are made in a timely and expeditious manner. The Superintendent or designee shall provide the Board with regular reports regarding the district's facility inspection program and updates of any visits to district schools by the County Superintendent of Schools.

**Legal Reference:**

**EDUCATION CODE**

1240 County superintendent of schools, duties

17002 Definitions

17070.10-17077.10 Leroy F. Greene School Facilities Act of 1998

17565-17591 Property maintenance and control, especially:

17584 Deferred maintenance

17592.72 Urgent or emergency repairs, School Facility Emergency Repair Account

33126 School accountability report card

35186 Williams uniform complaint procedure

**CODE OF REGULATIONS, TITLE 2**

1859.300-1859.330 Emergency Repair Program

**Management Resources:**

**CSBA PUBLICATIONS**

Williams Settlement and the Emergency Repair Program, Policy Brief, January 2008

**COALITION OF ADEQUATE SCHOOL HOUSING PUBLICATIONS**



Facility Inspection Tool Guidebook, February 2008

**WEB SITES**

CSBA: <http://www.csba.org>

California County Superintendents Educational Services Association:

<http://www.ccsesa.org>

California Department of Education, Williams Case:

<http://www.cde.ca.gov/eo/ce/wc/index.asp>

Coalition of Adequate School Housing: <http://www.cashnet.org>

State Allocation Board, Office of Public School Construction:

<http://www.opsc.dgs.ca.gov>

**Policy CENTER UNIFIED SCHOOL DISTRICT**

adopted: October 15, 2008    Antelope, California

Add

# CSBA Sample Administrative Regulation

Business and Noninstructional Operations

AR 3517(a)

## FACILITIES INSPECTION

Note: As part of the Williams litigation settlement, Education Code 17070.75 requires that each school district participating in the **state's School Facility Program** ~~or the Deferred Maintenance Program~~ have a facility inspection system in place for all schools to ensure that school facilities are kept in good repair. Education Code 17002 defines "good repair" to mean that the facility is maintained in a manner that ensures that it is clean, safe, and functional as determined pursuant to the Facility Inspection Tool (FIT) developed by the Office of Public School Construction (OPSC) or a local evaluation instrument that uses the same criteria.

~~The information gathered on the FIT is also used to comply with other Williams settlement requirements. Education Code 33126 requires the information to be part of the assessment of school facility conditions on the school accountability report card (SARC); see BP 0510 - School Accountability Report Card. In addition, Education Code 35186 requires districts to establish a complaint procedure relative to the condition of school facilities; see AR/E 1312.4 - Williams Uniform Complaint Procedures.~~

~~The following policy is optional.~~

~~The Governing Board recognizes that the condition of school facilities may have an impact on safety, student achievement, and employee morale and desires to provide school facilities that are safe, clean, and functional, as defined in Education Code 17002.~~

~~(cf. 0510 - School Accountability Report Card)~~

~~(cf. 1312.4 - Williams Uniform Complaint Procedures)~~

~~(cf. 3511 - Environmental Safety)~~

Note: Education Code 17002 specifies the conditions that must be evaluated as part of the FIT. Items #1-15 below reflect the broad categories of conditions listed on the FIT.

The Superintendent or designee shall **develop a facilities inspection and maintenance program to ensure that** ~~inspect~~ school facilities **to ensure that they** are maintained in good repair **in accordance with law**. At a minimum, ~~the program~~ **he/she** shall ~~analyze-assess~~ those facility conditions specified on the facilities inspection tool developed by the Office of Public School Construction, including, **but not limited to**, the following: (**Education Code 17002, 35292.5**)

1. Gas Leaks: Gas systems and pipes appear **and smell** safe, functional, and free of leaks.
2. Mechanical Systems: Heating, ventilation, and air conditioning systems, as applicable, are functional and unobstructed; **appear to supply an adequate amount of air to all classrooms, work spaces, and facilities; and maintain interior temperatures within normally acceptable ranges.**



## FACILITIES INSPECTION (continued)

3. ~~Windows and Doors/Gates/Fences (interior and exterior):~~ Conditions that pose a safety and/or security risk are not evident. Windows and doors are intact, functional, and open, close, and lock as designed, unless there is a valid reason they should not function as designed.
4. **Fences and Gates:** Fences and gates are intact, functional, and free of holes and other conditions that could present a safety hazard to students, staff, or others. Locks and other security hardware function as designed.
4. 5. **Interior Surfaces (walls, floors, ceilings, walls, and window easings):** Interior surfaces appear to be clean, safe, and functional; are free of safety hazards from tears, holes, missing floor and ceiling tiles, torn carpet, water damage, or other cause. Ceiling tiles are intact. Surfaces display no evidence of mold or mildew.
5. 6. **Hazardous Materials (interior and exterior):** Hazardous and flammable materials are stored properly. No evidence of peeling, chipping, or cracking paint is apparent. No indicators of mold, mildew, or asbestos exposure are evident. There does not appear to be evidence of hazardous materials that may pose a threat to the health and safety of students or staff.

(cf. 3514 - Environmental Safety)

6. 7. ~~Structural Damage:~~ Posts, beams, supports for portable classrooms and ramps, and other structures appear intact, secure, and functional as designed. Ceilings and floors are not sloping or sagging beyond their intended design. There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines structural components. There does not appear to be structural damage that could create hazardous or uninhabitable conditions.
7. 8. **Fire Safety and Emergency Equipment:** The fire equipment and emergency Fire sprinklers, fire extinguishers, emergency alarm systems, and all emergency equipment and systems appear to be functioning properly. Fire alarm pull stations are clearly visible. Fire extinguishers are current and placed in all required areas, including every classroom and assembly area. Emergency exits are clearly marked and unobstructed.
8. 9. **Electrical Systems (interior and exterior):** There is no evidence that any portion of the school has a power failure and eElectrical systems, components, and equipment, including switches, junction boxes, panels, wiring, outlets, and light fixtures, are securely enclosed, properly covered and guarded from student access, and appear to be working properly.

## FACILITIES INSPECTION (continued)

10. **Lighting:** Interior and exterior lighting appears to be adequate and working properly. Lights do not flicker, dim, or malfunction, and there is no unusual hum or noise from light fixtures.
9. 11. **Pest/Vermin Infestation:** ~~Pest or vermin infestation is not evident.~~ No visible or odorous indicators of pest or vermin infestation are evident.
10. 12. **Drinking Fountains (inside and outside):** ~~Drinking fountains appear to be accessible and functioning as intended.~~ Interior and exterior drinking fountains are functional, accessible, and free of leaks. Drinking water pressure is adequate. Fountain water is clear and without unusual taste or odor, and moss, mold, or excessive staining is not evident.
11. 13. **Restrooms:** ~~Restrooms appear to be accessible during school hours are clean, functional, and in compliance with Education Code 35292.5 (operational and supplied).~~ Restrooms are fully operational, maintained and cleaned regularly, and stocked at all times with supplies (including toilet paper, soap, and paper towels or functional hand dryers) in accordance with Education Code 35292.5. The school keeps all restrooms open during school hours when students are not in classes and keeps a sufficient number of restrooms open during school hours when students are in classes, except when necessary to temporarily close a restroom for student safety or to repair the facility.

Note: Although not reflected on the FIT, Education Code 35292.6, as added by AB 10 (Ch. 687, Statutes of 2017), requires a school that serves any of grades 6-12 and meets a 40 percent student poverty threshold, as defined in 20 USC 6314, to stock 50 percent of the school's restrooms with feminine hygiene products for use in connection with the menstrual cycle, and to not charge students for such products. The following paragraph may be revised to reflect the grade levels served by the district.

In addition, in a school serving any of grades 6-12 in which 40 percent or more of the students in the school or school attendance area are from low-income families, at least 50 percent of the school's restrooms are stocked with feminine hygiene products, for which students are not charged. (Education Code 35292.6; 20 USC 6314)

12. 14. **Sewers:** ~~Sewer line stoppage is not evident.~~ The sanitary sewer system controls odors as designed, displays no signs of stoppage, backup, or flooding in school facilities or on school grounds, and appears to be functioning properly.
13. 15. **Roofs (observed from the ground, inside/outside the building):** ~~Roof system appears~~ Roofs, gutters, roof drains, and downspouts appear to be functioning properly and are free of visible damage and evidence of disrepair when observed from the ground from inside and outside the building.



## FACILITIES INSPECTION (continued)

16. **Drainage:** School grounds do not exhibit signs of drainage problems, such as visible evidence of flooded areas, eroded soil, water damage to asphalt playgrounds or parking areas, or clogged storm drain inlets.
14. 17. **Playground/School Grounds:** ~~The playground equipment and school grounds appear to be clean, safe, and functional.~~ Playground equipment (exterior fixtures, seating, tables, and equipment), school grounds, fields, walkways, and parking lot surfaces are functional and free of significant cracks, trip hazards, holes, deterioration that affects functionality or safety, and other health and safety hazards.
15. 18. **Overall Cleanliness:** School grounds, buildings, common areas, and individual rooms appear to ~~be~~ have been cleaned regularly and are free of accumulated refuse and unabated graffiti. Restrooms, drinking fountains, and food preparation or serving areas appear to have been cleaned each day that school is in session.

**Note:** Although the FIT does not specifically require districts to test for the presence of lead in drinking water, soil, and painted surfaces, such testing is recommended by the U.S. Environmental Protection Agency due to the health risks posed by lead exposure, especially for young children. Schools and child care facilities that maintain their own public water systems must test for lead pursuant to the Safe Drinking Water Act (42 USC 300f-300j-27). In addition, Health and Safety Code 116277, as amended by AB 746 (Ch. 746, Statutes of 2017), requires a community water system that serves a school with a building constructed before January 1, 2010 to test for lead in the drinking water system before January 1, 2019. If the school's lead level exceeds specified levels, the district must notify the parents/guardians of students at that school and take immediate steps to shut down all fountains and faucets where excess lead levels may exist. See AR 3514 - Environmental Safety for further information about lead testing and abatement in schools.

In addition, to ensure the health and safety of students, the Superintendent or designee shall provide for the testing of drinking water on campus and of the soil and painted surfaces of school facilities for the presence of lead and/or other harmful substances, in accordance with state and federal standards.

The Superintendent or designee shall ensure that any necessary repairs or removal of hazards identified during the inspection are made in a timely and expeditious manner.

An assessment of the safety, cleanliness, and adequacy of school facilities, including any needed maintenance to ensure good repair as defined in Education Code 17002, shall be reported on the school accountability report card. (Education Code 33126)

(cf. 0510 - School Accountability Report Card)

**Note:** Education Code 35186 provides that the Williams uniform complaint procedures should be used for any complaint alleging a school facility condition that poses an emergency or urgent threat,

## FACILITIES INSPECTION (continued)

as defined in Education Code 17592.72, or any complaint that a school restroom is not clean, maintained, or kept open, as defined in Education Code 35292.5. See/E AR 1312/4 - Williams Uniform Complaint Procedures.

**Any complaint alleging a school facility condition that poses an emergency or urgent threat to the health or safety of students or staff, or alleging that a school restroom is not clean, maintained, or kept open, shall be addressed in accordance with AR 1312.4 - Williams Uniform Complaint Procedures.**

*(cf. 1312.4 - Williams Uniform Complaint Procedures)*

Note: ~~For schools ranked in deciles 1-3 on the Academic Performance Index,~~ Education Code 1240 requires the County Superintendent of Schools to visit ~~those~~ **low-performing** schools to determine (1) the status of any facility condition that may create an emergency or urgent threat to the health or safety of students or staff and (2) the accuracy of data reported on the **SARC school accountability report card** with respect to the safety, cleanliness, and adequacy of school facilities. Education Code 1240 requires that the County Superintendent provide a quarterly report to the Board on the results of any county office visit. Education Code 1240 provides that, if the County Superintendent determines that a facility condition poses an emergency or urgent threat, he/she may return to the school to verify repairs and/or prepare a report that identifies areas of noncompliance if the district has not provided evidence that the repairs will be made within 30 days or, for major repairs, in a timely manner. The County Superintendent may then present the report to the Board at a public meeting and post the report on the county office's web site.

The Superintendent or designee shall provide the Board with regular reports regarding the district's facility inspection program and updates of any visits to district schools by the County Superintendent of Schools.

*Legal Reference: (see next page)*

## FACILITIES INSPECTION (continued)

### Legal Reference:

#### EDUCATION CODE

1240 County superintendent of schools, duties

17002 Definitions

17070.10-17077.10 Leroy F. Greene School Facilities Act of 1998

17565-17591 Property maintenance and control

17592.72 Urgent or emergency repairs, School Facility Emergency Repair Account

33126 School accountability report card

35186 Williams uniform complaint procedure

35292.5-35292.6 School maintenance

#### HEALTH AND SAFETY CODE

116277 Lead testing in drinking water

#### CODE OF REGULATIONS, TITLE 2

1859.300-1859.330 Emergency Repair Program

#### UNITED STATES CODE, TITLE 20

6314 Title I schoolwide program

#### UNITED STATES CODE, TITLE 42

300f-300j-27 Safe Drinking Water Act

### Management Resources:

#### CSBA PUBLICATIONS

*Williams Settlement and the Emergency Repair Program, Policy Brief, January 2008*

#### COALITION OF ADEQUATE SCHOOL HOUSING PUBLICATIONS

*Facility Inspection Tool Guidebook, February 2008*

#### STATE ALLOCATION BOARD, OFFICE OF PUBLIC SCHOOL CONSTRUCTION

#### PUBLICATIONS

*Facility Inspection Tool: School Facility Conditions Evaluation*

#### WEB SITES

CSBA: <http://www.csba.org>

California County Superintendents Educational Services Association: <http://www.ccsesa.org>

California Department of Education, Williams Case: <http://www.cde.ca.gov/eo/ce/wc/index.asp>

Coalition of Adequate School Housing: <http://www.cashnet.org>

State Allocation Board, Office of Public School Construction: <http://www.opsc.dgs.ca.gov>

U.S. Environmental Protection Agency: <http://www.epa.gov>

(11/06 7/08) 12/17

# CSBA Sample

## Board Policy

All Personnel

BP 4119.21(a)

4219.21

PROFESSIONAL STANDARDS

4319.21

Note: The following optional policy should be revised to reflect district practice and/or any related provisions of collective bargaining agreements.

The Governing Board expects district employees to maintain the highest ethical standards, ~~exhibit professional behavior~~ **behave professionally**, follow district policies and regulations, abide by state and federal laws, and exercise good judgment when interacting with students and other members of the school community. ~~Employee conduct should enhance~~ **Employees shall engage in conduct that enhances** the integrity of the district, advances the goals of the district's educational programs, and contributes to a positive school climate.

(cf. 0200 - Goals for the School District)

(cf. 4119.1/4219.1/4319.1 - Civil and Legal Rights)

(cf. 5131 - Conduct)

(cf. 5137 - Positive School Climate)

Note: The following optional paragraph encourages district employees to abide by standards developed by their professional associations. These standards are reproduced at E 4119.21 (certificated personnel), E 4219.21 (classified personnel), and E 4319.21 (administrative and supervisory personnel).

The Board encourages district employees to accept as guiding principles the professional standards and codes of ethics adopted by educational or professional associations to which they may belong.

(cf. 2111 - Superintendent Governance Standards)

(cf. 9005 - Governance Standards)

Each employee ~~should make a commitment~~ **is expected** to acquire the knowledge and skills necessary to fulfill his/her responsibilities and ~~should focus on his/her contribution to~~ **contribute** to the learning and achievement of district students.

(cf. 4112.2 - Certification)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

### Inappropriate Conduct

Inappropriate employee conduct includes, but is not limited to:

1. Engaging in any conduct that endangers students, staff, or others, including, but not limited to, physical violence, threats of violence, or possession of a firearm or other weapon



## PROFESSIONAL STANDARDS (continued)

(cf. 0450 - Comprehensive Safety Plan)  
(cf. 3515.7 - Firearms on School Grounds)  
(cf. 4158/4258/4358 - Employee Security)

Note: Education Code 234.1, as amended by AB 9 (Ch. 723, Statutes of 2011), requires school personnel who witness acts of discrimination, harassment, intimidation, and bullying based on specified characteristics to take immediate steps to intervene when safe to do so; see BP 5145.3 - Nondiscrimination/Harassment.

2. Engaging in harassing or discriminatory behavior towards students, parents/guardians, staff, or community members, or failing or refusing to intervene when an act of discrimination, harassment, intimidation, or bullying against a student is observed

(cf. 0410 - Nondiscrimination in District Programs and Activities)  
(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)  
(cf. 5131.2 - Bullying)  
(cf. 5145.3 - Nondiscrimination/Harassment)  
(cf. 5145.7 - Sexual Harassment)

3. Physically abusing, sexually abusing, neglecting, or otherwise willfully harming or injuring a child
4. Engaging in inappropriate socialization or fraternization with a student or soliciting, encouraging, or maintaining an inappropriate written, verbal, or physical relationship with a student
5. Possessing or viewing any pornography on school grounds, or possessing or viewing child pornography or other imagery portraying children in a sexualized manner at any time
6. Using profane, obscene, or abusive language against students, parents/guardians, staff, or community members
7. Willfully disrupting district or school operations by loud or unreasonable noise or other action

(cf. 3515.2 - Disruptions)

8. Using tobacco, alcohol, or an illegal or unauthorized substance, or possessing or distributing any controlled substance, while in the workplace, on district property, or at a school-sponsored activity

(cf. 3513.3 - Tobacco-Free Schools)

**PROFESSIONAL STANDARDS (continued)**

*(cf. 3513.4 - Drug and Alcohol Free Schools)*

*(cf. 4020 - Drug and Alcohol-Free Workplace)*

*(cf. 4112.41/4212.41/4312.41 - Employee Drug Testing)*

*(cf. 4112.42/4212.42/4312.42 - Drug and Alcohol Testing for School Bus Drivers)*

9. **Being dishonest** with students, parents/guardians, staff, or members of the public, including, but not limited to, **falsification of falsifying** information in employment records or other school records
10. Divulging confidential information about students, district employees, or district operations to persons **or entities** not authorized to receive the information

*(cf. 3580 - District Records)*

*(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)*

*(cf. 5125 - Student Records)*

*(cf. 5125.1 - Release of Directory Information)*

11. Using district equipment or other district resources for the employee's own commercial purposes or for political activities

*(cf. 4119.25/4219.25/4319.25 - Political Activities of Employees)*

12. Using district equipment or communications devices for personal purposes while on duty, except in an emergency, during scheduled work breaks, or for personal necessity

Employees shall be notified that computer files and all electronic communications, including, but not limited to, email and voice mail, are not private. To ensure proper use, the Superintendent or designee may monitor employee usage of district technological resources at any time without the employee's consent.

*(cf. 4040 - Employee Use of Technology)*

13. Causing damage to or engaging in theft of property belonging to students, staff, or the district
14. Wearing inappropriate attire

*(cf. 4119.22/4219.22/4319.22 - Dress and Grooming)*



## PROFESSIONAL STANDARDS (continued)

### Reports of Misconduct

An employee who observes or has evidence of another employee's inappropriate conduct shall immediately report such conduct to the principal or Superintendent or designee. An employee who has knowledge of or suspects child abuse or neglect shall file a report pursuant to the district's child abuse reporting procedures as detailed in AR 5141.4 - Child Abuse Prevention and Reporting.

*(cf. 1312.1 - Complaints Concerning District Employees)*  
*(cf. 5141.4 - Child Abuse Prevention and Reporting)*

Note: Discipline of employees is a subject of collective bargaining. For information about the range of disciplinary actions that may be taken, see BP/AR 4118 - Dismissal/Suspension/Disciplinary Action, and AR 4218 - Dismissal/Suspension/Disciplinary Action.

Education Code 44242.5 and 5 CCR 80303 require that, when the status of a certificated employee changes as a result of alleged misconduct, the Superintendent is required to notify the Commission on Teacher Credentialing (CTC) when the status of a certificated employee changes as a result of alleged misconduct. Although "alleged misconduct" is not defined in the law, the CTC states that conduct affecting classroom safety, student safety, or the integrity of the school environment is the type of misconduct that must be reported. See AR 4117.7/4317.7 - Employment Status Reports.

Any reports of employee misconduct shall be promptly investigated. Any employee who is found to have engaged in inappropriate conduct in violation of law or Board policy shall be subject to disciplinary action and, in the case of a certificated employee, may be subject to a report to the Commission on Teacher Credentialing. The Superintendent or designee shall notify local law enforcement as appropriate.

*(cf. 4117.7/4317.7 - Employment Status Reports)*  
*(cf. 4118 - Dismissal/Suspension/Disciplinary Action)*  
*(cf. 4218 - Dismissal/Suspension/Disciplinary Action)*

An employee who has knowledge of but fails to report inappropriate employee conduct may also be subject to discipline.

The district prohibits retaliation against anyone who files a complaint against an employee or reports an employee's inappropriate conduct. Any employee who retaliates against any such complainant, reporter, or other participant in the district's complaint process shall be subject to discipline.

BP 4119.21(e)  
4219.21  
4319.21

## PROFESSIONAL STANDARDS (continued)

### Notifications

**Note:** Beginning January 1, 2018, Education Code 44050, as added by AB 500 (Ch. 580, Statutes of 2017), requires districts maintaining an employee code of conduct that addresses employee interactions with students to post the section(s) on employee-student interactions in a publicly accessible manner on each school's web site, or the district web site if a school does not maintain one. Beginning July 1, 2018, at the beginning of each school year, the district must also provide parents/guardians with written copies of the sections of the employee code of conduct that address employee interactions with students. The applicable sections of the code of conduct may appear in a variety of district documents, including, but not limited to, portions of this Board policy, employee handbooks, and/or the code of conduct adopted by the district for use by certificated, classified, or administrative personnel as presented in the accompanying Exhibits.

The section(s) of the district's employee code of conduct addressing interactions with students shall be provided to parents/guardians at the beginning of each school year and shall be posted on school and/or district web sites. (Education Code 44050)

*(cf. 1113 - District and School Web Sites)*

*(cf. 5145.6 - Parental Notifications)*

*Legal Reference: (see next page)*

## PROFESSIONAL STANDARDS (continued)

### Legal Reference:

#### EDUCATION CODE

200-262.4 Prohibition of discrimination

**44050 Employee code of conduct; interaction with students**

44242.5 Reports and review of alleged misconduct

48980 Parental notifications

#### PENAL CODE

11164-11174.4 Child Abuse and Neglect Reporting Act

#### CODE OF REGULATIONS, TITLE 5

80303 Reports of dismissal, resignation and other terminations for alleged misconduct

80331-80338 Rules of conduct for professional educators

### Management Resources:

#### COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS

*California Professional Standards for Educational Leaders, February 2014*

*California Standards for the Teaching Profession, 2009*

*California Professional Standards for Educational Leaders, February 2014*

#### COUNCIL OF CHIEF STATE SCHOOL OFFICERS PUBLICATIONS

*Educational Leadership Policy Standards- ISLLC 2008-2008*

*Professional Standards for Educational Leaders, 2015*

#### NATIONAL EDUCATION ASSOCIATION PUBLICATIONS

*Code of Ethics of the Education Profession, 1975*

#### WESTED PUBLICATIONS

*Moving Leadership Standards into Everyday Work: Descriptions of Practice, 2003*

#### WEB SITES

CSBA: <http://www.csba.org>

Association of California School Administrators: <http://www.acsa.org>

California Department of Education: <http://www.cde.ca.gov>

California Federation of Teachers: <http://www.cft.org>

California School Employees Association: <http://www.csea.com>

California Teachers Association: <http://www.cta.org>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

Council of Chief State School Officers: <http://www.ccsso.org>

WestEd: <http://www.wested.org>

(7/09 7/12) 12/17

# **Center Unified SD**

## **Board Policy**

### **Professional Standards**

BP 4119.21, 4219.21, 4319.21

#### **Personnel**

The Governing Board expects district employees to maintain the highest ethical standards, exhibit professional behavior, follow district policies and regulations, abide by state and federal laws, and exercise good judgment when interacting with students and other members of the school community. Employee conduct should enhance the integrity of the district, advance the goals of the district's educational programs, and contribute to a positive school climate.

(cf. 0200 - Goals for the School District)  
(cf. 4119.1/4219.1/4319.1 - Civil and Legal Rights)  
(cf. 5131 - Conduct)  
(cf. 5137 - Positive School Climate)

The Board encourages district employees to accept as guiding principles the professional standards and codes of ethics adopted by educational or professional associations to which they may belong.

(cf. 2111 - Superintendent Governance Standards)  
(cf. 9005 - Governance Standards)

Each employee should make a commitment to acquire the knowledge and skills necessary to fulfill his/her responsibilities and should focus on his/her contribution to the learning and achievement of district students.

(cf. 4112.2 - Certification)  
(cf. 4131 - Staff Development)  
(cf. 4231 - Staff Development)  
(cf. 4331 - Staff Development)

Inappropriate employee conduct includes, but is not limited to:

1. Engaging in any conduct that endangers students, staff, or others, including, but not limited to, physical violence, threats of violence, or possession of a firearm or other weapon

(cf. 0450 - Comprehensive Safety Plan)  
(cf. 4158/4258/4358 - Employee Security)



2. Engaging in harassing or discriminatory behavior towards students, parents/guardians, staff, or community members, or failing or refusing to intervene when an act of discrimination, harassment, intimidation, or bullying against a student is observed

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

(cf. 5131.2 - Bullying)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

3. Physically abusing, sexually abusing, neglecting, or otherwise willfully harming or injuring a child

4. Engaging in inappropriate socialization or fraternization with a student or soliciting, encouraging, or maintaining an inappropriate written, verbal, or physical relationship with a student

5. Possessing or viewing any pornography on school grounds, or possessing or viewing child pornography or other imagery portraying children in a sexualized manner at any time

6. Using profane, obscene, or abusive language against students, parents/guardians, staff, or community members

7. Willfully disrupting district or school operations by loud or unreasonable noise or other action

8. Using tobacco, alcohol, or an illegal or unauthorized substance, or possessing or distributing any controlled substance, while in the workplace or at a school-sponsored activity

(cf. 3513.3 - Tobacco-Free Schools)

(cf. 4020 - Drug and Alcohol Free Workplace)

(cf. 4112.41/4212.41/4312.41 - Employee Drug Testing)

(cf. 4112.42/4212.42/4312.42 - Drug and Alcohol Testing for School Bus Drivers)

9. Dishonesty with students, parents/guardians, staff, or members of the public, including, but not limited to, falsification of information in employment records or other school records

10. Divulging confidential information about students, district employees, or district operations to persons not authorized to receive the information

(cf. 3580 - District Records)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged

Information)

(cf. 5125 - Student Records)

(cf. 5125.1 - Release of Directory Information)

11. Using district equipment or other district resources for the employee's own commercial purposes or for political activities

(cf. 4119.25/4219.25/4319.25 - Political Activities of Employees)

12. Using district equipment or communications devices for personal purposes while on duty, except in an emergency, during scheduled work breaks, or for personal necessity

Employees shall be notified that computer files and all electronic communications, including, but not limited to, email and voice mail, are not private. To ensure proper use, the Superintendent or designee may monitor employee usage of district technological resources at any time without the employee's consent.

(cf. 4040 - Employee Use of Technology)

13. Causing damage to or engaging in theft of property belonging to students, staff, or the district

14. Wearing inappropriate attire

(cf. 4119.22/4219.22/4319.22 - Dress and Grooming)

An employee who observes or has evidence of another employee's inappropriate conduct shall immediately report such conduct to the principal or Superintendent or designee. An employee who has knowledge of or suspects child abuse or neglect shall file a report pursuant to the district's child abuse reporting procedures as detailed in AR 5141.4 - Child Abuse Prevention and Reporting.

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 5141.4 - Child Abuse Prevention and Reporting)

Any reports of employee misconduct shall be promptly investigated. Any employee who is found to have engaged in inappropriate conduct in violation of law or Board policy shall be subject to disciplinary action and, in the case of a certificated employee, may be subject to a report to the Commission on Teacher Credentialing. The Superintendent or designee shall notify local law enforcement as appropriate.

(cf. 4117.4 - Dismissal)

(cf. 4117.7 - Employment Status Reports)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)



An employee who has knowledge of but fails to report inappropriate employee conduct may also be subject to discipline.

The district prohibits retaliation against anyone who files a complaint against an employee or reports an employee's inappropriate conduct. Any employee who retaliates against any such complainant, reporter, or other participant in the district's complaint process shall be subject to discipline.

**Legal Reference:**

**EDUCATION CODE**

200-262.4 Prohibition of discrimination

44242.5 Reports and review of alleged misconduct

**PENAL CODE**

11164-11174.4 Child Abuse and Neglect Reporting Act

**CODE OF REGULATIONS, TITLE 5**

80303 Reports of dismissal, resignation and other terminations for alleged misconduct

80331-80338 Rules of conduct for professional educators

**Management Resources:**

**COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS**

California Standards for the Teaching Profession, 2009

**COUNCIL OF CHIEF STATE SCHOOL OFFICERS PUBLICATIONS**

Educational Leadership Policy Standards: ISLLC 2008, 2008

**NATIONAL EDUCATION ASSOCIATION PUBLICATIONS**

Code of Ethics of the Education Profession, 1975

**WESTED PUBLICATIONS**

Moving Leadership Standards into Everyday Work: Descriptions of Practice, 2003

**WESTED AND ASSOCIATION OF CALIFORNIA SCHOOL ADMINISTRATORS PUBLICATIONS**

California Professional Standards for Educational Leaders, 2001

**WEB SITES**

CSBA: <http://www.csba.org>

Association of California School Administrators: <http://www.acsa.org>

California Department of Education: <http://www.cde.ca.gov>

California Federation of Teachers: <http://www.cft.org>

California School Employees Association: <http://www.csea.com>

California Teachers Association: <http://www.cta.org>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

Council of Chief State School Officers: <http://www.ccsso.org>

WestEd: <http://www.WestEd.org>

Policy CENTER UNIFIED SCHOOL DISTRICT

adopted: October 17, 2012 Antelope, California

# CSBA Sample Board Policy

All Personnel

BP 4140(a)

4240

BARGAINING UNITS

4340

Note: Pursuant to Government Code 3544, an employee organization may become the employees' exclusive representative for negotiations by filing a request with the district providing proof that a majority of the employees in an appropriate unit wish to be represented by that organization. Notice of such request must be immediately posted conspicuously on all employee bulletin boards in each district facility in which members of the unit are employed. Government Code 3544.1 requires the district to grant the request for recognition unless (1) the district doubts the appropriateness of the unit, (2) another employee organization files a challenge to the appropriateness of the unit or submits a competing claim of representation within 15 work days of the posting of notice of the written request, or (3) the district currently has a lawful written agreement with another employee organization representing the same employees.

AB 501 (Ch. 674, Statutes of 2011) amended Pursuant to Government Code 3540.1, to expand the definition of "exclusive representative" to include representation of "all public school employees" other than management and confidential employees, as defined. Thus, employees such as noon-time aides who are neither certificated nor classified employees (e.g., noon-time duty aides) now have the right to may be represented.

In addition, AB 501 amended Government Code 3540.1, to expand the definition of "public school employer" to include a joint powers agency (JPA) provided that the JPA is a separate entity with its own employees and meets one of the following criteria: (1) it provides educational services primarily performed by school districts, county boards of education, or county superintendents of schools; (2) a school district, county board of education, or county superintendent of schools is designated as a party to the joint powers agreement pursuant to Government Code 6503.5; or (3) the JPA is comprised solely of educational agencies.

Education Government Code 3543 provides that public school employees have the right to represent themselves individually in their employment relations with the district except that, once an exclusive representative has been recognized, an employee in that unit is prohibited from meeting and negotiating with the district.

The Governing Board recognizes the right of district employees to form a bargaining units, select an employee organization as their exclusive representative, and be represented by that organization in their employment relationship with the district. The Board is committed to negotiating in good faith with recognized employee organizations and respecting the rights of employees and employee organizations.

(cf. 4141/4241 - Collective Bargaining Agreement)

(cf. 4143/4243 - Negotiations/Consultation)

(cf. 9000 - Role of the Board)

The district shall not dominate or interfere with the formation or administration of any employee organization or contribute financial or other support to it. (Government Code 3543.5)



## BARGAINING UNITS (continued)

**Note:** Government Code 3550, as added by SB 285 (Ch. 567, Statutes of 2017), prohibits a district from deterring or discouraging employees from becoming or remaining members of an employee organization.

**The district shall not deter or discourage employees from becoming or remaining members of an employee organization.** Neither the district nor the employee organization shall impose or threaten to impose reprisals on employees, discriminate or threaten to discriminate against employees, or otherwise interfere with, restrain, or coerce employees because of their membership or nonmembership in an employee organization. (Government Code 3543.5, ~~3543.6~~ **3550**)

(cf. 4119.1/4219.1/4319.1 - Civil and Legal Rights)

### Formation of Bargaining Units

Certificated and classified employees shall not be included in the same bargaining unit. (Government Code 3545)

The district may recognize a bargaining unit of supervisory employees if: (Government Code 3545)

1. The bargaining unit includes all supervisory employees.
2. The supervisors are not represented by the same organization that represents employees whom the supervisory employees supervise.

(cf. 4300 - Administrative and Supervisory Personnel)  
(cf. 4301 - Administrative Staff Organization)  
(cf. 4312.1 - Contracts)

For this purpose, *supervisory employee* means any employee, regardless of job description, having the authority, in the interest of the district, to hire, transfer, suspend, layoff, recall, promote, discharge, assign, reward, discipline, assign work, direct, adjust grievance of other employees, or effectively recommend that action. The exercise of this authority shall not be merely routine or clerical in nature, but shall require the use of independent judgment. (Government Code 3540.1)

**Note:** Pursuant to Government Code ~~3540.1~~ **3543.4**, management and confidential employees, as defined in **Government Code 3540.1**, are excluded from the right to be represented in negotiations by an employee organization. The Public Employment Relations Board ultimately determines, based upon the duties of the position, which positions qualify as "management" or "confidential" and thus are excluded from bargaining, as detailed below.

Employees serving in management, senior management, or confidential positions shall not be represented by an exclusive representative. Such employees may represent themselves

**BARGAINING UNITS (continued)**

individually or may be represented by an employee organization whose membership is composed entirely of employees designated as holding those positions, but **When represented by an employee organization**, that organization shall not meet and negotiate with the district. For this purpose: (Government Code 3540.1, 3543.4)

1. *Management employee* means any employee who has significant responsibilities for formulating district policies or administering district programs, and whose position is designated as a management position by the Board.
2. *Confidential employee* means any employee who is required to develop or present management positions with respect to employer-employee relations or whose duties normally require access to confidential information that is used to contribute significantly to the development of management positions.

**Access to Employee Orientations and Contact Information**

**Note:** Pursuant to Government Code 3556, as added by AB 119 (Ch. 21, Statutes of 2017), districts are required to provide recognized employee organizations access to new employee orientations, as defined, and to give at least 10 days' notice in advance of any such orientation. However, shorter notice may be provided if an unforeseeable urgency critical to the district's operations prevents giving the required 10 days' notice.

Government Code 3556 and 3557, as added by AB 119, require that the structure, time, and manner of access to new employee orientations be determined by mutual agreement of the district and employee organization. If the parties fail to reach an agreement regarding the new employee orientation, the negotiations become subject to compulsory interest arbitration. Although districts are required to negotiate how access is provided to employees, they are not required to negotiate the manner in which onboarding is conducted.

The district shall permit employee organizations access to new employee orientations where newly hired employees are advised, whether in person, online, or through other means or mediums, of their employment status, rights, benefits, duties, responsibilities, or any other employment-related matters. The district shall provide employee organizations at least 10 days' notice in advance of an orientation. However, in any specific instance where an unforeseeable, urgent need critical to the district's operation prevents the required 10 days' notice, a shorter notice may be provided. (Government Code 3555.5, 3556)

The structure, time, and manner of the access to new employee orientations shall be determined by mutual agreement of the district and the exclusive representative, following a request to negotiate by either party. If the district and exclusive representative fail to reach an agreement, matters related to the access to new employee orientation shall be subject to compulsory interest arbitration. The district and employee organization may mutually agree to submit any dispute to compulsory interest arbitration at any time. In addition, if any dispute arises during negotiations



**BARGAINING UNITS (continued)**

and is not resolved within 45 days after the first meeting or within 60 days after the initial request to negotiate, whichever is earlier, either party may make a demand for compulsory interest arbitration. When any such dispute arises during the summer when the district's administrative office is closed, the timeline shall commence on the first day the administrative office reopens. The decision of the arbitrator shall be final and binding on the parties. (Government Code 3556, 3557)

Note: Government Code 6254.3 authorizes disclosure of an employee's home address and home telephone number to an employee organization unless the district receives a written request by the employee to not disclose the information. The appeals court in *County of Los Angeles v. Service Employees International Union, Local 721* clarified that nonmembers or agency fee payers have a reasonable expectation of privacy and thus are entitled to notice and an opportunity to object before the disclosure of their personal information. This case has been appealed to the California Supreme Court.

Pursuant to Government Code 3558, as added by AB 119 (Ch. 21, Statutes of 2017), districts are required to provide recognized employee organizations with specified contact information for new employees in the bargaining unit, as provided below. The information required by Government Code 3558 must be provided in a manner consistent with Government Code 6254.3, which authorizes disclosure of an employee's home address, home telephone number(s), and personal cell phone number to an employee organization unless the district receives a written request by the employee to not disclose the information. Pursuant to Government Code 6254.3, as amended by AB 119, the personal email address of an employee is not disclosable unless used by the employee to conduct public business. The following paragraph should be revised if districts have an agreement with their employee organization(s) requiring more frequent or more detailed contact lists.

In *County of Los Angeles v. Service Employees International Union, Local 721*, the California Supreme Court held that (1) an employer has a duty to provide information relevant to collective bargaining to the applicable bargaining unit and failure to do so is a violation of the employer's obligation to bargain in good faith; (2) the disclosure of an employee's home address and phone number(s) by an employer to the union does not violate the employee's constitutional right of privacy; and (3) other avenues for implementing privacy safeguards are available, such as bargaining for a notice and opt-out procedure or drafting employment contracts that will notify employees that their home contact information is subject to disclosure to the union and that they may request nondisclosure.

The Superintendent or designee may provide an employee organization with the home address and home telephone number of employees, except any employees performing law enforcement related functions and any employees who provide written request that the information not be disclosed for this purpose, shall provide an exclusive representative with the name, job title, department, work location, telephone numbers (work, home, and personal cell phone), personal email address(es) on file with the district, and home address of any newly hired employee in the bargaining unit, within 30 days of hire or by the first pay period of the month following hire. In addition, the Superintendent or designee shall provide the same information on all employees in the bargaining unit to an exclusive representative at least every 120 days, unless more frequent or detailed lists are required by agreement with the exclusive representative. (Government Code 3558, 6254.3)

**BARGAINING UNITS (continued)**

However, the Superintendent or designee shall not disclose the home address and any phone numbers on file for employees performing law enforcement-related functions, nor shall he/she disclose the home address, home or personal cell phone number(s), or personal email address(es) of any employee who is a participant in the Safe at Home address confidentiality program pursuant to Government Code 6207 or any employees who provides written request that the information not be disclosed for this purpose. Following receipt of a written request, the district shall remove the employee's home address, home and personal cell phone numbers, and personal email address from any mailing list maintained by the district unless the list is only used by the district to contact the employee. (Government Code 3558, 6207, 6254.3)

(cf. 1340 - Access to District Records)

**Payment of Dues or Service Fee**

**Note:** Pursuant to Government Code 3546, all employees in a classification represented by an employee organization are required to pay a fee to the employee organization to cover the costs of negotiations, contract administration, and other activities that are germane to its function as the exclusive bargaining representative (i.e., "agency fee" arrangements, which require employees to either join the union or pay a "fair share service fee"). However, the constitutionality of agency fee statutes such as Government Code 3546 is a legal issue currently before the U.S. Supreme Court in Janus v. American Federation of State, County, and Municipal Employees.

Upon the written request of a recognized employee organization, the Superintendent or designee shall deduct the amount of organization dues or the fair share service fee, determined in accordance with Government Code 3546, from the wages and salary of each employee represented by that employee organization and shall pay that amount to the employee organization. (Education Code 45060, 45168; Government Code 3546)

Any employee who is a member of a religious body whose traditional tenets or teachings include objections to joining or financially supporting employee organizations shall not be required to join, maintain membership in, or financially support any employee organization as a condition of employment. However, such an employee may be required to pay an amount equal to the service fee to a designated charitable fund. (Government Code 3546.3)

Each employee organization shall, within 60 days after the end of its fiscal year, provide the Board and the employees who are members of the organization with a detailed financial report consisting of a balance sheet and an operating statement. If the employee organization fails to provide the financial report, the Board may issue an order compelling the organization to provide the financial report or any employee within the organization may petition the Board for such an order. (Government Code 3546.5)

(cf. 3460 - Financial Reports and Accountability)

**BARGAINING UNITS (continued)***Legal Reference:*EDUCATION CODE*45060-45061.5 Deduction of fees from salary or wage payment, certificated employees**45100.5 Senior management positions**45104.5 Abolishment of senior classified management positions**45108.5 Definitions of senior classified management employees**45108.7 Waiver of provisions of 45108.5**45168 Deduction of fees from salary or wage payment, classified employees**45220-45320 Merit system, classified employees*GOVERNMENT CODE*3540-3549.3 Educational Employment Relations Act, especially:**3540.1 Definitions**3543.4 Management position; representation**3545 Appropriateness of unit; basis**3550-3552 Prohibition on public employers deterring or discouraging union membership**3555-3559 Public employee communication, information and orientation**6205-6210 Confidentiality of addresses for victims of domestic violence, sexual assault or stalking**6254.3 Disclosure of employee contact information to employee organization**6503.5 Joint powers agencies**53260-53264 Employment contracts*CODE OF REGULATIONS, TITLE 8*33015-33490 Recognition of exclusive representative; proceedings**33700-33710 Severance of established unit**34020 Petition to rescind organizational security arrangement**34055 Reinstatement of organizational security arrangement*COURT DECISIONS*Janus v. American Federation of State, County and Municipal Employees, Council 31, (7th Cir. 2017) 851 F.3d 746, cert granted Sept. 28, 2017, No. 16-1466**Friedrichs v. California Teachers Association, et al., (2016) 136 S.Ct. 1083**County of Los Angeles v. Service Employees International Union, Local 721, (2011), 192 Cal.App.4th 1409 (2013) 56 Cal. 4th 905**Abood v. Detroit Board of Education, (1977) 431 U.S. 209**Management Resources:*CSBA PUBLICATIONS*Collective Bargaining DVD-ROM**Before the Strike: Planning Ahead in Difficult Negotiations, 1996*WEB SITES*CSBA: <http://www.csba.org>**Association of California School Administrators: <http://www.acsa.org>**California Federation of Teachers: <http://www.cft.org>**California School Employees Association: <http://www.csea.com>**California Teachers Association: <http://www.cta.org>**Public Employment Relations Board: <http://www.perb.ca.gov>*

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# **Center USD**

## **Board Policy**

### **Bargaining Units**

**BP 4140**

#### **Personnel**

The Governing Board recognizes the right of district employees to form bargaining units, select an employee organization as their exclusive representative, and be represented by that organization in their employment relationship with the district. The Board is committed to negotiating in good faith with recognized employee organizations and respecting the rights of employees and employee organizations.

(cf. 4141/4241 - Collective Bargaining Agreement)

(cf. 4143/4243 - Negotiations/Consultation)

(cf. 9000 - Role of the Board)

The district shall not dominate or interfere with the formation or administration of any employee organization or contribute financial or other support to it. (Government Code 3543.5)

Neither the district nor the employee organization shall impose or threaten to impose reprisals on employees, discriminate or threaten to discriminate against employees, or otherwise interfere with, restrain, or coerce employees because of their membership or nonmembership in an employee organization. (Government Code 3543.5, 3543.6)

(cf. 4119.1/4219.1/4319.1 - Civil and Legal Rights)

#### **Formation of Bargaining Units**

Certificated and classified employees shall not be included in the same bargaining unit. (Government Code 3545)

The district may recognize a bargaining unit of supervisory employees if: (Government Code 3545)

1. The bargaining unit includes all supervisory employees.
2. The supervisors are not represented by the same organization that represents employees whom the supervisory employees supervise.

(cf. 4300 - Administrative and Supervisory Personnel)

(cf. 4301 - Administrative Staff Organization)

(cf. 4312.1 - Contracts)

For this purpose, supervisory employee means any employee, regardless of job description, having the authority, in the interest of the district, to hire, transfer, suspend, layoff, recall, promote, discharge, assign, reward, discipline, assign work, direct, adjust grievance of other employees, or effectively recommend that action. The exercise of this authority shall not be merely routine or clerical in nature, but shall require the use of independent judgment. (Government Code 3540.1)

Employees serving in management, senior management, or confidential positions shall not be represented by an exclusive representative. Such employees may represent themselves individually or may be represented by an employee organization whose membership is composed entirely of employees designated as holding those positions, but that organization shall not meet and negotiate with the district. For this purpose: (Government Code 3540.1, 3543.4)

1. Management employee means any employee who has significant responsibilities for formulating district policies or administering district programs, and whose position is designated as a management position by the Board.

2. Confidential employee means any employee who is required to develop or present management positions with respect to employer-employee relations or whose duties normally require access to confidential information that is used to contribute significantly to the development of management positions.

#### Payment of Dues or Service Fee

Upon the written request of a recognized employee organization, the Superintendent or designee shall deduct the amount of organization dues or the fair share service fee, determined in accordance with Government Code 3546, from the wages and salary of each employee represented by that employee organization and shall pay that amount to the employee organization. (Education Code 45060, 45168; Government Code 3546)

Any employee who is a member of a religious body whose traditional tenets or teachings include objections to joining or financially supporting employee organizations shall not be required to join, maintain membership in, or financially support any employee organization as a condition of employment. However, such an employee may be required to pay an amount equal to the service fee to a designated charitable fund. (Government Code 3546.3)

Each employee organization shall, within 60 days after the end of its fiscal year, provide the Board and the employees who are members of the organization with a detailed financial report consisting of a balance sheet and an operating statement. If the employee organization fails to provide the financial report, the Board may issue an order compelling the organization to provide the financial report or any employee within the organization may petition the Board for such an order. (Government Code 3546.5)



(cf. 3460 - Financial Reports and Accountability)

The Superintendent or designee may provide an employee organization with the home address and home telephone number of employees, except any employees performing law enforcement-related functions and any employees who provide written request that the information not be disclosed for this purpose. (Government Code 6254.3)

(cf. 1340 - Access to District Records)

**Legal Reference:**

**EDUCATION CODE**

45060-45061.5 Deduction of fees from salary or wage payment, certificated employees

45100.5 Senior management positions

45104.5 Abolishment of senior classified management positions

45108.5 Definitions of senior classified management employees

45108.7 Waiver of provisions of 45108.5

45168 Deduction of fees from salary or wage payment, classified employees

45220-45320 Merit system, classified employees

**GOVERNMENT CODE**

3540-3549.3 Educational Employment Relations Act, especially:

3540.1 Definitions

3543.4 Management position; representation

3545 Appropriateness of unit; basis

6254.3 Disclosure of employee contact information to employee organization

6503.5 Joint powers agencies

53260-53264 Employment contracts

**CODE OF REGULATIONS, TITLE 8**

33015-33490 Recognition of exclusive representative; proceedings

33700-33710 Severance of established unit

34020 Petition to rescind organizational security arrangement

34055 Reinstatement of organizational security arrangement

**COURT DECISIONS**

County of Los Angeles v. Service Employees International Union, Local 721, (2011),  
192 Cal.App.4th 1409

**Management Resources:**

**CSBA PUBLICATIONS**

Collective Bargaining DVD-ROM

Before the Strike: Planning Ahead in Difficult Negotiations, 1996

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California Federation of Teachers: <http://www.cft.org>

California School Employees Association: <http://www.csea.com>



California Teachers Association: <http://www.cta.org>  
Public Employment Relations Board: <http://www.perb.ca.gov>

Policy CENTER UNIFIED SCHOOL DISTRICT  
adopted: April 18, 2012 Antelope, California

# **Center USD**

## **Board Policy**

### **Bargaining Units**

BP 4240

#### **Personnel**

The Governing Board recognizes the right of district employees to form bargaining units, select an employee organization as their exclusive representative, and be represented by that organization in their employment relationship with the district. The Board is committed to negotiating in good faith with recognized employee organizations and respecting the rights of employees and employee organizations.

(cf. 4141/4241 - Collective Bargaining Agreement)

(cf. 4143/4243 - Negotiations/Consultation)

(cf. 9000 - Role of the Board)

The district shall not dominate or interfere with the formation or administration of any employee organization or contribute financial or other support to it. (Government Code 3543.5)

Neither the district nor the employee organization shall impose or threaten to impose reprisals on employees, discriminate or threaten to discriminate against employees, or otherwise interfere with, restrain, or coerce employees because of their membership or nonmembership in an employee organization. (Government Code 3543.5, 3543.6)

(cf. 4119.1/4219.1/4319.1 - Civil and Legal Rights)

#### **Formation of Bargaining Units**

Certificated and classified employees shall not be included in the same bargaining unit. (Government Code 3545)

The district may recognize a bargaining unit of supervisory employees if: (Government Code 3545)

1. The bargaining unit includes all supervisory employees.
2. The supervisors are not represented by the same organization that represents employees whom the supervisory employees supervise.

(cf. 4300 - Administrative and Supervisory Personnel)

(cf. 4301 - Administrative Staff Organization)

(cf. 4312.1 - Contracts)

For this purpose, supervisory employee means any employee, regardless of job description, having the authority, in the interest of the district, to hire, transfer, suspend, layoff, recall, promote, discharge, assign, reward, discipline, assign work, direct, adjust grievance of other employees, or effectively recommend that action. The exercise of this authority shall not be merely routine or clerical in nature, but shall require the use of independent judgment. (Government Code 3540.1)

Employees serving in management, senior management, or confidential positions shall not be represented by an exclusive representative. Such employees may represent themselves individually or may be represented by an employee organization whose membership is composed entirely of employees designated as holding those positions, but that organization shall not meet and negotiate with the district. For this purpose: (Government Code 3540.1, 3543.4)

1. Management employee means any employee who has significant responsibilities for formulating district policies or administering district programs, and whose position is designated as a management position by the Board.
2. Confidential employee means any employee who is required to develop or present management positions with respect to employer-employee relations or whose duties normally require access to confidential information that is used to contribute significantly to the development of management positions.

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Any employee who is a member of a religious body whose traditional tenets or teachings include objections to joining or financially supporting employee organizations shall not be required to join, maintain membership in, or financially support any employee organization as a condition of employment. However, such an employee may be required to pay an amount equal to the service fee to a designated charitable fund. (Government Code 3546.3)

Each employee organization shall, within 60 days after the end of its fiscal year, provide the Board and the employees who are members of the organization with a detailed financial report consisting of a balance sheet and an operating statement. If the employee organization fails to provide the financial report, the Board may issue an order compelling the organization to provide the financial report or any employee within the organization may petition the Board for such an order. (Government Code 3546.5)



(cf. 3460 - Financial Reports and Accountability)

The Superintendent or designee may provide an employee organization with the home address and home telephone number of employees, except any employees performing law enforcement-related functions and any employees who provide written request that the information not be disclosed for this purpose. (Government Code 6254.3)

(cf. 1340 - Access to District Records)

**Legal Reference:**

**EDUCATION CODE**

45060-45061.5 Deduction of fees from salary or wage payment, certificated employees

45100.5 Senior management positions

45104.5 Abolishment of senior classified management positions

45108.5 Definitions of senior classified management employees

45108.7 Waiver of provisions of 45108.5

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45220-45320 Merit system, classified employees

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3540-3549.3 Educational Employment Relations Act, especially:

3540.1 Definitions

3543.4 Management position; representation

3545 Appropriateness of unit; basis

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Policy CENTER UNIFIED SCHOOL DISTRICT  
adopted: April 18, 2012 Antelope, California

# **Center USD**

## **Board Policy**

### **Bargaining Units**

BP 4340

#### **Personnel**

The Governing Board recognizes the right of district employees to form bargaining units, select an employee organization as their exclusive representative, and be represented by that organization in their employment relationship with the district. The Board is committed to negotiating in good faith with recognized employee organizations and respecting the rights of employees and employee organizations.

(cf. 4141/4241 - Collective Bargaining Agreement)

(cf. 4143/4243 - Negotiations/Consultation)

(cf. 9000 - Role of the Board)

The district shall not dominate or interfere with the formation or administration of any employee organization or contribute financial or other support to it. (Government Code 3543.5)

Neither the district nor the employee organization shall impose or threaten to impose reprisals on employees, discriminate or threaten to discriminate against employees, or otherwise interfere with, restrain, or coerce employees because of their membership or nonmembership in an employee organization. (Government Code 3543.5, 3543.6)

(cf. 4119.1/4219.1/4319.1 - Civil and Legal Rights)

#### **Formation of Bargaining Units**

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The district may recognize a bargaining unit of supervisory employees if: (Government Code 3545)

1. The bargaining unit includes all supervisory employees.
2. The supervisors are not represented by the same organization that represents employees whom the supervisory employees supervise.

(cf. 4300 - Administrative and Supervisory Personnel)

(cf. 4301 - Administrative Staff Organization)

(cf. 4312.1 - Contracts)



For this purpose, supervisory employee means any employee, regardless of job description, having the authority, in the interest of the district, to hire, transfer, suspend, layoff, recall, promote, discharge, assign, reward, discipline, assign work, direct, adjust grievance of other employees, or effectively recommend that action. The exercise of this authority shall not be merely routine or clerical in nature, but shall require the use of independent judgment. (Government Code 3540.1)

Employees serving in management, senior management, or confidential positions shall not be represented by an exclusive representative. Such employees may represent themselves individually or may be represented by an employee organization whose membership is composed entirely of employees designated as holding those positions, but that organization shall not meet and negotiate with the district. For this purpose: (Government Code 3540.1, 3543.4)

1. Management employee means any employee who has significant responsibilities for formulating district policies or administering district programs, and whose position is designated as a management position by the Board.
2. Confidential employee means any employee who is required to develop or present management positions with respect to employer-employee relations or whose duties normally require access to confidential information that is used to contribute significantly to the development of management positions.

#### Payment of Dues or Service Fee

Upon the written request of a recognized employee organization, the Superintendent or designee shall deduct the amount of organization dues or the fair share service fee, determined in accordance with Government Code 3546, from the wages and salary of each employee represented by that employee organization and shall pay that amount to the employee organization. (Education Code 45060, 45168; Government Code 3546)

Any employee who is a member of a religious body whose traditional tenets or teachings include objections to joining or financially supporting employee organizations shall not be required to join, maintain membership in, or financially support any employee organization as a condition of employment. However, such an employee may be required to pay an amount equal to the service fee to a designated charitable fund. (Government Code 3546.3)

Each employee organization shall, within 60 days after the end of its fiscal year, provide the Board and the employees who are members of the organization with a detailed financial report consisting of a balance sheet and an operating statement. If the employee organization fails to provide the financial report, the Board may issue an order compelling the organization to provide the financial report or any employee within the organization may petition the Board for such an order. (Government Code 3546.5)

(cf. 3460 - Financial Reports and Accountability)

The Superintendent or designee may provide an employee organization with the home address and home telephone number of employees, except any employees performing law enforcement-related functions and any employees who provide written request that the information not be disclosed for this purpose. (Government Code 6254.3)

(cf. 1340 - Access to District Records)

**Legal Reference:**

**EDUCATION CODE**

45060-45061.5 Deduction of fees from salary or wage payment, certificated employees

45100.5 Senior management positions

45104.5 Abolishment of senior classified management positions

45108.5 Definitions of senior classified management employees

45108.7 Waiver of provisions of 45108.5

45168 Deduction of fees from salary or wage payment, classified employees

45220-45320 Merit system, classified employees

**GOVERNMENT CODE**

3540-3549.3 Educational Employment Relations Act, especially:

3540.1 Definitions

3543.4 Management position; representation

3545 Appropriateness of unit; basis

6254.3 Disclosure of employee contact information to employee organization

6503.5 Joint powers agencies

53260-53264 Employment contracts

**CODE OF REGULATIONS, TITLE 8**

33015-33490 Recognition of exclusive representative; proceedings

33700-33710 Severance of established unit

34020 Petition to rescind organizational security arrangement

34055 Reinstatement of organizational security arrangement

**COURT DECISIONS**

County of Los Angeles v. Service Employees International Union, Local 721, (2011),  
192 Cal.App.4th 1409

**Management Resources:**

**CSBA PUBLICATIONS**

Collective Bargaining DVD-ROM

Before the Strike: Planning Ahead in Difficult Negotiations, 1996

**WEB SITES**

CSBA: <http://www.csba.org>

Association of California School Administrators: <http://www.acsa.org>

California Federation of Teachers: <http://www.cft.org>

California School Employees Association: <http://www.csea.com>



California Teachers Association: <http://www.cta.org>  
Public Employment Relations Board: <http://www.perb.ca.gov>

Policy CENTER UNIFIED SCHOOL DISTRICT  
adopted: April 18, 2012      Antelope, California

# CSBA Sample

## Administrative Regulation

All Personnel

AR 4144(a)

4244

COMPLAINTS

4344

Note: The following administrative regulation is optional. Government Code 53296-53299 grant district employees and job applicants the right to file a "whistleblower" complaint regarding issues specified below. Pursuant to Education Code 44112-44113, the district is prohibited from retaliating against, or otherwise interfering with, an employee for exercising his/her right to file such a complaint. See BP 4119.1/4219.1/4319.1 - Civil and Legal Rights.

~~Except as specified below, the following~~ The procedure specified in this administrative regulation shall be used ~~for to investigate and resolve~~ any complaint by an employee alleging misapplication of the district's policies, regulations, rules, or procedures or for "whistleblower" complaints by an employee or job applicant regarding an improper district activity including, but not limited to, an allegation of gross mismanagement, a significant waste of funds, an abuse of authority, or a specific danger to public health or safety.

*(cf. 4119.1/4219.1/4319.1 - Civil and Legal Rights)*

~~Complaints alleging unlawful discrimination on any basis specified in the district's nondiscrimination policies, including complaints of sexual harassment, shall be resolved in accordance with the district's procedure for complaints regarding discrimination in employment.~~

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*

*(cf. 4030 - Nondiscrimination in Employment)*

*(cf. 1119.11/4219.11/4319.11 - Sexual Harassment)*

~~Complaints regarding unlawful discrimination in district programs or the district's failure to comply with state or federal laws regarding educational programs shall be resolved in accordance with the district's Uniform Complaint Procedures. Complaints regarding sufficiency of textbook materials, teacher vacancy or misassignment, or an urgent or emergency facility condition, or the failure to provide intensive instruction to students who did not pass the high school exit examination by the end of grade 12 shall be resolved in accordance with the district's Williams Uniform Complaint Procedures. (Education Code 35186; 5 CCR 4621)~~

*(cf. 1312.3 - Uniform Complaint Procedures)*

*(cf. 1312.4 - Williams Uniform Complaint Procedures)*

~~For complaints regarding working conditions or other subjects of negotiation, the employee shall use the grievance procedure specified in the applicable collective bargaining agreement.~~

Note: Any of the timelines in the following procedure may be modified to reflect district practice.

## COMPLAINTS (continued)

Any of the time limits specified in **this the following** procedure may be extended by written agreement between the district and complainant.

**Note:** Any of the timelines in the following procedure may be modified to reflect district practice.

### Step 1: Informal Complaint Process

Prior to instituting a formal, written complaint, the employee shall first discuss the issue with his/her supervisor or the principal of the school where the alleged act took place. Formal complaint procedures shall not be initiated until the employee has first attempted to resolve the complaint informally.

### Step 2: Site Level Formal Complaint Process

**Note:** Pursuant to Government Code 53297, an employee has the right to file a "whistleblower" complaint within 60 days of the date of the act or event that is the subject of the complaint. The following paragraph establishes a 60-day limit for all complaints filed pursuant to this procedure. Districts that **want choose** to create a separate timeline for complaints not covered by Government Code 53297 (non-whistleblower complaints) should modify the following section accordingly.

If a complaint has not been satisfactorily resolved through the informal process in Step 1, the complainant may file a written complaint with his/her immediate supervisor or principal within 60 days of the act or event which is the subject of the complaint. If an employee fails to file a written complaint within 60 days, the complaint shall be considered **settled resolved** on the basis of the **answer given at the** preceding step.

In the written complaint, the employee shall specify the nature of the problem, including names, dates, locations, witnesses, the remedy sought by the employee, and a description of informal efforts to resolve the issue.

Within 10 working days of receiving the complaint, the immediate supervisor or principal shall conduct any necessary investigation and meet with the complainant in an effort to resolve the complaint. Within five working days after the meeting, he/she shall prepare and send a written response to the complainant.

### Step 3: District Level Appeal

If a complaint has not been satisfactorily resolved at Step 2, the complainant may file the written complaint with the Superintendent or designee within five working days of receiving the written response from the immediate supervisor or the principal. The complainant shall include all information presented to the immediate supervisor or principal at Step 2.

## COMPLAINTS (continued)

Within 10 working days of receiving the complaint, the Superintendent or designee shall conduct any necessary investigation, including reviewing the investigation and written response by the immediate supervisor or principal at Step 2, and shall meet with the complainant in an effort to resolve the complaint. Within five working days after the meeting, he/she shall prepare and send a written response to the complainant.

### Step 4: Appeal to the Governing Board

If a complaint has not been satisfactorily resolved at Step 3, the complainant may file a written appeal to the Board within five working days of receiving the Superintendent or designee's response. All information presented at Steps 1, 2, and 3 shall be included with the appeal, and the Superintendent or designee shall submit to the Board a written report describing attempts to resolve the complaint and the district's response.

Note: Government Code 54957 authorizes the Board to meet in closed session regarding certain personnel matters. However, when the Board is discussing specific "complaints or charges" against an employee, that employee must be given at least 24-hour written notice of the meeting and he/she may request the matter be heard in open session. See BB 9321 - Closed Session Purposes and Agendas.

The Board may uphold the findings by the Superintendent or designee without hearing the complaint or the Board may hear the complaint at a regular or special Board meeting. The hearing shall be held in closed session if the complaint relates to matters that may be addressed in closed session in accordance with law.

*(cf. 9321 - Closed Session Purposes and Agendas)*

The Board shall make its decision within 30 days of the hearing and shall send its decision to all concerned parties. The Board's decision shall be final.

### Alternate Procedures

Complaints alleging unlawful discrimination on any basis specified in the district's nondiscrimination policies, including complaints of sexual harassment, shall be resolved in accordance with the district's procedure ~~for complaints regarding discrimination in employment~~ in BP/AR 4030 - Nondiscrimination in Employment.

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*

*(cf. 4030 - Nondiscrimination in Employment)*

*(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)*

Complaints regarding unlawful discrimination in district programs or the district's failure to

**COMPLAINTS (continued)**

comply with state or federal laws regarding educational programs shall be resolved in accordance with ~~the district's~~ **BP/AR 1312.3 - Uniform Complaint Procedures**. Complaints regarding sufficiency of textbook materials, teacher vacancy or misassignment, ~~or an urgent or emergency facility condition, or the failure to provide intensive instruction to students who did not pass the high school exit examination by the end of grade 12~~ shall be resolved in accordance with ~~the district's~~ **AR 1312.4 - Williams Uniform Complaint Procedures**. (Education Code 35186; 5 CCR 4621)

*(cf. 1312.3 - Uniform Complaint Procedures)*

*(cf. 1312.4 - Williams Uniform Complaint Procedures)*

For complaints regarding working conditions or other subjects of negotiation, the employee shall use the grievance procedure specified in the applicable collective bargaining agreement.

(6/90 3/08) 12/17



# **Center Unified SD**

## **Administrative Regulation**

### **Complaints**

**AR 4144, 4244, 4344**  
**Personnel**

Except as specified below, the following procedure shall be used for any complaint by an employee alleging misapplication of the district's policies, regulations, rules, or procedures or for "whistleblower" complaints by an employee or job applicant regarding an improper district activity including, but not limited to, an allegation of gross mismanagement, a significant waste of funds, an abuse of authority, or a specific danger to public health or safety.

(cf. 4119.1/4219.1/4319.1 - Civil and Legal Rights)

Complaints alleging unlawful discrimination on any basis specified in the district's nondiscrimination policies, including complaints of sexual harassment, shall be resolved in accordance with the district's procedure for complaints regarding discrimination in employment.

(cf. 0410 - Nondiscrimination in District Programs and Activities)  
(cf. 4031 - Complaints Concerning Discrimination in Employment)  
(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

Complaints regarding unlawful discrimination in district programs or the district's failure to comply with state or federal laws regarding educational programs shall be resolved in accordance with the district's Uniform Complaint Procedures. Complaints regarding sufficiency of textbook materials, teacher vacancy or misassignment, an urgent or emergency facility condition, or the failure to provide intensive instruction to students who did not pass the high school exit examination by the end of grade 12 shall be resolved in accordance with the district's Williams Uniform Complaint Procedures. (Education Code 35186; 5 CCR 4621)

(cf. 1312.3 - Uniform Complaint Procedures)  
(cf. 1312.4 - Williams Uniform Complaint Procedures)

For complaints regarding working conditions or other subjects of negotiation, the employee shall use the grievance procedure specified in the applicable collective bargaining agreement.

Any of the time limits specified in this procedure may be extended by written agreement between the district and complainant.

### **Step 1: Informal Complaint Process**

Prior to instituting a formal, written complaint, the employee shall first discuss the issue with his/her supervisor or the principal of the school where the alleged act took place. Formal complaint procedures shall not be initiated until the employee has first attempted to resolve the complaint informally.

### **Step 2: Site Level Formal Complaint Process**

If a complaint has not been satisfactorily resolved through the informal process in Step 1, the complainant may file a written complaint with his/her immediate supervisor or principal within 60 days of the act or event which is the subject of the complaint. If an employee fails to file a written complaint within 60 days, the complaint shall be considered settled on the basis of the answer given at the preceding step.

In the written complaint, the employee shall specify the nature of the problem, including names, dates, locations, witnesses, the remedy sought by the employee, and a description of informal efforts to resolve the issue.

Within 10 working days of receiving the complaint, the immediate supervisor or principal shall conduct any necessary investigation and meet with the complainant in an effort to resolve the complaint. Within five working days after the meeting, he/she shall prepare and send a written response to the complainant.

### **Step 3: District Level Appeal**

If a complaint has not been satisfactorily resolved at Step 2, the complainant may file the written complaint with the Superintendent or designee within five working days of receiving the written response from the immediate supervisor or the principal. The complainant shall include all information presented to the immediate supervisor or principal at Step 2.

Within 10 working days of receiving the complaint, the Superintendent or designee shall conduct any necessary investigation, including reviewing the investigation and written response by the immediate supervisor or principal at Step 2, and shall meet with the complainant in an effort to resolve the complaint. Within five working days after the meeting, he/she shall prepare and send a written response to the complainant.

### **Step 4: Appeal to the Governing Board**

If a complaint has not been satisfactorily resolved at Step 3, the complainant may file a written appeal to the Board within five working days of receiving the Superintendent or designee's response. All information presented at Steps 1, 2, and 3 shall be included with the appeal, and the Superintendent or designee shall submit to the Board a written report describing attempts to resolve the complaint and the district's response.

The Board may uphold the findings by the Superintendent or designee without hearing the complaint or the Board may hear the complaint at a regular or special Board meeting. The hearing shall be held in closed session if the complaint relates to matters that may be addressed in closed session in accordance with law.

(cf. 9321 - Closed Session Purposes and Agendas)

The Board shall make its decision within 30 days of the hearing and shall send its decision to all concerned parties. The Board's decision shall be final.

Regulation      CENTER UNIFIED SCHOOL DISTRICT  
approved: June 18, 2008      Antelope, California



# CSBA Sample Board Policy

Classified Personnel

BP 4200(a)

## CLASSIFIED PERSONNEL

Note: The following Board policy may be revised for consistency with district collective bargaining agreements and, for districts that have incorporated the merit system pursuant to Education Code 45220-45320, with Merit system districts should consult the rules and regulations of the personnel commission in order to ensure consistency of Board policies with those rules and regulations.

The Governing Board shall fill each of its classified positions with qualified persons, consistent with position requirements. The primary role of recognizes that classified personnel is to provide essential services that support and enhance the district's educational program. The Board shall fill each of its classified positions with qualified persons, consistent with position requirements.

*(cf. 0200 - Goals for the School District)*

*(cf. 4211 - Recruitment and Selection)*

Each classified staff member shall be held accountable for duties assigned to him/her and shall undergo regular performance evaluations in accordance with collective bargaining agreements.

*(cf. 4215 - Evaluation/Supervision)*

### Classification of Employees

Note: The following paragraphs reflect requirements of Education Code 45103-45104 and are for use by non-merit system districts. In merit system districts, classification of positions is a responsibility of the personnel commission pursuant to Education Code 45256.

The Board shall classify all employees and positions not requiring certification qualifications as the classified service, except for those employees and positions specifically exempt from classified service. (Education Code 45103)

Individuals who possess certification qualifications shall not be prohibited from being employed in a classified position. (Education Code 45104)

*(cf. 4211 - Recruitment and Selection)*

*(cf. 4212 - Appointment and Conditions of Employment)*

Note: AB 2849 (Ch. 1100, Statutes of 2002) amended Education Code 45103 to require the classification of "short-term" employees as follows.

## **CLASSIFIED PERSONNEL (continued)**

~~Before employing a short-term classified employee, the Board, at a regularly scheduled meeting, shall specify the service required to be performed by the employee and shall certify the ending date of the service. The Board may shorten or extend the ending date, but the date shall not be extended beyond 75 percent of the school year, as defined. (Education Code 45103)~~

Each **classified** position shall have a designated title and regular minimum number of assigned hours per day, days per week, and months per year. ~~A job description shall be established for each position.~~

### **Assignment**

Classified employees shall be assigned by their immediate supervisors with the approval of the Superintendent or designee. They shall be required to perform those duties prescribed by the Board for the position the employee holds, in accordance with applicable job descriptions and collective bargaining agreements.

*(cf. 4141/4241 - Collective Bargaining Agreement)*

Each classified ~~staff member~~ **employee** shall be held accountable for duties assigned to him/her and shall undergo regular performance evaluations in accordance with collective bargaining agreements.

*(cf. 4215 - Evaluation/Supervision)*

### **Substitute and Short-Term Employees**

The district may employ a substitute employee to replace a classified employee who is temporarily absent from duty. (Education Code 45103)

If the district is in the process of hiring a permanent employee to fill a classified position, the Board may fill the vacancy with one or more substitute employees for no more than 60 calendar days, unless the applicable collective bargaining agreement provides for a different period of time. (Education Code 45103)

**Note:** Pursuant to Education Code 45103, the district may employ short-term employees for no more than 75 percent of the school year. As defined in Education Code 45103, 75 percent of the school year is 195 work days, which is equivalent to 75 percent of the number of work days in a full calendar year.

The district may employ a short-term employee to perform a service for the district when that service or similar services will not be extended or needed on a continuing basis. Before employing a short-term classified employee, the Board, at a regularly scheduled meeting, shall specify the service required to be performed by the employee and

**CLASSIFIED PERSONNEL** (continued)

shall certify the ending date of the service. The Board may shorten or extend the ending date, but the date shall not be extended beyond ~~75 percent of the school year, as defined~~ **195 work days per year, including holidays, sick leave, vacation, and other leaves of absence, irrespective of the number of hours worked per day.** (Education Code 45103)

*Legal Reference:*

EDUCATION CODE

*45100-45139 Employment of classified staff*  
*45160-45169 Salaries and differential compensation*  
*45190-45210 Resignation and leaves of absence*  
*45220-45320 Merit system*  
*49406 Examination for tuberculosis*  
*51760-51769.5 Work experience education*

*Management Resources:*

WEB SITES

*California School Employees Association: <http://www.csea.com>*

(10/96 11/02) 12/17

# **Center Unified SD**

## **Board Policy**

### **Classified Personnel**

**BP 4200**

#### **Personnel**

The Governing Board shall fill each of its classified positions with qualified persons, consistent with position requirements. The primary role of classified personnel is to provide services that support and enhance the district's educational program.

(cf. 0200 - Goals for the School District)

(cf. 4211 - Recruitment and Selection)

Each classified staff member shall be held accountable for duties assigned to him/her and shall undergo regular performance evaluations in accordance with collective bargaining agreements.

(cf. 4215 - Evaluation/Supervision)

#### **Classification of Employees**

The Board shall classify all employees and positions not requiring certification qualifications as the classified service, except for those employees and positions specifically exempt from classified service. (Education Code 45103)

Individuals who possess certification qualifications shall not be prohibited from being employed in a classified position. (Education Code 45104)

(cf. 4211 - Recruitment and Selection)

(cf. 4212 - Appointment and Conditions of Employment)

Before employing a short-term classified employee, the Board, at a regularly scheduled meeting, shall specify the service required to be performed by the employee and shall certify the ending date of the service. The Board may shorten or extend the ending date, but the date shall not be extended beyond 75 percent of the school year, as defined. (Education Code 45103)

Each position shall have a designated title and regular minimum number of assigned hours per day, days per week and months per year. A job description shall be established for each position.

#### **Assignment**



Classified employees shall be assigned by their immediate supervisors with the approval of the Superintendent or designee. They shall be required to perform those duties prescribed by the Board for the position the employee holds, in accordance with applicable job descriptions and collective bargaining agreements.

(cf. 4119.3/4219.3/4319.3 - Duties of Personnel)  
(cf. 4141/4241 - Collective Bargaining Agreement)

**Legal Reference:**

**EDUCATION CODE**

45100-45139 Employment of classified staff  
45160-45169 Salaries and differential compensation  
45190-45210 Resignation and leaves of absence  
45220-45320 Merit system  
49406 Examination for tuberculosis  
51760-51769.5 Work experience education

**Management Resources:**

**WEB SITES**

California School Employees Association: <http://www.csea.com>

**Policy CENTER UNIFIED SCHOOL DISTRICT**  
adopted: April 23, 2003      Antelope, California

# CSBA Sample

## Administrative Regulation

Classified Personnel

AR 4200(a)

### CLASSIFIED PERSONNEL

#### Exemption from Classified Service

Note: Education Code provisions related to exemption from the classified service vary depending on whether or not the district has incorporated the merit system pursuant to Education Code 45220-45320. The district should select the appropriate option below.

#### OPTION 1: Districts Not Incorporating the Merit System

Note: Pursuant to Education Code 45103, all positions not requiring certification qualifications are part of the classified service, unless specifically exempted by law. AB 670 (Ch. 582, Statutes of 2017) amended Education Code 45103 to eliminate the exemption for part-time playground positions, thereby making such positions a part of the classified service.

Individuals hired solely for the following purposes are exempt from the classified service: (Education Code 45103)

1. Substitute or short-term employees, as defined, who are employed and paid for less than 75 percent of the school year 195 work days per year, including holidays, sick leave, vacation, and other leaves of absences, irrespective of the number of hours worked per day

*Substitute employee* means any person employed to replace any classified employee who is temporarily absent from duty. In addition, if the district is then engaged in a procedure to hire a permanent employee to fill a vacancy in any classified position, the Governing Board may fill the vacancy through the employment, for not more than 60 calendar days, of one or more substitute employees, except to the extent that a collective bargaining agreement then in effect provides for a different period of time.

*Short-term employee* means any person who is employed to perform a service for the district, upon the completion of which the service required or similar services will not be extended or needed on a continuing basis.

*Seventy-five percent of the school year* means 195 working days, including holidays, sick leave, vacation and other leaves of absences, irrespective of the number of hours worked per day.

Note: As amended by AB 2849 (Ch. 1100, Statutes of 2002), Education Code 45103 provides that part-time playground employees are exempt from classified service only when they are not otherwise employed in classified positions at the district. Pursuant to non-codified Section 4 of AB 2849, effective January 1, 2003, districts may not reduce the hours or terminate a part-time playground position as a result of this legislation.

**CLASSIFIED PERSONNEL (continued)**

- ~~2. Part-time playground positions (noon duty aides), when the employees are not otherwise employed in classified positions in the district~~
- ~~3. 2. Apprentices and professional experts employed on a temporary basis for a specific project regardless of length of employment~~
- ~~4. 3. Full-time students employed part time~~
- ~~5. 4. Part-time students employed part time in any college work study program, or in a work experience education program conducted by a community college district, and which is financed by state or federal funds~~

**OPTION 2: Merit System Districts**

Individuals hired solely for the following purposes are exempt from the classified service: **(Education Code 45256, 45258)**

Note: As amended by AB 2849 (Ch. 1100, Statutes of 2002), Education Code 45256 provides that part-time playground employees are exempt from classified service only when they are not otherwise employed in classified positions at the district. Pursuant to non-codified Section 4 of AB 2849, effective January 1, 2003, districts may not reduce the hours or terminate a part-time playground position as a result of this legislation. Although AB 670 (Ch. 582, Statutes of 2017) amended Education Code 45103 to eliminate the exemption of part-time playground positions from the classified service in non-merit system districts, as described in Option 1 above, part-time playground positions continue to be exempt from classified service in merit system districts pursuant to Education Code 45256.

- ~~1. Part-time playground positions (noon duty aides), when the employees are not otherwise employed in classified positions in the district (Education Code 45256)~~
- ~~2. Apprentices (Education Code 45256)~~
- ~~3. Professional experts employed on a temporary basis for a specific project (Education Code 45256)~~
- ~~4. Full-time students employed part time (Education Code 45256)~~
- ~~5. Part-time students employed part time in any college work study program, or in a work experience education program conducted by a community college district pursuant to Education Code 51760 et seq. and which is financed by state or federal funds (Education Code 45256)~~
- ~~6. Positions established for the employment of community representatives in advisory or consulting capacities for not more than 90 working days or 720 hours in a fiscal year,~~



**CLASSIFIED PERSONNEL** (continued)

~~provided the authorized duties are not those normally assigned to a class of positions in the classified service, are approved by the personnel commission in advance of employment, and a regular classified district employee does not receive a concurrent appointment to such a position (Education Code 45258)~~

Note: The following paragraph is for use by all districts. Pursuant to Education Code 45106, persons hired solely for purposes which are exempted from the classified service **still** are subject to the requirements of Education Code 45122-45125 and 49406 as described below. Education Code 45106 **mandates** the **Governing** Board, by rule or regulation, to provide for the implementation of this law.

Persons hired solely for purposes which are exempted from the classified service shall nevertheless fulfill the obligations of classified employees related to physical examinations pursuant to Education Code 45122, fingerprinting pursuant to Education Code 45125, and tuberculosis tests pursuant to Education Code 49406. (Education Code 45106)

*(cf. 4112.4/4212.4/4312.4 - Health Examinations)*

*(cf. 4112.5/4212.5/4312.5 - Criminal Record Check)*

*(cf. 4212 - Appointment and Conditions of Employment)*

*(cf. 4218 - Dismissal/Suspension/Disciplinary Action)*

**Restricted Positions**

Note: The following **optional paragraph** section is for use by **either merit system or non-merit system** districts that have established "restricted" positions, **pursuant to Education Code 45105 or 45108**, which are available only to persons in low-income groups or residing in specific areas of the community.

Persons employed in restricted positions shall be classified employees for all purposes except that they shall not be subject to the provisions of Education Code 45272 and 45273 related to promotional examinations and the filling of vacancies, and shall not acquire permanent status or seniority credit. They shall be eligible for promotion into the regular classified service only after completing six months of satisfactory service, and only upon the subsequent satisfactory completion of the qualifying examinations required of all other persons serving in the same class in the regular classified service. (Education Code 45105, 45108)

(10/96 11/02) 12/17



# **Center Unified SD**

## **Administrative Regulation**

### **Classified Personnel**

**AR 4200**  
**Personnel**

#### **Exemption from Classified Service**

Individuals hired solely for the following purposes are exempt from the classified service:  
(Education Code 45103)

1. Substitute or short-term employees, as defined, who are employed and paid for less than 75 percent of the school year

Substitute employee means any person employed to replace any classified employee who is temporarily absent from duty. In addition, if the district is then engaged in a procedure to hire a permanent employee to fill a vacancy in any classified position, the Governing Board may fill the vacancy through the employment, for not more than 60 calendar days, of one or more substitute employees, except to the extent that a collective bargaining agreement then in effect provides for a different period of time.

Short term employee means any person who is employed to perform a service for the district, upon the completion of which the service required or similar services will not be extended or needed on a continuing basis.

Seventy-five percent of the school year means 195 working days, including holidays, sick leave, vacation and other leaves of absences, irrespective of the number of hours worked per day.

2. Part-time playground positions (noon duty aides), when the employees are not otherwise employed in classified positions in the district
3. Apprentices and professional experts employed on a temporary basis for a specific project regardless of length of employment
4. Full-time students employed part time
5. Part-time students employed part time in any college work study program, or in a work experience education program conducted by a community college district. and which is financed by state or federal funds

Persons hired solely for purposes which are exempted from the classified service shall nevertheless fulfill the obligations of classified employees related to physical

examinations pursuant to Education Code 45122, fingerprinting pursuant to Education Code 45125, and tuberculosis tests pursuant to Education Code 49406. (Education Code 45106)

(cf. 4112.4/4212.4/4312.4 - Health Examinations)

(cf. 4212 - Appointment and Conditions of Employment)

(cf. 4212.5 - Criminal Record Check)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

#### **Restricted Positions**

Persons employed in restricted positions shall be classified employees for all purposes except that they shall not be subject to the provisions of Education Code 45272 and 45273 related to promotional examinations and the filling of vacancies, and shall not acquire permanent status or seniority credit. They shall be eligible for promotion into the regular classified service only after completing six months of satisfactory service, and only upon the subsequent satisfactory completion of the qualifying examinations required of all other persons serving in the same class in the regular classified service. (Education Code 45105, 45108)

Regulation      CENTER UNIFIED SCHOOL DISTRICT  
approved: April 23, 2003      Antelope, California

# CSBA Sample

## Board Policy

Students

BP 5113.1(a)

### CHRONIC ABSENCE AND TRUANCY

Note: The following optional policy addresses both chronic absence, which refers to students missing an excessive number of school days for any reason, whether excused or unexcused, and truancy, which refers to students missing school and/or being tardy without a valid excuse. Education Code 48260 defines a "valid excuse" for purposes of classifying students as truants; see the accompanying administrative regulation. Also see BP/AR 5113 - Absences and Excuses for information about methods of verification of student absences.

The Governing Board believes that excessive absenteeism, whether caused by excused or unexcused absences whatever the cause, may be an early warning sign of poor academic achievement and may put students at risk of dropping out of school. The Board desires to ensure that all students attend school in accordance with the state's compulsory education law and take full advantage of educational opportunities provided by the district.

(cf. 5113 - Absences and Excuses)

(cf. 5113.11 - Attendance Supervision)

Note: The following paragraph may be revised to reflect district practice. Districts must monitor unexcused absences for the purpose of identifying students who are classified as truants pursuant to Education Code 48260-48273. In addition, Education Code 52060 requires districts to include the rates of school attendance, chronic absence, dropout, and graduation, as applicable, in their local control and accountability plan (LCAP); (see BP/AR 0460 - Local Control and Accountability Plan), and chronic absence will be one of the state accountability indicators in the California School Dashboard beginning in the fall of 2018 (see BP 0500 - Accountability). Pursuant to 5 CCR 15497.5, as added by Register 2015, No. 2, the chronic absence rate reported in the LCAP is Pursuant to the LCAP template adopted by the State Board of Education, "chronic absence" is the number of students who are absent on 10 percent or more of the school days in the academic year (July 1 through June 30) divided by the total enrollment during the academic year.

Other tools to calculate chronic absence are available, such as the District Attendance Tracking Tool and School Attendance Tracking Tool from Attendance Works.

The Superintendent or designee shall establish a system to accurately track student attendance in order to identify individual students who are chronic absentees and truants, as defined in law and administrative regulation, and to identify patterns of absence throughout the district. He/she shall provide the Board with data on school attendance, chronic absence, and truancy rates for all district students districtwide, for each school, and disaggregated for each numerically significant student subgroup as defined in Education Code 52052. Such data shall be disaggregated and used in the development of annual goals and specific actions for student attendance and engagement and for inclusion to be included in the district's local control and accountability plan and other applicable school and district plans.

(cf. 0400 - Comprehensive Plans)

(cf. 0420 - School Plans/Site Councils)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 0460 - Local Control and Accountability Plan)



**CHRONIC ABSENCE AND TRUANCY (continued)***(cf. 0500 - Accountability)*

The Superintendent or designee shall develop strategies that focus on prevention of attendance problems, which may include, but are not limited to, efforts to provide a safe and positive school environment, relevant and engaging learning experiences, school activities that help develop students' feelings of connectedness with the school, school-based health services, and incentives and rewards to recognize students who achieve excellent attendance or demonstrate significant improvement in attendance. The Superintendent or designee also shall develop strategies that enable early outreach to students as soon as they show signs of poor attendance.

*(cf. 0410 - Nondiscrimination in District Programs and Activities)**(cf. 5126 - Awards for Achievement)**(cf. 5131 - Conduct)**(cf. 5131.2 - Bullying)**(cf. 5137 - Positive School Climate)**(cf. 5141.6 - School Health Services)**(cf. 5145.3 - Nondiscrimination/Harassment)*

Note: In developing strategies for addressing chronic absence and truancy, districts may consider reasons for absences given by individual students as well as survey data using tools such as the California Healthy Kids Survey and/or the California School Climate, Health, and Learning Survey System available from WestEd.

The Superintendent or designee shall **work-consult** with students, parents/guardians, school staff, and community agencies, as appropriate, to identify factors contributing to chronic absence and truancy.

**Interventions for students with serious attendance problems shall be designed to meet the specific needs of the student and may include, but are not limited to, health care referrals, transportation assistance, counseling for mental or emotional difficulties, academic supports, efforts to address school or community safety concerns, discussions with the student and parent/guardian about their attitudes regarding schooling, or other strategies to remove identified barriers to school attendance. He/she also The Superintendent or designee** also may collaborate with child welfare services, law enforcement, courts, public health care agencies, other government agencies, and/or medical, mental health, and oral health care providers to ensure that **make** alternative educational programs and nutrition, health care, and other support services **are-available** for students and families and to intervene as necessary when students have serious attendance problems.

*(cf. 1020 - Youth Services)**(cf. 5030 - Student Wellness)**(cf. 5146 - Married/Pregnant/Parenting Students)**(cf. 5147 - Dropout Prevention)**(cf. 6158 - Independent Study)**(cf. 6164.2 - Guidance/Counseling Services)**(cf. 6164.5 - Student Success Teams)**(cf. 6173 - Education for Homeless Children)*

**CHRONIC ABSENCE AND TRUANCY (continued)**

(cf. 6173.1 - Education for Foster Youth)  
 (cf. 6173.2 - Education of Children of Military Families)  
 (cf. 6175 - Migrant Education Program)  
 (cf. 6179 - Supplemental Instruction)  
 (cf. 6181 - Alternative Schools/Programs of Choice)  
 (cf. 6183 - Home and Hospital Instruction)  
 (cf. 6184 - Continuation Education)  
 (cf. 6185 - Community Day School)

Note: State law establishes a series of interventions that the district is required or authorized to impose depending on the number of truantcies committed by a student; see the accompanying administrative regulation. Habitually truant students, as defined in Education Code 48262, may be referred to a school attendance review board (SARB) if established by the county **office of education**, or to a SARB established by the district Governing Board pursuant to Education Code 48321; see **BP/AR 5113.12 - District School Attendance Review Board**. Instead of the SARB process, students may be referred to a truancy mediation program operated by the county's district attorney or probation officer pursuant to Education Code 48260.6. Education Code 48264.5 authorizes, but does not require, students who continue to be truant after receiving these interventions to be referred to a juvenile court. Parents/guardians of **students who are identified as truants** may be subject to penalties pursuant to Education Code 48293, Penal Code 270.1, and/or Penal Code 272.

Students who are identified as truants shall be subject to the interventions specified in law and administrative regulation.

(cf. 5113.12 - District School Attendance Review Board)

Note: Education Code 48900 expresses legislative intent that alternatives to suspension or expulsion be used with students who are truant, tardy, or otherwise absent from assigned school activities; see BP 5144 - Discipline and BP 5144.1 - Suspension and Expulsion/Due Process.

A student's truancy, tardiness, or other absence from school shall not be the basis for his/her **out-of-school** suspension or expulsion. Alternative **disciplinary** strategies and positive reinforcement for attendance shall be used whenever possible.

(cf. 5144 - Discipline)  
 (cf. 5144.1 - Suspension and Expulsion/Due Process)

The Superintendent or designee shall periodically report to the Board regarding the district's progress in improving student attendance rates for all students and for each numerically significant student population. Such information shall be used to evaluate the effectiveness of strategies implemented to reduce chronic absence and truancy and to make changes as needed. As appropriate, the Superintendent or designee shall engage school staff in program evaluation and improvement and in **identification the determination** of how to best allocate available community resources.

**[SECTION ON "SCHOOL ATTENDANCE REVIEW BOARD" DELETED]**

## CHRONIC ABSENCE AND TRUANCY (continued)

### Legal Reference:

#### EDUCATION CODE

1740-1742 Employment of personnel to supervise attendance (county superintendent)

37223 Weekend classes

~~41601 Reports of average daily attendance~~

46000 Records (attendance)

46010-46014 Absences

46110-46119 Attendance in kindergarten and elementary schools

46140-46147 Attendance in junior high and high schools

48200-48208 Children ages 6-18 (compulsory full-time attendance)

48225.5 Work permits, entertainment and allied industries

48240-48246 Supervisors of attendance

48260-48273 Truants

48290-48297 Failure to comply; complaints against parents

48320-48325 School attendance review boards

48340-48341 Improvement of student attendance

48400-48403 Compulsory continuation education

48900 Suspension and expulsion

49067 Unexcused absences as cause of failing grade

52052 Academic Performance Index; numerically significant student subgroups

60901 Chronic absence

#### GOVERNMENT CODE

54950-54963 The Ralph M. Brown Act

#### PENAL CODE

270.1 Chronic truancy; parent/guardian misdemeanor

272 Parent/guardian duty to supervise and control minor child; criminal liability for truancy

830.1 Peace officers

#### VEHICLE CODE

13202.7 Driving privileges; minors; suspension or delay for habitual truancy

#### WELFARE AND INSTITUTIONS CODE

256-258 Juvenile hearing officer

601-601.4 Habitually truant minors

11253.5 Compulsory school attendance

#### CODE OF REGULATIONS, TITLE 5

306 Explanation of absence

420-421 Record of verification of absence due to illness and other causes

~~15497.5 Local control and accountability plan template~~

#### COURT DECISIONS

L.A. v. Superior Court of San Diego County, (2012) 209 Cal.App.4th 976

### Management Resources:

#### CSBA PUBLICATIONS

Attendance Awareness Month, Fact Sheet, September 2014

#### ATTENDANCE WORKS PUBLICATIONS

Count Us In! Working Together to Show that Every School Day Matters, 2014

The Power of Positive Connections: Reducing Chronic Absence Through PEOPLE: Priority Early Outreach for Positive Linkages and Engagement, 2014

## CHRONIC ABSENCE AND TRUANCY (continued)

### Management Resources: (continued)

#### CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

School Attendance Review Board Handbook: A Road Map for Improved School Attendance and Behavior, 2015

School Attendance Improvement Handbook, 2000

#### WEB SITES

CSBA: <http://www.csba.org>

Attendance Works: <http://www.attendanceworks.org>

California Association of Supervisors of Child Welfare and Attendance: <http://www.caswa.org>

California Department of Education: <http://www.cde.ca.gov>

California Healthy Kids Survey: <http://chks.wested.org>

California School Climate, Health, and Learning Survey System: <http://www.ca-schls.wested.org>

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# **Center USD**

## **Board Policy**

### **Chronic Absence And Truancy**

**BP 5113.1**

**Students**

The Governing Board believes that excessive absenteeism, whether caused by excused or unexcused absences, may be an early warning sign of poor academic achievement and may put students at risk of dropping out of school. The Board desires to ensure that all students attend school in accordance with the state's compulsory education law and take full advantage of educational opportunities provided by the district.

(cf. 5113 - Absences and Excuses)

The Superintendent or designee shall establish a system to accurately track student attendance in order to identify individual students who are chronic absentees and truants, as defined in law and administrative regulation, and to identify patterns of absence throughout the district. He/she shall provide the Board with data on school attendance, chronic absence, and truancy rates for all district students, for each school, and for each numerically significant student subgroup as defined in Education Code 52052. Such data shall be disaggregated and used in the development of annual goals and specific actions for student attendance and engagement and for inclusion in the district's local control and accountability plan and other applicable school and district plans.

(cf. 0400 - Comprehensive Plans)

(cf. 0420 - School Plans/Site Councils)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 0460 - Local Control and Accountability Plan)

The Superintendent or designee shall develop strategies that focus on prevention of attendance problems, which may include, but are not limited to, efforts to provide a safe and positive school environment, relevant and engaging learning experiences, school activities that help develop students' feelings of connectedness with the school, school-based health services, and incentives and rewards to recognize students who achieve excellent attendance or demonstrate significant improvement in attendance. The Superintendent or designee also shall develop strategies that enable early outreach to students as soon as they show signs of poor attendance.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 5126 - Awards for Achievement)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)



(cf. 5141.6 - School Health Services)  
(cf. 5145.3 - Nondiscrimination/Harassment)

The Superintendent or designee shall work with students, parents/guardians, school staff, and community agencies, as appropriate, to identify factors contributing to chronic absence and truancy. He/she also may collaborate with child welfare services, law enforcement, courts, public health care agencies, other government agencies, and/or medical, mental health, and oral health care providers to ensure that alternative educational programs and nutrition, health care, and other support services are available for students and families and to intervene as necessary when students have serious attendance problems.

(cf. 1020 - Youth Services)  
(cf. 5030 - Student Wellness)  
(cf. 5146 - Married/Pregnant/Parenting Students)  
(cf. 5147 - Dropout Prevention)  
(cf. 6158 - Independent Study)  
(cf. 6164.2 - Guidance/Counseling Services)  
(cf. 6164.5 - Student Success Teams)  
(cf. 6173 - Education for Homeless Children)  
(cf. 6173.1 - Education for Foster Youth)  
(cf. 6173.2 - Education of Children of Military Families)  
(cf. 6175 - Migrant Education Program)  
(cf. 6179 - Supplemental Instruction)  
(cf. 6181 - Alternative Schools/Programs of Choice)  
(cf. 6183 - Home and Hospital Instruction)  
(cf. 6184 - Continuation Education)  
(cf. 6185 - Community Day School)

Students who are identified as truants shall be subject to the interventions specified in law and administrative regulation.

A student's truancy, tardiness, or other absence from school shall not be the basis for his/her out-of-school suspension or expulsion. Alternative disciplinary strategies and positive reinforcement for attendance shall be used whenever possible.

(cf. 5144 - Discipline)  
(cf. 5144.1 - Suspension and Expulsion/Due Process)

The Superintendent or designee shall periodically report to the Board regarding the district's progress in improving student attendance rates for all students and for each numerically significant student population. Such information shall be used to evaluate the effectiveness of strategies implemented to reduce chronic absence and truancy and to make changes as needed. As appropriate, the Superintendent or designee shall engage school staff in program evaluation and improvement and in identification of how to best allocate available community resources.

## School Attendance Review Board

In accordance with law and administrative regulation, habitual truants may be referred to a school attendance review board (SARB).

The Board may submit a nomination to the County Superintendent of Schools for a person who will serve on the county SARB as a representative of school districts. (Education Code 48321)

The Board shall appoint members of the district's SARB, who may include, but are not limited to, a parent/guardian as well as representatives of the district; county probation department; county welfare department; county office of education; law enforcement agencies; community-based youth service centers; school guidance personnel; child welfare and attendance personnel; school or county health care personnel; school, county, or community mental health personnel; the county district attorney's office; and the county public defender's office. (Education Code 48321)

The district's SARB shall operate in accordance with Education Code 48320-48325 and procedures established by the Superintendent or designee.

### Legal Reference:

#### EDUCATION CODE

1740 Employment of personnel to supervise attendance (county superintendent)

37223 Weekend classes

41601 Reports of average daily attendance

46000 Records (attendance)

46010-46014 Absences

46110-46119 Attendance in kindergarten and elementary schools

46140-46147 Attendance in junior high and high schools

48200-48208 Children ages 6-18 (compulsory full-time attendance)

48225.5 Work permits, entertainment and allied industries

48240-48246 Supervisors of attendance

48260-48273 Truants

48290-482967 Failure to comply; complaints against parents

48320-48325 School attendance review boards

48340-48341 Improvement of student attendance

48400-48403 Compulsory continuation education

48900 Suspension and expulsion

49067 Unexcused absences as cause of failing grade

52052 Academic Performance Index; numerically significant student subgroups

60901 Chronic absence

#### GOVERNMENT CODE

54950-54963 The Ralph M. Brown Act



## **PENAL CODE**

270.1 Chronic truancy; parent/guardian misdemeanor

272 Parent/guardian duty to supervise and control minor child; criminal liability for truancy

830.1 Peace officers

## **VEHICLE CODE**

13202.7 Driving privileges; minors; suspension or delay for habitual truancy

## **WELFARE AND INSTITUTIONS CODE**

256-258 Juvenile hearing officer

601-601.4 Habitually truant minors

11253.5 Compulsory school attendance

## **CODE OF REGULATIONS, TITLE 5**

306 Explanation of absence

420-421 Record of verification of absence due to illness and other causes

15497.5 Local control and accountability plan template

## **COURT DECISIONS**

L.A. v. Superior Court of San Diego County, (2012) 209 Cal.App.4th 976

## **Management Resources:**

### **CSBA PUBLICATIONS**

Attendance Awareness Month, Fact Sheet, September 2014

### **ATTENDANCE WORKS PUBLICATIONS**

Count Us In! Working Together to Show that Every School Day Matters, 2014

The Power of Positive Connections: Reducing Chronic Absence Through PEOPLE:

Priority Early Outreach for Positive Linkages and Engagement, 2014

### **CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS**

School Attendance Review Board Handbook, 2015

School Attendance Improvement Handbook, 2000

### **WEB SITES**

CSBA: <http://www.csba.org>

Attendance Works: <http://www.attendanceworks.org>

California Association of Supervisors of Child Welfare and Attendance:  
<http://www.cascwa.org>

California Department of Education: <http://www.cde.ca.gov>

California Healthy Kids Survey: <http://chks.wested.org>

California School Climate, Health, and Learning Survey System: <http://www.cal-schls.wested.org>

OnTrackCA: <http://www.ontrackca.org>

Policy CENTER UNIFIED SCHOOL DISTRICT

adopted: October 21, 2015 Antelope, California

# CSBA Sample

## Administrative Regulation

Students

AR 5113.1(a)

### CHRONIC ABSENCE AND TRUANCY

Note: The following administrative regulation may be revised to reflect the district personnel responsible for duties related to attendance supervision and matters related to chronic absence and truancy. Pursuant to Education Code 48240-48246, the district may appoint an attendance supervisor, join a consortium of districts to employ an attendance supervisor, or contract with the County Superintendent of Schools to supervise the attendance of district students. See AR 5113.11 - Attendance Supervision.

Education Code 48273 mandates that the district adopt rules and regulations related to reports of district referrals to a school attendance review board (SARB). See the section on "Reports" below for language fulfilling this mandate.

#### Definitions

Note: The following definition of "chronic absentee" is provided in Education Code 60901 for purposes of reporting student attendance within the California Longitudinal Pupil Achievement Data System and in 5 CCR 15497.5, as added by Register 2015, No. 2, for reporting the chronic absence rate in the local control and accountability plan. This definition is also used in the template adopted by the State Board of Education to assist districts in completing the local control and accountability plan. Chronic absence includes absence for any reason (i.e., excused and/or unexcused absences).

*Chronic absentee* means a student who is absent for any reason on 10 percent or more of the school days in the school year, when the total number of days the student is absent is divided by the total number of days the student is enrolled and school was actually taught in the regular schools of the district, exclusive of Saturdays and Sundays. (Education Code 60901; 5 CCR 15497.5)

*Truant* means a student who is absent from school without a valid excuse three full days in one school year, or tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof. (Education Code 48260)

*Habitual truant* means a student who has been reported as a truant three or more times within the same school year, provided the district has made a conscientious effort to hold at least one conference with the student and his/her parent/guardian **after either of the two previous reports**. (Education Code 48262, 48264.5)

*Chronic truant* means a student who has been absent from school without a valid excuse for 10 percent or more of the school days in one school year, from the date of enrollment to the current date, provided the district has met the requirements of Education Code 48260-48263, 48260.5, 48261, 48262, 48263, and 48291. (Education Code 48263.6)

**CHRONIC ABSENCE AND TRUANCY (continued)**

Note: As provided above, definitions of the various categories of truancy are based on the number of absences from school without a valid excuse. ~~As amended by AB 2616 (Ch. 432, Statutes of 2012),~~ Education Code 48260 defines a "valid excuse," for purposes of classifying a student as a truant, as any of the reasons specified in Education Code 48205 (i.e., illness, quarantine, health services appointments, funeral service attendance, jury duty, illness or medical appointment of student's child, justifiable personal reasons, service on precinct board, time with family member called to active duty or on leave from active duty, and religious exercises), Education Code 48225.5 (i.e., entertainment or allied industries work permits and nonprofit organization performances), or other reasons at the discretion of school administrators. AR 5113 - Absences and Excuses reflects the reasons that students may be excused from school pursuant to Education Code 48205 and provides information about methods of verification of student absences.

For purposes of classifying a student as a truant, *valid excuse* includes, but is not limited to, the reasons for which a student shall be excused from school pursuant to Education Code 48205 and 48225.5. A valid excuse ~~also~~ may include other reasons that are within the discretion of school administrators and, based on the facts of the student's circumstances, are deemed to constitute a valid excuse. (Education Code 48260)

(cf. 5113 - Absences and Excuses)

(cf. 5113.2 - Work Permits)

**Attendance Supervisor(s)**

Note: The following ~~optional~~ section may be revised to reflect district practice. Pursuant to Education Code ~~48240~~ 48246, the district may appoint an attendance supervisor, join a consortium of districts to employ an attendance supervisor, or, with approval of the County Board of Education, contract with the County Superintendent of Schools to supervise the attendance of district students. The following section may be revised to specify which duties will be assumed by the attendance supervisor:

The Superintendent or designee shall appoint or contract with a supervisor of attendance and assistant supervisors as necessary to supervise the attendance of district students. Such supervisors shall perform duties related to compulsory full time education, truancy, compulsory continuation education, work permits, and any additional duties prescribed by the Superintendent. (Education Code 48240, 48243, 48244)

**Addressing Chronic Absence**

Note: The following ~~optional~~ section may be revised to reflect district practice.

For further information about strategies to address chronic absence, see CSBA's policy brief [Improving Student Achievement by Addressing Chronic Absence](#) and the California Department of Education's (CDE) [School Attendance Improvement Handbook](#). Also see AR 5113 - Absences and Excuses for language requiring students with frequent absences due to illness to provide written verification from a health care practitioner.



**CHRONIC ABSENCE AND TRUANCY (continued)**

When a student is identified as a chronic absentee, the ~~attendance supervisor~~ **Superintendent or designee** shall communicate with the student and his/her parents/guardians to determine the reason(s) for the excessive absences, ensure the student and parents/guardians are aware of the adverse consequences of poor attendance, and jointly develop a plan for improving the student's school attendance.

(cf. 5113.11 - Attendance Supervision)  
(cf. 6020 - Parent Involvement)

The student may be referred to a student success team or school-site attendance review team to assist in evaluating his/her needs and identifying strategies and programs to assist him/her.

(cf. 5146 - Married/Pregnant/Parenting Students)  
(cf. 5147 - Dropout Prevention)  
(cf. 6164.2 - Guidance/Counseling Services)  
(cf. 6164.5 - Student Success Teams)  
(cf. 6173 - Education for Homeless Children)  
(cf. 6173.1 - Education for Foster Youth)  
(cf. 6173.2 - Education of Children of Military Families)  
(cf. 6175 - Migrant Education Program)

A student who is struggling academically may be offered tutoring or other supplemental instruction, extended learning opportunities, and/or alternative educational options as appropriate.

(cf. 6158 - Independent Study)  
(cf. 6176 - Weekend/Saturday Classes)  
(cf. 6178.1 - Work-Based Learning)  
(cf. 6179 - Supplemental Instruction)  
(cf. 6181 - Alternative Schools/Programs of Choice)  
(cf. 6183 - Home and Hospital Instruction)  
(cf. 6184 - Continuation Education)

Whenever chronic absenteeism is linked to a health issue or nonschool condition, the ~~attendance supervisor~~ **Superintendent or designee** may recommend school or community resources and/or collaborate with community agencies and organizations to address the needs of the student and his/her family.

(cf. 1020 - Youth Services)  
(cf. 5141.6 - School Health Services)

**Addressing Truancy**

An attendance supervisor or designee, peace officer, probation officer, or school administrator or designee may, as applicable, arrest or assume temporary custody during

**CHRONIC ABSENCE AND TRUANCY** (continued)

school hours of any minor student found away from his/her home who is absent from school without a valid excuse. Any person arresting or assuming temporary custody of a minor student shall deliver the student and make reports in accordance with Education Code 48265 and 48266. (Education Code 48264, 48265, 48266)

(cf. 3515.3 - District Police/Security Department)

The ~~attendance supervisor~~ **Superintendent or designee** shall investigate a complaint from any person that a parent/guardian has violated the state compulsory education laws contained in Education Code 48200-48341. (Education Code 48290)

When a student has been identified as a truant as defined above, the following steps shall be implemented based on the number of trancies he/she has committed:

1. Initial truancy
  - a. The student shall be reported to the ~~attendance supervisor~~ **Superintendent or designee**. (Education Code 48260)

Note: When a student is classified as truant, Education Code 48260.5 requires notification of his/her parents/guardians by the most cost-effective method possible, which may include email or a telephone call. The CDE's web site and School Attendance Improvement Handbook provide sample letters.

- b. The student's parent/guardian shall be notified by the most cost-effective method possible, which may include email or a telephone call, that: (Education Code 48260.5)
      - (1) The student is truant.
      - (2) The parent/guardian is obligated to compel the student to attend school. If the parent/guardian fails to meet this obligation, he/she may be guilty of an infraction of the law and subject to prosecution pursuant to Education Code 48290-48296.
      - (3) Alternative educational programs are available in the district.
      - (4) The parent/guardian has the right to meet with appropriate school personnel to discuss solutions to the student's truancy.
      - (5) The student may be subject to arrest or held in temporary custody by a probation officer, a peace officer, a school administrator **or designee**, or attendance supervisor or **his/her** designee **under pursuant to**

**CHRONIC ABSENCE AND TRUANCY** (continued)

Education Code 48264 if found away from home and absent from school without a valid excuse.

- (6) The student may be subject to suspension, restriction, or delay of his/her driving privilege pursuant to Vehicle Code 13202.7.
- (7) It is recommended that the parent/guardian accompany the student to school and attend classes with the student for one day.

(cf. 5145.6 - Parental Notifications)

- c. The student may be required to attend makeup classes on one day of a weekend pursuant to Education Code 37223. (Education Code 48264.5)

Note: AB 2616 (Ch. 432, Statutes of 2012) amended Education Code 48264.5 to add the following strategy for addressing initial truancy:

- d. The student and, as appropriate, his/her parent/guardian may be requested to attend a meeting with a school counselor or other school designee to discuss the root causes of the attendance issue and develop a joint plan to improve the student's attendance. (Education Code 48264.5)

Note: The following optional item is for use by districts in which there is no county school attendance review board (SARB) and the county's district attorney or probation officer has elected to participate in a truancy mediation program pursuant to Education Code 48260.6.

- e. The ~~attendance supervisor~~ **Superintendent or designee** may notify the district attorney and/or probation officer of the student's name and the name and address of his/her parents/guardians. (Education Code 48260.6)

## 2. Second truancy

Any student who has once been reported as a truant shall again be reported to the ~~attendance supervisor~~ **Superintendent or designee** as a truant if he/she is absent from school without a valid excuse one or more days or is tardy on one or more days during the school year. (Education Code 48261)

- b. The student may be required to attend makeup classes on one day of a weekend pursuant to Education Code 37223. (Education Code 48264.5)
- c. The student may be assigned to an after-school or weekend study program within the county. If the student fails to successfully complete this study program, he/she shall be subject to item #3 below. (Education Code 48264.5)



**CHRONIC ABSENCE AND TRUANCY** (continued)

Note: Education Code 48262 provides that a student cannot be classified as a habitual truant (item #3 below) until the district has made a conscientious effort to hold at least one conference with the student and his/her parent/guardian after the attendance supervisor has been notified of either the first or second truancy. Education Code 48262 defines "conscientious effort," for purposes of this section, as attempting to communicate with the parent/guardian at least once using the most cost-effective method possible, which may include email or a telephone call. Thus, the following paragraph requires such communication in the event of the second truancy.

- d. An appropriate district staff member shall make a conscientious effort to hold at least one conference with the student and his/her parent/guardian by communicating with the parent/guardian at least once using the most cost-effective method possible, which may include email or a telephone call. (Education Code 48262)

Note: As amended by AB 2616 (Ch. 432, Statutes of 2012), Education Code 48264.5 eliminated a written warning by a peace officer as a response to initial truancy and instead provides that the peace officer's warning may be a response to the second truancy, as provided below.

- e. The student may be given a written warning by a peace officer. A record of that warning may be kept at the school for not less than two years or until the student graduates or transfers from the school. If the student transfers, the record may be forwarded to the new school. (Education Code 48264.5)

Note: The following optional item is for use by districts in which there is no county SARB and the county's district attorney or probation officer has elected to participate in a truancy mediation program. Pursuant to Education Code 48260.6, if the district notifies the district attorney and/or probation officer that a student continues to be classified as a truant after proper notification to the parents/guardians as described in item #1b above, the district attorney or probation officer may request a meeting with the student and his/her parents/guardians to discuss the possible legal consequences of the student's truancy.

- f. The ~~attendance supervisor~~ **Superintendent or designee** may notify the district attorney and/or probation officer when the student continues to be classified as a truant after the parents/guardians have been notified in accordance with item #1b above. (Education Code 48260.6)

### 3. Third truancy (habitual truancy)

Note: Education Code 48263 and 48264.5 authorize the district to refer habitual truants to a SARB, a county truancy mediation program, or a comparable program for services. The district should revise the following items to reflect the option(s) available in the district.

According to the CDE's School Attendance Improvement Handbook, prior to referring a truant student to a SARB or county truancy mediation program, some districts initiate an intermediate step, such as a school-site attendance review team or student success team. Districts that have established such an intermediate step may revise the following item accordingly.

**CHRONIC ABSENCE AND TRUANCY (continued)**

- a. A student who is habitually truant, irregular in school attendance, or habitually insubordinate or disorderly during attendance at school may be referred to, and required to attend, a school attendance review board (SARB) program, a truancy mediation program established by the district attorney or the probation officer, or a comparable program deemed acceptable by the ~~district's attendance supervisor~~ **Superintendent or designee**. (Education Code 48263, 48264.5)

*(cf. 5113.12 - District School Attendance Review Board)*

- b. Upon making a referral to the SARB or the probation department, the ~~attendance supervisor~~ **Superintendent or designee** shall provide the student and parent/guardian, in writing, the name and address of the SARB or probation department and the reason for the referral. This notice shall indicate that the student and parent/guardian shall be required, along with the district staff person making the referral, to meet with the SARB or a probation officer to consider a proper disposition of the referral. (Education Code 48263)
- c. If the student does not successfully complete the truancy mediation program or other similar program, he/she shall be subject to item #4 below. (Education Code 48264.5)

Note: Pursuant to Education Code 48263, the SARB or probation officer may direct a student and/or the student's parents/guardians to make use of available community services and may require satisfactory evidence of participation. If the SARB or probation officer determines that available community resources cannot resolve the problem, or if the student and/or parents/guardians have failed to respond to the directives of the SARB or probation officer, the SARB may so notify the district attorney and/or probation officer, or the probation officer may notify the district attorney provided the district attorney or probation officer participates in a truancy mediation program. If the county has not established a SARB, the district may make this finding and notification.

The following paragraph is for use by districts in which the county has not established a SARB and the county's district attorney or probation officer has elected to participate in a truancy mediation program.

- d. If the ~~attendance supervisor~~ **Superintendent or designee** determines that available community services cannot resolve the problem of the truant or insubordinate student or if the student and/or his/her parents/guardians have failed to respond to the directives of the district or to services provided, the ~~attendance supervisor~~ **Superintendent or designee** may so notify the district attorney and/or the probation officer. (Education Code 48263)

4. Fourth truancy

**CHRONIC ABSENCE AND TRUANCY (continued)**

Note: AB 2616 (Ch. 432, Statutes of 2012) amended Education Code 48264.5 to authorize, rather than require, a student to be referred to the jurisdiction of the juvenile court upon the fourth truancy report.

- a. Upon his/her fourth truancy within the same school year, the student may be referred to the jurisdiction of the juvenile court. (Education Code 48264.5; Welfare and Institutions Code 601)

Note: Pursuant to Education Code 48264.5 and Welfare and Institutions Code 601, a student coming within the jurisdiction of the juvenile court may be adjudged a ward of the court and required to perform community service, pay a fine, attend a court-approved truancy prevention program, and/or lose driving privileges. AB 2616 (Ch. 432, Statutes of 2012) amended Education Code 48264.5 to lower the maximum amount of the fine that can be imposed from \$100 to \$50.

In *L.A. v. Superior Court of San Diego County*, a court of appeal held that juvenile court judges have the authority to imprison a truant as a last resort if the student commits an egregious violation of a court order, less restrictive alternatives have proved ineffective, and the student is confined separately from youths held for criminal violations.

- b. If a student has been adjudged by the county juvenile court to be a habitual truant, the ~~attendance supervisor~~ **Superintendent or designee** shall notify the juvenile court and the student's probation or parole officer whenever the student is truant or tardy on one or more days without a valid excuse in the same or succeeding school year, or is habitually insubordinate or disorderly at school. The juvenile court and probation or parole officer shall be notified within 10 days of the violation. (Education Code 48267)

Note: Item #5 below is for use by districts that offer any of grades K-8. Penal Code 270.1 states that a parent/guardian of a "chronic truant" who is at least ~~age 6 years~~ **six years old** and is in any of grades K-8 is guilty of a misdemeanor punishable by a fine and/or imprisonment if he/she has failed to reasonably supervise and encourage the student's school attendance and has been offered language-accessible support services to address the student's truancy. Pursuant to Penal Code 270.1, a parent/guardian found guilty of a misdemeanor may participate in a program established by a superior court, if available, which includes periodic meetings with district representatives and service referrals.

5. **Chronic truancy (unexcused absence for 10 percent of school days (chronic truancy))**

- a. The ~~attendance supervisor~~ **Superintendent or designee** shall ensure that the student's parents/guardians are offered language-accessible support services to address the student's truancy.
- b. If a chronically truant student is at least age six years and is in any of grades K-8, the ~~attendance supervisor~~ **Superintendent or designee** shall notify the student's parents/guardians that failure to reasonably supervise and encourage the student's school attendance may result in the parent/guardian being found guilty of a misdemeanor pursuant to Penal Code 270.1.

## CHRONIC ABSENCE AND TRUANCY (continued)

### Records

Note: The following **optional** paragraph may be revised to reflect district practice. The CDE's School Attendance Review Board Handbook cautions that it is important to keep accurate and complete records of any violations of compulsory school attendance laws because such records may ultimately be introduced as evidence in a trial for truancy.

The Superintendent or designee shall maintain accurate attendance records for students identified as habitual or chronic truants. The Superintendent or designee also shall document all contacts with a student and his/her parent/guardian regarding the student's attendance, including a summary of all conversations and a record of all intervention efforts.

*(cf. 5125 - Student Records)*

Note: Education Code 48273 **mandates** that the district adopt rules and regulations for the purpose of gathering data and making a report to the County Superintendent of Schools regarding SARB referrals. The CDE's web site provides a model annual summary report form.

The Superintendent or designee shall gather and transmit to the County Superintendent of Schools the number and types of referrals made to the SARB and of requests for petitions made to the juvenile court. (Education Code 48273)

(11/10 11/12) 10/17



# **Center USD**

## **Administrative Regulation**

### **Chronic Absence And Truancy**

**AR 5113.1**

#### **Students**

#### **Definitions**

**Chronic absentee means a student who is absent for any reason on 10 percent or more of the school days in the school year, when the total number of days the student is absent is divided by the total number of days the student is enrolled and school was actually taught in the regular schools of the district, exclusive of Saturdays and Sundays. (Education Code 60901)**

**Truant means a student who is absent from school without a valid excuse three full days in one school year, or tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof. (Education Code 48260)**

**Habitual truant means a student who has been reported as a truant three or more times within the same school year, provided the district has made a conscientious effort to hold at least one conference with the student and his/her parent/guardian. (Education Code 48262, 48264.5)**

**Chronic truant means a student who has been absent from school without a valid excuse for 10 percent or more of the school days in one school year, from the date of enrollment to the current date, provided the district has met the requirements of Education Code 48260-48263 and 48291. (Education Code 48263.6)**

**For purposes of classifying a student as a truant, valid excuse includes, but is not limited to, the reasons for which a student shall be excused from school pursuant to Education Code 48205 and 48225.5. A valid excuse also may include other reasons that are within the discretion of school administrators and, based on the facts of the student's circumstances, are deemed to constitute a valid excuse. (Education Code 48260)**

**(cf. 5113 - Absences and Excuses)**

**(cf. 5113.2 - Work Permits)**

#### **Attendance Supervisor(s)**

**The Superintendent or designee shall appoint or contract with a supervisor of attendance and assistant supervisors as necessary to supervise the attendance of district students. Such supervisors shall perform duties related to compulsory full-time education, truancy,**

compulsory continuation education, work permits, and any additional duties prescribed by the Superintendent. (Education Code 48240, 48243, 48244)

### Addressing Chronic Absence

When a student is identified as a chronic absentee, the attendance supervisor shall communicate with the student and his/her parents/guardians to determine the reason(s) for the excessive absences, ensure the student and parents/guardians are aware of the adverse consequences of poor attendance, and jointly develop a plan for improving the student's school attendance.

(cf. 6020 - Parent Involvement)

The student may be referred to a student success team or school-site attendance review team to assist in evaluating his/her needs and identifying strategies and programs to assist him/her.

(cf. 5146 - Married/Pregnant/Parenting Students)

(cf. 5147 - Dropout Prevention)

(cf. 5149 - At-Risk Students)

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6164.5 - Student Success Teams)

(cf. 6173 - Education for Homeless Children)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6173.2 - Education of Children of Military Families)

(cf. 6175 - Migrant Education Program)

A student who is struggling academically may be offered tutoring or other supplemental instruction, extended learning opportunities, and/or alternative educational options as appropriate.

(cf. 6158 - Independent Study)

(cf. 6176 - Weekend/Saturday Classes)

(cf. 6178.1 - Work-Based Learning)

(cf. 6179 - Supplemental Instruction)

(cf. 6181 - Alternative Schools/Programs of Choice)

(cf. 6183 - Home and Hospital Instruction)

(cf. 6184 - Continuation Education)

Whenever chronic absenteeism is linked to a health issue or nonschool condition, the attendance supervisor may recommend school or community resources and/or collaborate with community agencies and organizations to address the needs of the student and his/her family.

(cf. 1020 - Youth Services)

(cf. 5141.6 - School Health Services)



## Addressing Truancy

An attendance supervisor or designee, peace officer, probation officer, or school administrator or designee may, as applicable, arrest or assume temporary custody during school hours of any minor student found away from his/her home who is absent from school without a valid excuse. Any person arresting or assuming temporary custody of a minor student shall deliver the student and make reports in accordance with Education Code 48265 and 48266. (Education Code 48264, 48265, 48266)

(cf. 3515.3 - District Police/Security Department)

The attendance supervisor shall investigate a complaint from any person that a parent/guardian has violated the state compulsory education laws contained in Education Code 48200-48341. (Education Code 48290)

When a student has been identified as a truant as defined above, the following steps shall be implemented based on the number of trancies he/she has committed:

1. Initial truancy
  - a. The student shall be reported to the attendance supervisor. (Education Code 48260)
  - b. The student's parent/guardian shall be notified by the most cost-effective method possible, which may include email or a telephone call, that: (Education Code 48260.5)
    - (1) The student is truant.
    - (2) The parent/guardian is obligated to compel the student to attend school. If the parent/guardian fails to meet this obligation, he/she may be guilty of an infraction of the law and subject to prosecution pursuant to Education Code 48290-48296.
    - (3) Alternative educational programs are available in the district.
    - (4) The parent/guardian has the right to meet with appropriate school personnel to discuss solutions to the student's truancy.
    - (5) The student may be subject to arrest or held in temporary custody by a probation officer, a peace officer, a school administrator or attendance supervisor or his/her designee under Education Code 48264 if found away from home and absent from school without a valid excuse.
    - (6) The student may be subject to suspension, restriction, or delay of his/her driving privilege pursuant to Vehicle Code 13202.7.

(7) It is recommended that the parent/guardian accompany the student to school and attend classes with the student for one day.

(cf. 5145.6 - Parental Notifications)

c. The student may be required to attend makeup classes on one day of a weekend pursuant to Education Code 37223. (Education Code 48264.5)

d. The student and, as appropriate, his/her parent/guardian may be requested to attend a meeting with a school counselor or other school designee to discuss the root causes of the attendance issue and develop a joint plan to improve the student's attendance. (Education Code 48264.5)

e. The attendance supervisor may notify the district attorney and/or probation officer of the student's name and the name and address of his/her parents/guardians. (Education Code 48260.6)

2. Second truancy

a. Any student who has once been reported as a truant shall again be reported to the attendance supervisor as a truant if he/she is absent from school without a valid excuse one or more days or is tardy on one or more days during the school year. (Education Code 48261)

b. The student may be required to attend makeup classes on one day of a weekend pursuant to Education Code 37223. (Education Code 48264.5)

c. The student may be assigned to an after-school or weekend study program within the county. If the student fails to successfully complete this study program, he/she shall be subject to item #3 below. (Education Code 48264.5)

d. An appropriate district staff member shall make a conscientious effort to hold at least one conference with the student and his/her parent/guardian by communicating with the parent/guardian at least once using the most cost-effective method possible, which may include email or a telephone call. (Education Code 48262)

e. The student may be given a written warning by a peace officer. A record of that warning may be kept at the school for not less than two years or until the student graduates or transfers from the school. If the student transfers, the record may be forwarded to the new school. (Education Code 48264.5)

f. The attendance supervisor may notify the district attorney and/or probation officer when the student continues to be classified as a truant after the parents/guardians have been notified in accordance with item #1b above. (Education Code 48260.6)

3. Third truancy (habitual truancy)



a. A student who is habitually truant, irregular in school attendance, or habitually insubordinate or disorderly during attendance at school may be referred to, and required to attend, a school attendance review board (SARB) program, a truancy mediation program established by the district attorney or the probation officer, or a comparable program deemed acceptable by the district's attendance supervisor. (Education Code 48263, 48264.5)

b. Upon making a referral to the SARB or the probation department, the attendance supervisor shall provide the student and parent/guardian, in writing, the name and address of the SARB or probation department and the reason for the referral. This notice shall indicate that the student and parent/guardian shall be required, along with the district staff person making the referral, to meet with the SARB or a probation officer to consider a proper disposition of the referral. (Education Code 48263)

c. If the student does not successfully complete the truancy mediation program or other similar program, he/she shall be subject to item #4 below. (Education Code 48264.5)

d. If the attendance supervisor determines that available community services cannot resolve the problem of the truant or insubordinate student or if the student and/or his/her parents/guardians have failed to respond to the directives of the district or to services provided, the attendance supervisor may so notify the district attorney and/or the probation officer. (Education Code 48263)

#### 4. Fourth truancy

a. Upon his/her fourth truancy within the same school year, the student may be referred to the jurisdiction of the juvenile court. (Education Code 48264.5; Welfare and Institutions Code 601)

b. If a student has been adjudged by the county juvenile court to be a habitual truant, the attendance supervisor shall notify the juvenile court and the student's probation or parole officer whenever the student is truant or tardy on one or more days without a valid excuse in the same or succeeding school year, or is habitually insubordinate or disorderly at school. The juvenile court and probation or parole officer shall be notified within 10 days of the violation. (Education Code 48267)

#### 5. Absence for 10 percent of school days (chronic truancy)

a. The attendance supervisor shall ensure that the student's parents/guardians are offered language-accessible support services to address the student's truancy.

b. If a chronically truant student is at least age 6 years and is in any of grades K-8, the attendance supervisor shall notify the student's parents/guardians that failure to reasonably supervise and encourage the student's school attendance may result in the

parent/guardian being found guilty of a misdemeanor pursuant to Penal Code 270.1.

#### **Records**

The Superintendent or designee shall maintain accurate attendance records for students identified as habitual or chronic truants. The Superintendent or designee also shall document all contacts with a student and his/her parent/guardian regarding the student's attendance, including a summary of all conversations and a record of all intervention efforts.

(cf. 5125 - Student Records)

The Superintendent or designee shall gather and transmit to the County Superintendent of Schools the number and types of referrals made to the SARB and of requests for petitions made to the juvenile court. (Education Code 48273)

New

## CSBA Sample Board Policy

Students

BP 5113.12(a)

### DISTRICT SCHOOL ATTENDANCE REVIEW BOARD

Note: The following Board policy is for use by districts that have established their own school attendance review board (SARB), in addition to or instead of a county office of education SARB, as authorized pursuant to Education Code 48321. If a district desires to establish a local SARB but a county SARB exists, the district must contact the county SARB chairperson to request permission to form a local SARB. If no county SARB exists, the Governing Board may establish a local SARB which operates in the same manner and under the same authority as a county SARB. For further information about procedures for addressing truancy, including, but not limited to, circumstances that require referral to a SARB, see BP/AR 5113.1 - Chronic Absence and Truancy.

Pursuant to Education Code 48240-48244, the district may appoint a district employee to serve as an attendance supervisor, jointly employ an attendance supervisor with one or more other districts, or contract with the County Superintendent of Schools for the supervision of attendance of district students. The duties of the attendance supervisor, as specified in Education Code 48240, include duties related to compulsory full-time education and truancy. See AR 5113.11 - Attendance Supervision.

The Governing Board recognizes that poor school attendance and behavior problems negatively impact student achievement and put students at greater risk of dropping out of school. The Superintendent or designee shall establish a comprehensive and integrated system for the early identification of attendance problems and shall implement strategies to encourage students' attendance. After other interventions have been exhausted, students with a pattern of unexcused absences may be referred to a school attendance review board (SARB), in accordance with applicable law, in order to receive intensive guidance and assistance.

(cf. 5113 - Absences and Excuses)  
(cf. 5113.1 - Chronic Absence and Truancy)  
(cf. 5113.11 - Attendance Supervision)  
(cf. 5147 - Dropout Prevention)

Note: The following optional paragraph is based on a goal stated in Education Code 48322.

The SARB shall maintain a continuing inventory of community resources, including alternative educational programs.

The Superintendent or designee shall collaborate with the SARB and appropriate community agencies, including, but not limited to, law enforcement agencies, child welfare agencies, and health services, to provide school-based and/or community-based interventions tailored to the specific needs of the student.

(cf. 1020 - Youth Services)  
(cf. 5030 - Student Wellness)  
(cf. 5126 - Awards for Achievement)  
(cf. 5131 - Conduct)



**DISTRICT SCHOOL ATTENDANCE REVIEW BOARD (continued)**

*(cf. 5131.2 - Bullying)*  
*(cf. 5137 - Positive School Climate)*  
*(cf. 5141.6 - School Health Services)*  
*(cf. 5145.3 - Nondiscrimination/Harassment)*  
*(cf. 5146 - Married/Pregnant/Parenting Students)*  
*(cf. 6158 - Independent Study)*  
*(cf. 6164.2 - Guidance/Counseling Services)*  
*(cf. 6164.5 - Student Success Teams)*  
*(cf. 6173 - Education for Homeless Children)*  
*(cf. 6173.1 - Education for Foster Youth)*  
*(cf. 6173.2 - Education of Children of Military Families)*  
*(cf. 6175 - Migrant Education Program)*  
*(cf. 6179 - Supplemental Instruction)*  
*(cf. 6181 - Alternative Schools/Programs of Choice)*  
*(cf. 6183 - Home and Hospital Instruction)*  
*(cf. 6184 - Continuation Education)*  
*(cf. 6185 - Community Day School)*

The Board shall appoint members to the district's SARB, who may include a parent/guardian as well as representatives of various agencies including, but not limited to, school districts; the county probation department; the county welfare department; the County Superintendent of Schools; law enforcement agencies; community-based youth service centers; school guidance personnel; child welfare and attendance personnel; school or county health care personnel; school, county, or community mental health personnel; the county district attorney's office; and the county public defender's office. (Education Code 48321)

The district's SARB shall provide support to improve student attendance and behavior through proactive efforts focused on building positive school environments and improved school connectedness, early identification and immediate intervention to re-engage students with poor attendance or behavior, and intensive intervention with students and families to address severe or persistent attendance or behavior issues.

Note: Pursuant to Education Code 48324, if a county SARB exists, the district's SARB must be governed by rules and regulations consistent with the rules and regulations established by the county SARB or by other legal requirements. In the absence of a county SARB, the local SARB has the authority to set rules and regulations consistent with law. The following paragraph may be revised to reflect district practice.

SARBs are also subject to the open meeting requirements of the Brown Act (Government Code 54950-54963), including notice requirements, except that meetings may be held in closed session when considering matters related to individual students; see the accompanying administrative regulation.

The district's SARB shall operate in accordance with Education Code 48320-48325, the Brown Act (Government Code 54950-54963), and the bylaws of the SARB.

**DISTRICT SCHOOL ATTENDANCE REVIEW BOARD (continued)**

Note: The California Department of Education's School Attendance Review Board Handbook includes a sample report form for meeting the following requirements of Education Code 48273. The report includes the composition of the SARB; the numbers and types of referrals (i.e., attendance and/or behavior); total number of students referred to the SARB and number of students by grade level, gender, and race/ethnicity; and the disposition of the referrals, including the number of cases referred to courts or other agencies. According to the handbook, the annual report should also be provided to member organizations of the SARB.

The SARB shall collect data and annually report outcomes on SARB referrals to the Governing Board, Superintendent or designee, and County Superintendent of Schools. (Education Code 48273)

**Legal Reference:****EDUCATION CODE**

1740 Employment of personnel to supervise attendance (county superintendent)

1980-1986 County community school

46010-46014 Absences

48200-48208 Children ages 6-18 (compulsory full-time attendance)

48240-48246 Supervisors of attendance

48260-48273 Truants

48290-48297 Failure to comply; complaints against parents

48320-48325 School attendance review boards

48340-48341 Improvement of student attendance

48400-48403 Compulsory continuation education

48660-48666 Community day school

49067 Unexcused absences as cause of failing grade

**CODE OF CIVIL PROCEDURE**

1985-1997 Production of evidence; means of production

**GOVERNMENT CODE**

54950-54963 The Ralph M. Brown Act

**PENAL CODE**

270.1 Chronic truancy; parent/guardian misdemeanor

272 Parent/guardian duty to supervise and control minor child; criminal liability for truancy

830.1 Peace officers

**VEHICLE CODE**

13202.7 Driving privileges; minors; suspension or delay for habitual truancy

**WELFARE AND INSTITUTIONS CODE**

256-258 Juvenile hearing officer

601-601.4 Habitually truant minors

11253.5 Compulsory school attendance

**CODE OF REGULATIONS, TITLE 5**

306 Explanation of absence

420-421 Record of verification of absence due to illness and other causes

**COURT DECISIONS**

L.A. v. Superior Court of San Diego County, (2012) 209 Cal.App.4th 976

**DISTRICT SCHOOL ATTENDANCE REVIEW BOARD (continued)**

**Management Resources:**

**CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS**

**School Attendance Review Board Handbook: A Road Map for Improved School Attendance and Behavior, 2015**

**School Attendance Improvement Handbook, 2000**

**WEB SITES**

**CSBA: <http://www.csba.org>**

**Attendance Works: <http://www.attendanceworks.org>**

**California Association of Supervisors of Child Welfare and Attendance: <http://www.cascwa.org>**

**California Department of Education: <http://www.cde.ca.gov>**

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New

## CSBA Sample Administrative Regulation

Students

AR 5113.12(a)

### DISTRICT SCHOOL ATTENDANCE REVIEW BOARD

Note: The following administrative regulation is for use by districts that have established their own school attendance review board (SARB), in addition to or instead of a county SARB, as authorized pursuant to Education Code 48321. Requirements for the composition and basic duties of the SARB are contained in Education Code 48320-48325. In addition, the following administrative regulation reflects information and best practices in the California Department of Education's (CDE) School Attendance Review Board Handbook, available on CDE's web site. The district should revise the following regulation to reflect district practice and, if applicable, procedures established by the county SARB.

Upon receiving a referral of a student with attendance and/or behavior problems, a designated member of the school attendance review board (SARB) shall review the case and may meet with school personnel to determine whether the school has provided sufficient information about the student's attendance record or behavior. If the referral is complete and is an appropriate matter for the SARB to consider, the SARB chairperson shall provide written notification to the student's parents/guardians stating the reasons a referral has been made, explaining the SARB process, advising whether additional information is needed, and describing school-level interventions that have previously been attempted.

The SARB shall meet with the student and his/her parents/guardians, give them an opportunity to present their understanding of the problem, and discuss the school and/or community resources appropriate for the student's circumstances.

Note: The CDE's School Attendance Review Board Handbook clarifies that SARBs are subject to the open meeting requirements of the Brown Act (Government Code 54950-54963), including notice requirements, but that meetings may be held in closed session when considering matters related to individual students.

Any SARB meeting to consider matters related to an individual student shall be held in closed session unless the parent/guardian requests, in writing, that the meeting be held in open session.

(cf. 9321 - Closed Session Purposes and Agendas)

The SARB shall have access to relevant student records, but shall not provide access to others without written consent of the student's parent/guardian. (Education Code 49076)

(cf. 5125 - Student Records)



**DISTRICT SCHOOL ATTENDANCE REVIEW BOARD (continued)**

For the limited purpose of making a proper disposition of the referral of a student, the SARB may issue subpoenas pursuant to Code of Civil Procedure 1985-1997 or may request the juvenile court to issue subpoenas to require the attendance of the student, parents/guardians or other person having control of the student, the school authority referring the student, or any other person who has pertinent or material information concerning the matter. The SARB shall not issue any subpoena that includes a request for production of written materials, but may request a juvenile court to issue such subpoena for the production of written materials. (Education Code 48263, 48321.5)

Note: The CDE's School Attendance Review Board Handbook provides a sample School Site, Student and Parent Agreement that may be used to formalize the directives of the SARB.

The SARB shall issue written directives stating the responsibilities of all persons involved, detailed resource referrals, and follow-up dates for the school's reports on the student's progress. The written directives shall include an agreement that the student will attend school or improve classroom behavior as applicable, and shall be signed by the student, his/her parents/guardians, the SARB chairperson, and the Superintendent or designee.

When referred by the SARB, a student may be assigned to a community day school or a county community school. (Education Code 1981, 48662)

(cf. 6185 - Community Day School)

At any time it deems proper, the SARB may require the student or his/her parents/guardians to furnish satisfactory evidence of participation in any available community services that the student or parents/guardians have been directed to use. (Education Code 48263)

Based on progress reports submitted by the school, the SARB may terminate the agreement upon the successful completion of the terms of the agreement, extend the time for completion of the agreement, or schedule another meeting with the student and his/her parents/guardians.

Note: Pursuant to Education Code 48263, if the SARB determines that available community services cannot resolve the student's problem or if the student and/or the student's parents/guardians have failed to respond to the SARB's directives, the SARB may notify the district attorney and/or the probation officer, if the district attorney or the probation office has elected to participate in the truancy mediation program. If the district attorney or the probation office has not elected to participate in the truancy mediation program, the SARB may direct the County Superintendent of Schools to request a petition to the juvenile court, upon which the juvenile court will hear all evidence related to the petition and will bring about a proper disposition of the case. The following paragraph may be revised to reflect the appropriate authority to be notified.



**DISTRICT SCHOOL ATTENDANCE REVIEW BOARD (continued)**

**If the student's attendance or behavior problems cannot be resolved by the SARB, or if the student and/or the student's parents/guardians continually and willfully fail to respond to SARB directives or the services provided, the student or parents/guardians shall be referred to the appropriate agency, including law enforcement agencies when necessary. (Education Code 48263, 48290-48291)**

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# CSBA Sample

## Board Policy

Students

BP 5117(a)

### INTERDISTRICT ATTENDANCE

Note: The Education Code provides a number of options under which a district may enroll a student whose parent/guardian does not reside within district boundaries may attend school in a district other than the district where he/she resides. Under an "interdistrict attendance permit" or "reciprocal agreement" pursuant to Education Code 46600-46611, a student may attend school in a different district when both the district of residence and the district of proposed attendance agree (Option 1 below). Under the "school district of choice program," Alternatively, pursuant to Education Code 48300-48316 48317, the Governing Board may declare the district to be a "school district of choice" willing to accept a specific number of interdistrict transfers into the district through a random selection process (Option 2 below). In order to maintain the integrity of the random selection process, it is recommended that a school district of choice not also accept transfers under the interdistrict attendance permit option, except when extraordinary circumstances exist, as provided in Option 2 below. Districts that wish to use both sources of authority should consult legal counsel.

In addition, pursuant to Education Code 48204, a district may authorize a student in a participating district to be deemed a "resident" in order to attend a school in the district where his/her whose parent/guardian is employed within district boundaries to attend a school in the district (Allen bill transfer); see AR 5111.1 - District Residency. A student attending a school identified as low achieving on the state's Open Enrollment List may transfer to a school in any other district in the state, pursuant to Education Code 48350-48361; see BP/AR 5118 - Open Enrollment Act Transfers.

The Governing Board recognizes that parents/guardians of students who reside within the geographic boundaries of in one district may, for a variety of reasons, choose desire to enroll their children in a school in another district.

(cf. 0520.3 - Title I Program Improvement Districts)

(cf. 5111.1 - District Residency)

(cf. 5116.1 - Intradistrict Open Enrollment)

(cf. 5118 - Open Enrollment Act Transfers)

#### OPTION 1: Interdistrict Attendance Permits

Note: The following section is for use by districts that have entered into an agreement with one or more other districts to accept transfers through interdistrict attendance permits pursuant to Education Code 46600-46611. Districts selecting this option should also select Option 1 in the accompanying administrative regulation.

The Board may enter into an agreement with any other school district, for a term not to exceed five school years, for the interdistrict attendance of students who are residents of the districts. (Education Code 46600)

Note: Education Code 46600 requires that the interdistrict attendance agreement specify the terms and conditions under which individual permits may be granted or denied. In addition, pursuant to Education Code 46600, students who have been granted an interdistrict attendance permit must be allowed to continue

**INTERDISTRICT ATTENDANCE (continued)**

to attend the school without having to reapply unless the agreement between the two districts contains specific agreed-upon standards for reapplication; see the accompanying administrative regulation. Districts also may include in the agreement their agreed-upon standards for revocation of students' interdistrict attendance. Examples of conditions that may result in revocation include falsification of information stated on the permit application, unsatisfactory attendance, continual disruption, or poor academic achievement.

The agreement shall specify the terms and conditions under which interdistrict attendance shall be permitted or denied. It also may contain standards agreed to by both districts for reapplication and/or revocation of the student's permit. (Education Code 46600)

Note: Pursuant to Education Code 46600, it is the responsibility of the attendance supervisor of the district of residence, subject to board policies of the district of residence and terms of the agreement, to issue an individual permit verifying the district's approval of an interdistrict transfer out of the district. The permit shall become valid when endorsed by the board's designee in the district of proposed attendance.

Upon receiving a permit for transfer into the district that has been approved by the student's district of residence, or upon receiving a written request from the parent/guardian of a district student who wishes to enroll in another district, the Superintendent or designee shall review the request and may approve or deny the permit subject to the terms and conditions of the interdistrict attendance agreement.

**OPTION 2: School District of Choice Program**

Note: The following section is for use by districts that elect to participate in the school district of choice program pursuant to Education Code 48300-48316 48317. Districts selecting this option should also select Option 2 in the accompanying administrative regulation. Pursuant to Education Code 48315, the school district of choice program has been reauthorized until July 1, 2016 and any district may participate in the program. Education Code 48301 authorizes the Board to annually determine the number of student transfers that will be accepted into the district.

Pursuant to Education Code 48301, as amended by AB 99 (Ch. 15, Statutes of 2017), any district that elects to participate in this program must, on or before July 1, 2018, register as a school district of choice with the Superintendent of Public Instruction and the County Board of Education. Pursuant to Education Code 48317, as amended by AB 99, failure to register will result in the loss of a portion of the district's local control funding formula apportionment attributable to the average daily attendance (ADA) of students enrolled through the school district of choice program in the previous year.

The Board has designated the district as a "school district of choice" and shall accept students who reside in other California districts who wish to attend a district school.

Each year, the Superintendent or designee shall recommend to the Board the number of transfer students that the district will be able to accept and shall identify the schools, grade levels, and programs that will be able to accept these students.



## INTERDISTRICT ATTENDANCE (continued)

**Note:** Education Code 48301, as amended by AB 99 (Ch. 15, Statutes of 2017), requires that a school district of choice accept all transfers up to the maximum number established by the Board.

Upon receiving the Superintendent's recommendation, ~~the Board shall, by resolution, annually establish~~ determine the number of students that ~~who will be accepted into the~~ district through this program. ~~Once established, the district shall accept all students who apply to transfer into the district until the district is at maximum capacity.~~ This number shall be reflected in the minutes of the Board's meeting. (Education Code 48301)

(cf. 9324 - Minutes and Recordings)

**Note:** Whenever the number of student applications exceeds the number of transfers that the Board has established, Education Code 48301 requires a random, unbiased process for selecting students who will be admitted and prohibits consideration of certain factors. AB 99 (Ch. 15, Statutes of 2017) amended Education Code 48301 to expand the list of factors that must not be considered. Pursuant to Education Code 48301, family income may only be considered to the extent necessary to determine enrollment priority pursuant to Education Code 48306; see the accompanying administrative regulation.

The Superintendent or designee ~~Board~~ shall establish a selection process which ensures that students are admitted to district schools through a random, ~~an unbiased process that prohibits an inquiry into or evaluation or consideration of whether or not a student should be enrolled based upon his/her academic or athletic performance, physical condition, proficiency in English, any of the individual characteristics set forth in Education Code 200, or family income.~~ (Education Code 48301)

If the number of student transfer applications exceeds the number of transfers the Board has designated for acceptance under the program ~~elected to accept, approval for transfer shall be determined by the Superintendent or designee shall conduct a random drawing held in public at a regularly scheduled Board meeting.~~ (Education Code 48301)

**Note:** Because the school district of choice program requires a random selection process, it is recommended that participating districts not admit students through the interdistrict attendance permit process described in Option 1 above except under extraordinary circumstances. Such circumstances might include approving interdistrict attendance permits for students who are victims of an act of bullying. Such students are given priority for interdistrict attendance permits pursuant to Education Code 46600, as amended by AB 1156 (Ch. 732, Statutes of 2011); see the accompanying administrative regulation.

Because the district admits students in accordance with the school district of choice program, the Superintendent or designee shall not admit students based on individual interdistrict attendance permits pursuant to Education Code 46600-46611 except under extraordinary circumstances.

## INTERDISTRICT ATTENDANCE (continued)

Note: Education Code 48313 requires a school district of choice to maintain and report specified information regarding requests for transfers and the disposition of those requests. As amended by AB 99 (Ch. 15, Statutes of 2017), Education Code 48313 requires this report to include the eligibility for free or reduced-price meals of students transferring into or out of the district and the number of students provided transportation; see items #3 and 5 below.

The Superintendent or designee shall maintain a record of requests for admittance that **contains includes, but is not limited to**, all of the following: (Education Code 48313)

1. ~~The number of requests granted, denied, or withdrawn and, for denied requests, the reason for the denial~~
2. ~~The number of students transferred out of and transferred into into and out of the district pursuant to this program~~
3. ~~The race, ethnicity, gender, self-reported socio-economic status, eligibility for free or reduced-price meals, and the district of residence for each student in item #2 above transferred into or out of the district pursuant to this program~~
4. ~~The number of students in item #2 above transferred into or out of the district pursuant to this program who are classified as English learners or students with disabilities~~

Note: Education Code 48311 authorizes, but does not require, a school district of choice to provide transportation to participating students to the extent that the district provides transportation assistance to other students. See section on "Transportation" below. Item #5 may be deleted by districts that do not provide transportation.

5. ~~As applicable, the number of students described in items #3 and 4 above who are provided transportation assistance to a district school or program, and the total number of students provided transportation assistance, pursuant to the school district of choice program~~

Note: AB 99 (Ch. 15, Statutes of 2017) amended Education Code 48313 to revise the deadline for submitting the above report and to delete the requirement to submit the report to the Department of Finance. As amended, Education Code 48313 requires the California Department of Education to collect and report statewide data on its web site and to share the information with specified state agencies.

~~The Superintendent or designee shall report to the Board, at a regularly scheduled meeting, the information specified in items #1 45 above. By May No later than October 15 of each year, the Superintendent or designee shall provide the same information for the current school year, as well as information regarding the district's status as a school district of choice~~



## INTERDISTRICT ATTENDANCE (continued)

in the upcoming school year, to each geographically adjacent school district, the county office of education, and the California Department of Education, and the Department of Finance Superintendent of Public Instruction. (Education Code 48313)

Note: Education Code 48301 requires a school district of choice, at its expense, to ensure that the annual audit of district funds conducted pursuant to Education Code 41020 include a review of the district's compliance with the requirements in Education Code 48301 regarding a random, unbiased selection process and factually accurate communications to parents/guardians (see the accompanying administrative regulation for details of the communication). A summary of any audit exceptions found by the auditor must be included in the reports to the Board and other agencies. See AR 3460 - Financial Reports and Accountability for requirements pertaining to the annual audit.

The report to the Board and other agencies shall also include a summary of audit exceptions, if any, resulting from the compliance review of components of the district of choice program conducted as part of the annual district audit. (Education Code 48301, 48313)

~~The district's compliance with program requirements shall be subject to the annual district audit conducted pursuant to Education Code 41020. (Education Code 48301)~~

~~(cf. 3460 - Financial Reports and Accountability)~~

## Transportation

Note: The following optional sections for use by all districts and should be revised to reflect district practice. Districts are not required to provide transportation or transportation assistance to students admitted under an interdistrict attendance permit pursuant to Education Code 46600-46611 or through the school district of choice program pursuant to Education Code 48300-48316. Pursuant to Education Code 48311, a school district of choice is authorized, but not required, to provide transportation assistance to the extent that the district otherwise provides transportation assistance to students.

The district shall not provide transportation beyond any school attendance area. Upon request of a student's parent/guardian, the Superintendent or designee may authorize transportation for an interdistrict transfer students to and from designated bus stops within the attendance area of the school that the student attends if space is available.

[SECTION ON "TRANSFERS OUT OF THE DISTRICT" MOVED TO AR]

## INTERDISTRICT ATTENDANCE (continued)

### Legal Reference:

#### EDUCATION CODE

- 41020 Annual district audits
- 46600-46611 Interdistrict attendance agreements
- 48204 Residency requirements for school attendance
- 48300-~~48316~~ 48317 Student attendance alternatives, school district of choice program
- 48350-48361 Open Enrollment Act
- 48900 Grounds for suspension or expulsion; definition of bullying
- 48915 Expulsion; particular circumstances
- 48915.1 Expelled individuals: enrollment in another district
- 48918 Rules governing expulsion procedures
- 48980 Notice at beginning of term
- 52317 Regional occupational center/program, enrollment of students, interdistrict attendance

#### CALIFORNIA CONSTITUTION

Article I, Section 31 Nondiscrimination on the basis of race, sex, color, ethnicity, or national origin

#### ATTORNEY GENERAL OPINIONS

87 Ops. Cal. Atty. Gen. 132 (2004)

84 Ops. Cal. Atty. Gen. 198 (2001)

#### COURT DECISIONS

Walnut Valley Unified School District v. the Superior Court of Los Angeles County, (2011) 192 Cal.App.4th 234

Crawford v. Huntington Beach Union High School District, (2002) 98 Cal.App.4th 1275

### Management Resources:

#### CSBA PUBLICATIONS

Transfer Law Comparison Fact Sheet, March 2011

#### WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

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# **Center USD**

## **Board Policy**

### **Interdistrict Attendance**

**BP 5117**

#### **Students**

The Governing Board recognizes that parents/guardians of students who reside in one district may, for a variety of reasons, choose to enroll their child in a school in another district.

(cf. 0520.3 - Title I Program Improvement Districts)

(cf. 5111.12 - Residency Based on Parent/Guardian Employment)

(cf. 5116.1 - Intradistrict Open Enrollment)

(cf. 5118 - Open Enrollment Act Transfers)

#### **Interdistrict Attendance Permits**

The Board may enter into an agreement with any other school district, for a term not to exceed five school years, for the interdistrict attendance of students who are residents of the districts. (Education Code 46600)

The agreement shall specify the terms and conditions under which interdistrict attendance shall be permitted or denied. It also may contain standards agreed to by both districts for reapplication and/or revocation of the student's permit. (Education Code 46600)

Upon receiving a permit for transfer into the district that has been approved by the student's district of residence, or upon receiving a written request from the parent/guardian of a district student who wishes to enroll in another district, the Superintendent or designee shall review the request and may approve or deny the permit subject to the terms and conditions of the interdistrict attendance agreement.

#### **Transportation**

The district shall not provide transportation beyond any school attendance area. However, upon request, the Superintendent or designee may authorize transportation for students living outside an attendance area to and from designated bus stops within the attendance area if space is available. Priority for such transportation shall be based on demonstrated financial need.

#### **Limits on Student Transfers Out of the District to a School District of Choice**

The Superintendent or designee may limit the number of student transfers out of the district to a school district of choice based on the percentages of average daily attendance



specified in Education Code 48307.

In addition, transfers out of the district may be limited during a fiscal year when the County Superintendent of Schools has given the district a negative budget certification or when the County Superintendent has determined that the district will not meet the state's standards and criteria for fiscal stability in the subsequent fiscal year exclusively as a result of student transfers from this district to a school district of choice. (Education Code 48307)

(cf. 3100 - Budget)

(cf. 3460 - Financial Reports and Accountability)

The district may deny a transfer of a student out of the district to a school district of choice if the Board determines that the transfer would negatively impact a court-ordered or voluntary desegregation plan of the district. (Education Code 48301)

A child of an active military duty parent/guardian shall not be prohibited from transferring out of the district to a school district of choice, if the other school district approves the application for transfer. (Education Code 48301)

(cf. 6173.2 - Education of Children of Military Families)

#### Legal Reference:

##### EDUCATION CODE

41020 Annual district audits

46600-46611 Interdistrict attendance agreements

48204 Residency requirements for school attendance

48300-48316 Student attendance alternatives, school district of choice program

48350-48361 Open Enrollment Act

48900 Grounds for suspension or expulsion; definition of bullying

48915 Expulsion; particular circumstances

48915.1 Expelled individuals: enrollment in another district

48918 Rules governing expulsion procedures

48980 Notice at beginning of term

52317 Regional occupational center/program, enrollment of students, interdistrict attendance

##### ATTORNEY GENERAL OPINIONS

87 Ops.Cal.Atty.Gen. 132 (2004)

84 Ops.Cal.Atty.Gen. 198 (2001)

##### COURT DECISIONS

Walnut Valley Unified School District v. the Superior Court of Los Angeles County, (2011) 192 Cal.App.4th 234

Crawford v. Huntington Beach Union High School District, (2002) 98 Cal.App.4th 1275

**Management Resources:**

**CSBA PUBLICATIONS**

Transfer Law Comparison, Fact Sheet, March 2011

**WEB SITES**

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

# CSBA Sample Administrative Regulation

Students

AR 5117(a)

## INTERDISTRICT ATTENDANCE

### OPTION 1: Interdistrict Attendance Permits

Note: The following option is for use by districts that have entered into an agreement with one or more other school districts to accept transfers through the "interdistrict attendance permit" or "reciprocal agreement" process pursuant to Education Code 46600-46611. (See Option 1 in the accompanying Board policy.) In 87 Ops.Cal.Attv.Gen. 132 (2004), the Attorney General opined that districts could not charge students a fee for processing applications for interdistrict attendance.

In accordance with an agreement between the Governing Board and the board of another district, a permit authorizing a student's attendance outside his/her district of residence may be issued upon approval of both the district of residence and the district of proposed attendance.

The Superintendent or designee may approve an interdistrict attendance permit for a student for any of the following reasons when stipulated in the agreement:

Note: **AB 1156 (Ch. 732, Statutes of 2011) amended** Education Code 46600 to requires districts to give priority for interdistrict attendance permits to a student who is a victim of an act of bullying, as provided below. For this purpose, Education Code 48900(r) defines bullying to include, but not be limited to, bullying committed by means of an electronic act directed specifically toward the student; see AR 5144.1 - Suspension and Expulsion/Due Process.

1. When the student has been determined by staff of either the district of residence or district of proposed attendance to be a victim of an act of bullying as defined in Education Code 48900(r). Such a student shall be given priority for interdistrict attendance under any existing interdistrict attendance agreement or, in the absence of an agreement, shall be given consideration for the creation of a new permit. (Education Code 46600)

(cf. 5131.2 - Bullying)

Note: Optional items #2-12 below should be revised and/or deleted to reflect district practice.

2. To meet the child care needs of the student. Such a student may be allowed to continue to attend district schools only as long as he/she continues to use a child care provider within district boundaries.

(cf. 5148 - Child Care and Development)

3. To meet the student's special mental or physical health needs as certified by a physician, school psychologist, or other appropriate school personnel.

## INTERDISTRICT ATTENDANCE (continued)

(cf. 6159 - Individualized Education Program)

4. When the student has a sibling attending school in the receiving district, to avoid splitting the family's attendance.
5. To allow the student to complete a school year when his/her parents/guardians have moved out of the district during that year.
6. To allow the student to remain with a class graduating that year from an elementary, middle, or senior high school.
7. To allow a high school senior to attend the same school he/she attended as a junior, even if his/her family moved out of the district during the junior year.
8. When the parent/guardian provides written evidence that the family will be moving into the district in the immediate future and would like the student to start the year in the district.
9. When the student will be living out of the district for one year or less.
10. When recommended by the school attendance review board or by county child welfare, probation, or social service agency staff in documented cases of serious home or community problems which make it inadvisable for the student to attend the school of residence.

(cf. 5113.1 - Chronic Absence and Truancy)

(cf. 5113.12 - District School Attendance Review Board)

11. When there is valid interest in a particular educational program not offered in the district of residence.
12. To provide a change in school environment for reasons of personal and social adjustment.

Note: In 84 Ops.Cal.Atty.Gen. 198 (2001), the Attorney General opined that a lack of school facilities is a justifiable reason for denial of the interdistrict attendance permit request. However, according to the Attorney General, once the student is admitted, the district may not later deny the student continued attendance at a district school because of overcrowding. Although Attorney General opinions are not binding on the courts, they are generally afforded deference in the court when there is no specific statutory or case law to the contrary. The following paragraph is based on this Attorney General opinion.

The Superintendent or designee may deny initial requests for interdistrict attendance permits due to limited district resources, overcrowding of school facilities at the relevant grade level,



**INTERDISTRICT ATTENDANCE (continued)**

or other considerations that are not arbitrary. However, once a student is admitted, the district may not deny him/her continued attendance because of overcrowded facilities at the relevant grade level.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Note: Education Code 46601 requires that, within 30 days of a request for an interdistrict permit, parents/guardians whose permit application was denied must be informed about their right to appeal to the County Board of Education. This notice shall be provided by the district denying the request, or, in the absence of an agreement between the districts, by the district of residence.

Pursuant to Education Code 46601, parents/guardians may submit their appeal within 30 calendar days of the failure or refusal to issue the permit. The County Board then has 30 calendar days, unless extended by an additional five school days for good cause, to make its determination as to whether the student should be allowed to attend the district of his/her choice. However, as amended by AB 1851 (Ch. 104, Statutes of 2014), until July 1, 2018, SB 344 (Ch. 461, Statutes of 2017), Education Code 46601 allows a larger class 1 county (i.e., a county with a 1994-95 average daily attendance (ADA) of 180,000 500,000 or more for all districts in the county) 40 60 calendar days to make its determination, and a class 2 county (i.e., a county with a 1994-95 ADA of 180,000-499,999) 45 calendar days to make its determination.

Pursuant to Education Code 46602, if the County Board determines that the student should be permitted to attend the district of his/her choice, the district shall admit the student without delay.

Within 30 **calendar** days of a request for an interdistrict permit, the Superintendent or designee shall notify the parents/guardians of a student who is denied interdistrict attendance regarding the process for appeal to the County Board of Education as specified in Education Code 46601. (Education Code 46601)

(cf. 5145.6 - Parental Notifications)

Pending a decision by the two districts or an appeal by the County Board, the Superintendent or designee may provisionally admit a student who resides in another district for a period not to exceed two school months. (Education Code 46603)

Students who are under consideration for expulsion or who have been expelled may not appeal interdistrict attendance denials or decisions while expulsion proceedings are pending or during the term of the expulsion. (Education Code 46601)

(cf. 5119 - Students Expelled from Other Districts)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

Note: Pursuant to Education Code 46600, once an interdistrict permit is granted and the student is enrolled in the new school, the district of enrollment (1) may not require the student to reapply; (2) must allow the student to continue to attend the school, unless the permit contains specific standards for reapplication; and (3) along with the district of residence, may not revoke the student's existing permit if he/she is entering

**INTERDISTRICT ATTENDANCE (continued)**

grade 11 or 12. Therefore, even if an interdistrict attendance agreement between the two districts has expired, the student may be allowed to continue attending the school to which he/she has transferred, unless the agreement contains specific language requiring reapplication.

Once a student is admitted to a school on the basis of an interdistrict attendance permit, he/she shall not be required to reapply for an interdistrict transfer and shall be allowed to continue to attend the school in which he/she is enrolled, unless reapplication standards are otherwise specified in the interdistrict attendance agreement. Existing interdistrict attendance permits shall not be rescinded for students entering grade 11 or 12 in the subsequent school year. (Education Code 46600)

**OPTION 2: School District of Choice Program**

Note: The following section is for use by districts that elect to participate in the school district of choice program pursuant to Education Code 48300-48316 48317. (See Option 2 in the accompanying Board policy.) The program has been reauthorized by the Legislature until July 1, 2016 and any district may participate.

~~The Superintendent or designee shall communicate with parents/guardians regarding transfer opportunities under the school district of choice program. The Superintendent or designee shall ensure that any eCommunications sent to parents/guardians is shall be available in all languages for which translations are required pursuant to Education Code 48985, shall be factually accurate, and does shall not target particular neighborhoods or individual parents/guardians on the basis of a child's actual or perceived academic or athletic performance skill or any other personal characteristic. (Education Code 48301, 48980)~~

Note: The following paragraph may be revised to reflect district practice. Education Code 48312, as amended by AB 99 (Ch. 15, Statutes of 2017), requires a school district of choice to make public announcements regarding district schools, programs, policies, and procedures, including transportation options. Education Code 48302, as amended by AB 99, encourages districts to hold informational meetings and make public announcements regarding the current educational programs offered by the district so that parents/guardians may make informed decisions regarding their child's education and provide input on methods to improve the current programs.

~~The Superintendent or designee shall also make public announcements regarding district schools, programs, policies, and procedures, including transportation options if applicable, during the enrollment period. (Education Code 48312)~~

Note: Education Code 48301, as amended by AB 99 (Ch. 15, Statutes of 2017), requires that application information be posted on the district's web site.

## INTERDISTRICT ATTENDANCE (continued)

~~The process for student transfers into the district under the school district of choice program, including, but not limited to, any applicable form, the timeline for a transfer, and an explanation of the selection process, shall be posted on the district's web site. (Education Code 48301)~~

~~(cf. 1113—District and School Web Sites)~~

~~Parents/guardians shall submit a~~ Applications for interdistrict attendance shall be submitted to the district office by January 1 of the school year preceding the school year for which the student may be transferred. The application deadline may be waived upon agreement between the district and the student's district of residence. (Education Code 48308)

~~The application deadline shall not apply to an application requesting a transfer if the parent/guardian with whom the student resides is enlisted in the military and was relocated by the military within 90 days prior to submitting the application. (Education Code 48308)~~

~~(cf. 6173.2—Education of Children of Military Families)~~

Note: Education Code 48306, as amended by AB 99 (Ch. 15, Statutes of 2017), adds a requirement that second priority for admission under the school district of choice program be given to students who are eligible for free and reduced-price meals and that third priority be given to children of military personnel.

~~Priority for transfer under the school district of choice program shall be granted as follows: (Education Code 48306)~~

- ~~1. First priority shall be given~~ The district shall give priority for attendance to siblings of students already in attendance in the district. (Education Code 48306)
- ~~2. Second priority shall be given to students eligible for free or reduced-price meals.~~

~~(cf. 3553—Free and Reduced Price Meals)~~

Note: The following optional paragraph is for use by districts that have chosen to give attendance priority to children of military personnel pursuant to Education Code 48306.

- ~~3. Third priority shall be given~~ The district also may give priority for attendance to children of military personnel. (Education Code 48306)

Note: Pursuant to Education Code 48305, if the district chooses to use existing entrance criteria for specialized schools or programs, then the criteria must be uniformly applied. The following optional paragraph is for use by districts that choose to use existing entrance criteria.



**INTERDISTRICT ATTENDANCE (continued)**

Any existing entrance criteria for specialized schools or programs shall be uniformly applied to all applicants. (Education Code 48305)

Note: Items #1-2 below are optional and may be revised to reflect district practice.

The district may deny a transfer into the district under the school district of choice program if under either of the following circumstances:

Note: Education Code 48303 provides that a district may not deny a transfer because the additional cost of educating the student would exceed the amount of additional state aid to be received. However, pursuant to Education Code 48303, a transfer may be rejected if it would require the district to create a new program to serve the student, as specified in item #1.

1. The transfer into the district would require the district to create a new program to serve that student, except that the district shall not reject the transfer of a student with disabilities or an English learner. (Education Code 48303)

Note: Pursuant to Education Code 48304-48307, the district a school district of choice may prohibit a transfer under the school into the district of choice program if the Governing Board determines that the transfer would negatively impact a court-ordered desegregation plan, a voluntary desegregation plan, or the racial and ethnic balance of the district. In Crawford v. Huntington Beach Union High School District, a California appellate court held that a district's intradistrict open enrollment policy, which contained a racial and ethnic balance component as authorized by Education Code 35160.5, was unconstitutional. The court did not consider whether a policy based on a court ordered or voluntary desegregation plan would be constitutional. According to the court, because the constitutional provisions added by Proposition 209 in 1996 (California Constitution, Article 1, Section 31) prohibit discrimination against or preferential treatment for any individual or group on the basis of race, sex, color, ethnicity, or national origin, prohibit a district from adopting a district must not adopt a policy containing different admission criteria on the basis of race. Although the provisions in Education Code 48301 relative to racial and ethnic balance remain in law, because of the continuing legal uncertainty, item #1 below does not reflect these provisions of Education Code 48301. Districts that choose to deny interdistrict transfers on that basis should consult legal counsel. However, pursuant to Education Code 48307, as amended by AB 99 (Ch. 15, Statutes of 2017), denial of transfers on the basis of a voluntary desegregation plan or the racial and ethnic balance of the district must be consistent with the provisions of Proposition 209. It is recommended that the district consult legal counsel before adopting a policy to allow the denial of transfers on either of these bases.

The following optional paragraph is for use by districts with either a court-ordered or voluntary desegregation plan.

For language regarding student transfers out of the district for any of the reasons specified in item #2a-c, see section "Transfers Out of the District" below.

2. The Board determines that the transfer into or out of the district would negatively impact a court ordered or voluntary desegregation plan of the district any of the following: (Education Code 48307)



## INTERDISTRICT ATTENDANCE (continued)

- a. ~~A court-ordered desegregation plan~~
- b. ~~A voluntary desegregation plan of the district, consistent with the California Constitution, Article 1, Section 31~~
- c. ~~The racial and ethnic balance of the district, consistent with the California Constitution, Article 1, Section 31~~

~~Whenever the number of applicants transfer applications exceeds the number of interdistrict transfers that may be accepted as annually determined by the Governing Board, students accepted for transfer shall be selected by a random drawing of the provisionally accepted applications held in public at a regularly scheduled Board meeting. (Education Code 48301)~~

Note: The following two paragraphs are optional and should be revised to reflect district practice. Education Code 48308, as amended by AB 99 (Ch. 15, Statutes of 2017), requires that parents/guardians of students who have requested a transfer be provided the following notice by February 15.

~~Not later than 90 days after the district receives an application for transfer Between January 1 and February 15 of the school year preceding the school year for which the student is requesting to be transferred, the Superintendent or designee shall notify the parent/guardian in writing whether the application has been provisionally accepted or rejected and or of the student's position on any waiting list. (Education Code 48308)~~

Note: Education Code 48308, as amended by AB 99 (Ch. 15, Statutes of 2017), requires the following notifications to the district of residence.

~~Final acceptance or rejection of applications shall be made by May 15 preceding the school year for which the student may be transferred. (Education Code 48308)~~

~~If a student's application for transfer is accepted, the Superintendent or designee shall so notify the student's district of residence no later than February 15 of the school year preceding the school year for which the student is requesting to be transferred. (Education Code 48308)~~

~~The number of students accepted for transfer into the district, by school and grade level, shall be reported to the district of residence on or before February 15. (Education Code 48308)~~

~~If a student's application is denied, the Superintendent or designee shall notify the student's parents/guardians that the number of students requesting to transfer~~

## INTERDISTRICT ATTENDANCE (continued)

exceeded the district's capacity and that the student was not selected during the random drawing. The determination shall be accurately recorded in the minutes of the Board meeting at which the determination was made. (Education Code 48308)

(cf. 9324—Minutes and Recordings)

However, if an application is submitted for a student who is residing with a parent/guardian enlisted in the military and that ~~For a student whose parent/guardian was relocated by the military 90 days prior to the submission of the application, then the district shall make a final decision to accept or reject the application within 90 days of its receipt. If the student's application has been submitted less than 90 days prior to the beginning of the school year, then the district shall accept or deny the application before the school year begins. Upon his/her acceptance, the student may immediately enroll in a district school.~~ (Education Code 48308)

Note: The following paragraph is optional.

The Superintendent or designee shall notify the student's district of residence of the district's decision.

Vacancies may be filled from the waiting list until May 1 of the school year preceding the school year for which students are requesting to be transferred. (Education Code 48308)

The final number of students accepted for transfer into the district, by school and grade level, along with the names of the students, shall be reported to the district of residence on or before May 2. (Education Code 48308)

Students admitted through the school district of choice program are deemed to have fulfilled district residency requirements pursuant to Education Code 48204. (Education Code 48301)

(cf. 5111.1—District Residency)

(cf. 5116—Intradistrict Open Enrollment)

Final acceptance of the transfer is applicable for one school year and shall be renewed automatically each year unless the Board, by adoption of a resolution, withdraws from participation in the program and no longer accepts transfer students from other districts. (Education Code 48308)

Note: The following paragraph is for use by districts maintaining may be revised by districts that do not maintain high schools.



## INTERDISTRICT ATTENDANCE (continued)

~~Even if the district withdraws from participation in the program, students who attended or received a notice of acceptance into the district before the Board's resolution of withdrawal shall be permitted to attend school in the district, and admitted high school students may continue attending school in the district until they graduate from high school. (Education Code 48307, 48308)~~

~~The district may accept any completed coursework, attendance, and other academic progress credited to an accepted student by any district(s) he/she has previously attended and may grant academic standing to the student based upon the district's evaluation of the student's academic progress. (Education Code 48309)~~

~~(cf. 6146.3 Reciprocity of Academic Credit)~~

~~The district may revoke a student's enrollment if he/she is recommended for expulsion pursuant to Education Code 48918. (Education Code 48309)~~

### Limits on Student Transfers Out of the District to a School District of Choice

Note: The following optional section is for use by all districts.

Pursuant to Education Code 48304, 48307, as amended by AB 306 (Ch. 771, Statutes of 2015), a district must not prohibit the transfer of deny a student whose parent/guardian is in active military duty from transferring out of the district to any other district. In addition, Education Code 46600, as amended by AB 2659 (Ch. 186, Statutes of 2016), provides that a district must not prohibit the transfer of such a student out of the district to any other district that approves the transfer, regardless of whether or not an interdistrict transfer agreement exists or a permit is issued.

~~A child of an active military duty student whose parent/guardian is in active military duty shall not be prohibited from transferring out of the district, to a school district of choice, if provided the other school district of proposed enrollment approves the application for transfer. (Education Code 46600, 48301, 48307)~~

~~The district may limit transfers out of the district to a school district of choice under any of the following circumstances: (Education Code 48307)~~

Note: Even if a district has not designated itself as a school district of choice, it has the authority pursuant to Education Code 48307 to limit the number of students transferring out of the district into other districts that have designated themselves as school districts of choice. A district with an average daily attendance (ADA) of more than 50,000 may annually limit the number of such transfers to one percent of its current year estimated ADA. A district with less than 50,000 an ADA of 50,000 or less may limit the number of such transfers to three percent of its current estimated ADA and may limit the maximum number of such transfers for the duration of the program to 10 percent of the ADA for that period. In Walnut Valley Unified School District v. Superior Court of Los Angeles County, the appellate court held that the 10 percent cap on outbound transfers "for the duration of the program" should be based on the district's ADA over the entire

## INTERDISTRICT ATTENDANCE (continued)

life of the district of choice program (i.e., from the program's inception in 1994 until the present day). The district may revise the following paragraph item #1 to reflect the applicable percentage in Education Code 48307 based on its ADA.

1. The Superintendent or designee may limit the number of student transfers out of the district to a school district of choice based on ~~has reached the limit the percentages of average daily attendance specified in Education Code 48307 based on the district's average daily attendance.~~
2. In addition, transfers out of the district may be limited during a fiscal year when ~~t~~The County Superintendent of Schools has given the district a negative budget certification or when the County Superintendent has determined that the district will not meet the state's standards and criteria for fiscal stability in the subsequent fiscal year exclusively as a result of student transfers from this district to a school district of choice. (Education Code 48307)

(cf. 3100—Budget)

(cf. 3460—Financial Reports and Accountability)

Note: Item #3 is optional and should be revised to reflect district practice. As noted above in the section "Option 2: School District of Choice Program," Education Code 48307 authorizes the district to prohibit a transfer in or out of the district under the school district of choice program if the Board determines that the transfer would negatively impact a court-ordered desegregation plan, a voluntary desegregation plan, or the racial and ethnic balance of the district. As amended by AB 99 (Ch. 15, Statutes of 2017), Education Code 48307 provides that denial of transfers on the basis of a voluntary desegregation plan or the racial and ethnic balance of the district must be consistent with the constitutional provisions added by Proposition 209 in 1996 (California Constitution, Article 1, Section 31). Districts that choose to deny interdistrict transfers on that basis should consult legal counsel. It is recommended that districts consult legal counsel before adopting policy to allow denial of transfers on either of these bases.

3. The district may deny a transfer of a student out of the district to a school district of choice if ~~t~~The Board determines that the transfer would negatively impact a court-ordered or voluntary desegregation plan of the district. (Education Code 48301) ~~any of the following: (Education Code 48307)~~
  - a. A court-ordered desegregation plan
  - b. A voluntary desegregation plan of the district, consistent with the California Constitution, Article 1, Section 31
  - c. The racial and ethnic balance of the district, consistent with the California Constitution, Article 1, Section 31

Note: Pursuant to Education Code 48301, as amended by AB 306 (Ch. 771, Statutes of 2015), a district must not prohibit the transfer of a student whose parent/guardian is in active military duty.



**INTERDISTRICT ATTENDANCE (continued)**

~~A child of an active military duty parent/guardian shall not be prohibited from transferring out of the district to a school district of choice, if the other school district approves the application for transfer. (Education Code 48301)~~

~~(cf. 6173.2 Education of Children of Military Families)~~

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(11/10 7/12) 10/17

# **Center USD**

## **Administrative Regulation**

### **Interdistrict Attendance**

**AR 5117**  
**Students**

#### **Interdistrict Attendance Permits**

In accordance with an agreement between the Governing Board and the board of another district, a permit authorizing a student's attendance outside his/her district of residence may be issued upon approval of both the district of residence and the district of proposed attendance.

The Superintendent or designee may approve an interdistrict attendance permit for a student for any of the following reasons when stipulated in the agreement:

1. When the student has been determined by staff of either the district of residence or district of proposed attendance to be a victim of an act of bullying as defined in Education Code 48900(r). Such a student shall be given priority for interdistrict attendance under any existing interdistrict attendance agreement or, in the absence of an agreement, shall be given consideration for the creation of a new permit. (Education Code 46600)

(cf. 5131.2 - Bullying)

2. To meet the child care needs of the student. Such a student may be allowed to continue to attend district schools only as long as he/she continues to use a child care provider within district boundaries.

3. To meet the student's special mental or physical health needs as certified by a physician, school psychologist, or other appropriate school personnel.

(cf. 6159 - Individualized Education Program)

4. When the student has a sibling attending school in the receiving district, to avoid splitting the family's attendance.

5. To allow the student to complete a school year when his/her parents/guardians have moved out of the district during that year.

6. To allow the student to remain with a class graduating that year from an elementary, middle, or senior high school.

7. To allow a high school senior to attend the same school he/she attended as a junior, even if his/her family moved out of the district during the junior year.
  8. When the parent/guardian provides written evidence that the family will be moving into the district in the immediate future and would like the student to start the year in the district.
  9. When the student will be living out of the district for one year or less.
  10. When recommended by the school attendance review board or by county child welfare, probation, or social service agency staff in documented cases of serious home or community problems which make it inadvisable for the student to attend the school of residence.
- (cf. 5113.1 - Chronic Absence and Truancy)
11. When there is valid interest in a particular educational program not offered in the district of residence.
  12. To provide a change in school environment for reasons of personal and social adjustment.

The Superintendent or designee may deny initial requests for interdistrict attendance permits due to limited district resources, overcrowding of school facilities at the relevant grade level, or other considerations that are not arbitrary. However, once a student is admitted, the district may not deny him/her continued attendance because of overcrowded facilities at the relevant grade level.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Within 30 days of a request for an interdistrict permit, the Superintendent or designee shall notify the parents/guardians of a student who is denied interdistrict attendance regarding the process for appeal to the County Board of Education as specified in Education Code 46601. (Education Code 46601)

(cf. 5145.6 - Parental Notifications)

Pending a decision by the two districts or an appeal by the County Board, the Superintendent or designee may provisionally admit a student who resides in another district for a period not to exceed two school months. (Education Code 46603)

Students who are under consideration for expulsion or who have been expelled may not appeal interdistrict attendance denials or decisions while expulsion proceedings are pending or during the term of the expulsion. (Education Code 46601)

(cf. 5119 - Students Expelled from Other Districts)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

Once a student is admitted to a school on the basis of an interdistrict attendance permit, he/she shall not be required to reapply for an interdistrict transfer and shall be allowed to continue to attend the school in which he/she is enrolled, unless reapplication standards are otherwise specified in the interdistrict attendance agreement. Existing interdistrict attendance permits shall not be rescinded for students entering grade 11 or 12 in the subsequent school year. (Education Code 46600)



# CSBA Sample

## Administrative Regulation

Students

AR 5125.2(a)

### WITHHOLDING GRADES, DIPLOMA OR TRANSCRIPTS

Note: Pursuant to Education Code 48904, parents/guardians of any minor who willfully cuts, defaces, or otherwise injures any real or personal property belonging to the district, or who does not return district property that was loaned to the student, are liable for paying damages to the district up to the amount specified in law and annually adjusted for inflation; see BP/AR 3515.4 - Recovery for Property Loss or Damage. Until the damages are paid, the district is authorized to withhold the grades, diploma, and/or transcripts of the student responsible for the damage.

Education Code 48904 mandates the Governing Board to establish regulations governing its procedures for seeking reparation when school property is willfully damaged or not returned, and for withholding a student's grades, diploma, and/or transcripts until reparation is made. In such cases, the district must afford the student his/her due process rights, and the district's procedures must parallel Education Code procedures for student expulsion. (Education Code 48904) The district may not withhold records for nonpayment of meal tickets or library overdue fines.

When a minor student willfully cuts, defaces, or otherwise injures real or personal property of the district or does not return district property that has been loaned to him/her upon demand of a district employee, the student's parents/guardians may be required to pay the costs of all damages within the limits established pursuant to Education Code 48904. Until the student's parents/guardians have paid for the damages, the Superintendent or designee may withhold the student's grades, diploma, and/or transcripts. (Education Code 48904)

(cf. 3515.4 - Recovery for Property Loss or Damage)  
(cf. 5121 - Grades/Evaluation of Student Achievement)  
(cf. 5125 - Student Records)  
(cf. 5131.5 - Vandalism and Graffiti)  
(cf. 6161.2 - Damaged or Lost Instructional Materials)

When school property has been willfully damaged or not returned upon demand, the principal or designee shall inform the parent/guardian in writing of the responsible student's alleged misconduct and the reparation that may be due. Before withholding the student's grades, diploma, and/or transcripts, the Superintendent or designee shall inform the student's parents/guardians in writing of the student's alleged misconduct. (Education Code 48904)

(cf. 5145.6 - Parental Notifications)

This notice shall include a statement that the district may withhold grades, diploma or transcripts from the student and parent/guardian until reparation is made.

(cf. 5131.5 - Vandalism and Graffiti)

## WITHHOLDING GRADES, DIPLOMA OR TRANSCRIPTS (continued)

*(cf. 6161.2 - Damaged or Lost Instructional Materials)*

**Note:** Education Code 48904 mandates that the district's procedures for withholding a student's grades, diploma, and/or transcripts conform to procedures established in the Education Code for student expulsion. For due process procedures related to student expulsion, see BP/AR 5144.1 - Suspension and Expulsion/Due Process.

**If reparation is not made, the district shall afford the student his/her due process rights in conformance with Education Code expulsion procedures and may withhold the student's grades, diploma or transcripts. The student shall be afforded due process consistent with procedures established for the expulsion of students. (Education Code 48904)**

*(cf. 5144.1 - Suspension and Expulsion/Due Process)*

**If the student and parents/guardians are unable to pay for the damages or return the property, the principal Superintendent or designee shall provide a program of voluntary work for the student to do in lieu of monetary damages. When this Upon completion of the voluntary work is completed, the student's grades, diploma, and/or or transcripts shall be released. (Education Code 48904)**

**Note:** A district cannot refuse to transfer student records to another district. Upon receiving notice that the district is withholding a student's grades, diploma or transcripts, however, any district to which the student transfers must also withhold them until it receives notice that the first district's decision has been rescinded.

**The district shall withhold grades, diploma or transcripts from any student transferring into the district whose misconduct caused a previous district to withhold them. When informed by the previous district that its decision has been rescinded, the district shall release these documents. When a student who is transferring into the district has had his/her grades, diploma, and/or transcripts withheld by the previous district, the Superintendent or designee shall continue to withhold the student's grades, diploma, and/or transcripts until notified by the previous district that the decision to withhold has been rescinded. (Education Code 48904.3)**

**When a student from whom the district is withholding grades, diploma or transcripts transfers to another district, this information shall be sent to the new district with the student's records and a request that these items continue to be withheld until the new district receives notification that the debt has been cleared. Upon receiving notice that a student whose grades, diploma, and/or transcripts have been withheld by the district has transferred to another district in California, the Superintendent or designee shall provide the student's records to the new district and notify the new district that the student's grades, diploma, and/or transcripts are being withheld from the student and parents/guardians pursuant to Education Code 48904.**

**WITHHOLDING GRADES, DIPLOMA OR TRANSCRIPTS (continued)**

The Superintendent or designee shall **also** notify the **student's** parents/guardians in writing that **this district's** the decision to withhold **the student's** grades, diploma, **and/or** transcripts will be enforced by the new district. (Education Code 48904.3)

~~The district shall withhold grades, diploma or transcripts from any student transferring into the district whose misconduct caused a previous district to withhold them. When informed by the previous district that its decision has been rescinded, the district shall release these documents. (Education Code 48904.3)~~

~~(cf. 5125—Student Records)~~

*Legal Reference:*

EDUCATION CODE

~~48904~~ Liability of parent

~~48904.3~~ Withholding grades, diplomas, or transcripts of pupils causing property damage or injury; transfer of pupils to new school districts; notice to rescind decision to withhold

~~48911~~ Suspension by principal, designee or superintendent

~~49069~~ Absolute right to access

(12/91) 10/17



# **Administrative Regulation**

## **Withholding Grades, Diploma Or Transcripts**

**AR 5125.2**

### **Students**

When school property has been willfully damaged or not returned upon demand, the principal or designee shall inform the parent/guardian in writing of the responsible student's alleged misconduct and the reparation that may be due.

This notice shall include a statement that the district may withhold grades, diploma or transcripts from the student and parent/guardian until reparation is made.

(cf. 5131.5 - Vandalism, Theft and Graffiti)

(cf. 6161.2 - Damaged or Lost Instructional Materials)

If reparation is not made, the district shall afford the student his/her due process rights in conformance with Education Code expulsion procedures and may withhold the student's grades, diploma or transcripts.

(cf. 5144.1 - Suspension and Expulsion/Due Process)

If the student and parent/guardian are unable to pay for the damages or return the property, the principal or designee shall provide a program of voluntary work for the student to do. When this voluntary work is completed, the student's grades, diploma or transcripts shall be released. (Education Code 48904)

When a student from whom the district is withholding grades, diploma or transcripts transfers to another district, this information shall be sent to the new district with the student's records and a request that these items continue to be withheld until the new district receives notification that the debt has been cleared.

The Superintendent or designee shall notify the parent/guardian in writing that this district's decision to withhold grades, diploma or transcript will be enforced by the new district. (Education Code 48904.3)

The district shall withhold grades, diploma or transcripts from any student transferring into the district whose misconduct caused a previous district to withhold them. When informed by the previous district that its decision has been rescinded, the district shall release these documents. (Education Code 48904.3)

(cf. 5125 - Student Records)

**Legal Reference:**

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48911 Suspension by principal, designee or superintendent

49069 Absolute right to access

**Regulation     CENTER UNIFIED SCHOOL DISTRICT**  
**approved: October 15, 1992   Antelope, California**

# CSBA Sample

## Board Policy

Students

BP 5131.6(a)

### ALCOHOL AND OTHER DRUGS

Note: The following policy and accompanying administrative regulation reflect the purpose and goals of the Safe and Drug-Free Schools and Communities Act, 20 USC 7101-7184, as reauthorized by the No Child Left Behind Act. In addition, Health and Safety Code 11998.1 states the legislative intent that every school district have updated drug and alcohol abuse policies and procedures, including disciplinary procedures, to be given to all students, employees and parents/guardians.

The Governing Board believes that the use of alcohol or other drugs adversely affects a student's ability to achieve academic success, is physically and emotionally harmful, and has serious social and legal consequences. The Board desires to keep district schools free of alcohol and other drugs in order to help prevent violence, promote school safety and create a well-disciplined environment conducive to learning. The Superintendent or designee shall develop comprehensive programs and activities to foster safe, healthy, and drug-free environments that support academic achievement.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 4020 - Drug and Alcohol-Free Workplace)

(cf. 5137 - Positive School Climate)

Note: The Every Student Succeeds Act (P.L. 114-95) amended 20 USC 7101-7122 to establish the Student Support and Academic Enrichment Grants program, which may be used for several specified purposes including activities to improve school conditions for student learning. For participating districts, 20 USC 7118 requires parent/guardian involvement in program activities and encourages partnerships with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity. 20 USC 7116 specifies stakeholder groups that must be consulted in the development of the grant application, including parents/guardians, teachers, principals, other school leaders, specialized instructional support personnel, students, community-based organizations, local government representatives (e.g., law enforcement, juvenile court, child welfare agency, public housing agency), Indian tribes or tribal organization, charter school leaders and staff, and others with relevant and demonstrated expertise in alcohol and drug prevention and intervention.

In addition, Education Code 51268 encourages districts to collaborate with county offices of education in the provision of education programs for alcohol and drug prevention and to coordinate program planning and implementation with health, social services, criminal justice, education, and other entities.

The following paragraph may be revised to reflect district practice.

The district's alcohol and drug prevention and intervention programs shall be coordinated with other school and community-based services and programs and shall promote the involvement of parents/guardians. The Superintendent or designee may collaborate with the county office of education, community-based organizations, health providers, law enforcement agencies, local child welfare agencies, postsecondary



## ALCOHOL AND OTHER DRUGS (continued)

**institutions, businesses, and other public and private entities in program planning, implementation, and evaluation.**

*(cf. 1020 - Youth Services)*

*(cf. 1220 - Citizen Advisory Committees)*

*(cf. 6020 - Parent Involvement)*

**The Superintendent or designee shall develop, implement and evaluate a comprehensive prevention and intervention program that is coordinated with other school and community-based services and programs. The district's program shall be scientifically based and designed to prevent or reduce alcohol or other drug use and the possession and distribution of illegal drugs. It shall include primary prevention activities such as decision-making skills and conflict management, instruction, referral to a rehabilitation program, enforcement/discipline, activities that promote the involvement of parents/guardians and coordination with appropriate community agencies and organizations.**

**Note: Items #1-4 below reflect some of the types of programs that may be funded through the Student Support and Academic Enrichment Grants program pursuant to 20 USC 7118, as amended by P.L. 114-95, and may be revised to reflect district practice.**

**Prevention and intervention programs and activities may include, but are not limited to: (20 USC 7118)**

- 1. Evidence-based drug and violence prevention activities and programs that educate students against the use of alcohol, tobacco, cannabis, smokeless tobacco products, and electronic cigarettes**

*(cf. 5131.62 - Tobacco)*

- 2. Professional development and training for school staff, specialized instructional support personnel, and interested community members on drug prevention, education, early identification, intervention mentoring, recovery support services, and, where appropriate, rehabilitation referral**

*(cf. 4131 - Staff Development)*

*(cf. 4231 - Staff Development)*

*(cf. 4331 - Staff Development)*

- 3. School-based mental health services, including early identification of drug use and referrals to counseling services, and/or partnerships with public or private health care entities that have qualified mental and behavioral health professionals**

*(cf. 5141.6 - School Health Services)*

## ALCOHOL AND OTHER DRUGS (continued)

### 4. Programs and activities that provide mentoring and school counseling to all students, including students who are at risk of drug use and abuse

Note: Districts applying for funds under the Safe and Drug-Free Schools and Communities Act are required to develop a program to meet the "principles of effectiveness" as set forth in 20 USC 7105. The following paragraph is based on these principles and should be modified to reflect district practice.

The Board and Superintendent shall agree upon performance measures that will be used to monitor and determine the effectiveness of the district's programs in reducing drug and alcohol use. The Superintendent or designee shall develop and implement an evaluation process that includes ongoing assessment and analysis of objective data regarding the incidence of drug and alcohol use among district students, including discipline problems, and the prevalence of risk factors.

The Superintendent or designee shall clearly communicate to all students, staff, and parents/guardians the district's policies, regulations, and school rules related to the use of alcohol and other drugs on school campuses or at school activities. Information about program needs and goals shall be widely distributed in the community.

(*ef. 5131.61 - Drug Testing*)

(*ef. 5131.62 - Tobacco*)

(*ef. 5131.63 - Steroids*)

Staff should encourage students to participate as responsible partners in efforts to maintain a safe, constructive school climate.

(*ef. 5137 - Positive School Climate*)

Note: Health and Safety Code 11998.1 recommends that each school site have a citizen advisory committee on alcohol and other drug use. The following paragraph is optional.

The Board encourages the establishment of site-level advisory groups to assist in promoting alcohol and drug-free schools.

(*ef. 1220 - Citizen Advisory Committees*)

Note: Education Code 51268 encourages collaborative programs between districts and county offices of education. In addition, county primary prevention programs authorized by Health and Safety Code 11965-11965.5 emphasize a partnership between schools and the community. The following paragraph should be revised to reflect district practice.

The district's drug education program shall augment county drug education services, if any. District staff shall take every opportunity to cooperate with county and county office of education staff in planning and implementing collaborative alcohol and drug prevention programs.



## ALCOHOL AND OTHER DRUGS (continued)

(cf. 1020 – Youth Services)

(cf. 1400 – Relations Between Other Governmental Agencies and the Schools)

The Board and Superintendent shall agree upon performance measures that will be used to monitor and determine the effectiveness of the district's programs in reducing drug and alcohol use. The Superintendent or designee shall develop and implement an evaluation process that includes ongoing assessment and analysis of objective data regarding the incidence of drug and alcohol use among district students, including discipline problems, and the prevalence of risk factors.

### Instruction

The district shall provide science-based preventative instruction which has been proven effective in helping students avoid the use of alcohol and other drugs.

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

(cf. 6142.8 - Comprehensive Health Education)

(cf. 6143 - Courses of Study)

Note: Pursuant to 20 USC 7114 and 7162, drug prevention programs supported by the federal Safe and Drug-Free Schools and Communities Act must convey a clear and consistent message that the illegal use of alcohol and other drugs is wrong and harmful. In addition, Health and Safety Code 11999.2 and 11999.3 specify that a state agency may not allocate funds for a drug or alcohol-related program without written assurance that all aspects of the program reinforce the "no unlawful use" message. No aspect of the program may include a message on "responsible use" of drugs or alcohol if such use is unlawful.

All instruction and related materials shall consistently state that unlawful use of alcohol or other drugs is **wrong and harmful prohibited**. Instruction shall not include the concept of **any message on** responsible use of drugs or alcohol when such use is illegal. (20 USC 7114, 7162; Health and Safety Code 11999.2)

The district shall offer staff development activities for staff who implement the comprehensive drug and alcohol prevention and intervention program.

(cf. 1131 – Staff Development)

### Intervention, Referral, and Student Assistance Programs

Note: Pursuant to 20 USC 7115 7118, as amended by P.L. 114-95, programs which may be funded under the Safe and Drug-Free Schools and Communities Act Student Support and Academic Enrichment Grants program include programs of counseling, mentoring, referral services, and other student assistance programs. The following section may be revised to reflect district practice.

In addition, Education Code 215 mandates that any district serving grades 7-12 adopt a suicide prevention policy which contains measures and strategies for addressing the needs of high-risk groups, including, but not limited to, youth with substance use disorders. See BP/AR 5141.52 - Suicide Prevention.

**ALCOHOL AND OTHER DRUGS (continued)**

**The Superintendent or designee shall inform** school staff, students, and parents/guardians ~~shall be informed~~ about early warning signs which may indicate alcohol and other drug use and about appropriate agencies offering intervention programs, counseling, referral, and other student assistance programs.

The Board strongly encourages any student who is using alcohol or drugs to discuss the matter with his/her parent/guardian or with any staff member. Students who disclose their use of alcohol or other drugs when seeking help from an intervention or recovery program shall not be disciplined for such use.

*(cf. 5141.52 - Suicide Prevention)*

**Enforcement/Discipline**

**The Superintendent or designee shall take appropriate action to eliminate** ~~Students shall not~~ possession, use, or ~~sale of~~ **sell** alcohol and ~~or other drugs~~ and related paraphernalia on school grounds or at school-sponsored activities.

*(cf. 3513.3 - Tobacco-Free Schools)*

*(cf. 3513.4 - Drug and Alcohol Free Schools)*

*(cf. 5131 - Conduct)*

*(cf. 5131.61 - Drug Testing)*

*(cf. 5131.63 - Steroids)*

*(cf. 5145.11 - Questioning and Apprehension by Law Enforcement)*

*(cf. 5145.12 - Search and Seizure)*

**The Superintendent or designee shall clearly communicate to all students, staff, and parents/guardians the district's policies, regulations, and school rules related to the use of alcohol and other drugs.**

**Note: Pursuant to Education Code 48900, a student's unlawful possession, use, sale, or furnishing of alcohol or a controlled substance is a ground for suspension or expulsion; see AR 5144.1 - Suspension and Expulsion/Due Process.** Education Code 48915 requires immediate suspension and mandates expulsion for any student who sells ~~or provides alcohol or other~~ drugs at school or while under school jurisdiction. In addition, Education Code 48902 requires districts to notify law enforcement of any acts which may involve the possession or sale of narcotics or a controlled substance. ~~See AR 5144.1 - Suspension and Expulsion/Due Process language reflecting these requirements.~~ However, when suspension and expulsion are not mandated, districts should consider whether it is appropriate to use an alternative discipline that maintains safety and order on campus and corrects student misbehavior without unnecessarily excluding students from school or discouraging them from seeking assistance for substance abuse.

~~Students possessing, using or selling alcohol or other drugs or related paraphernalia shall be subject to disciplinary procedures including suspension or expulsion and/or referral to law enforcement in accordance with law, Board policy and administrative regulation. In addition,~~

## ALCOHOL AND OTHER DRUGS (continued)

~~such students may be referred to an appropriate counseling program, transferred to an alternative placement, and/or be restricted from extracurricular activities, including athletics~~

**Any student found selling a controlled substance listed in Health and Safety Code 11053-11058 shall be expelled in accordance with BP/AR 5144.1 - Suspension and Expulsion/Due Process. A student found to have committed another drug or alcohol offense, including possession or intoxication, shall be referred to appropriate behavioral interventions or student assistance programs, and may be subject to discipline on a case-by-case basis.**

*(cf. 5144 - Discipline)*

*(cf. 5144.1 - Suspension and Expulsion/Due Process)*

*(cf. 6145 - Extracurricular and Cocurricular Activities)*

### Program Evaluation

**Note: Pursuant to 20 USC 7116, as amended by P.L. 114-95, an application for Student Support and Academic Enrichment Grants must include a description of how the district will periodically evaluate program effectiveness based on identified program objectives and outcomes. The following paragraph may be revised to reflect district practice.**

**The Board and Superintendent shall agree upon performance measures that will be used to monitor and determine the effectiveness of the district's programs in reducing drug and alcohol use. The Superintendent or designee shall develop and implement an evaluation process that includes ongoing assessment and analysis of objective data regarding the incidence of drug and alcohol use among district students, including discipline problems, and the prevalence of risk factors. periodically report to the Board on the effectiveness of district activities in achieving identified objectives and outcomes. (20 USC 7116)**

*(cf. 0500 - Accountability)*

*Legal Reference: (see next page)*



**ALCOHOL AND OTHER DRUGS (continued)***Legal Reference:*EDUCATION CODE

44049 Known or suspected alcohol or drug abuse by student  
 44645 In-service training anabolic steroids  
 48900 Suspension or expulsion (grounds)  
 48900.5 Suspension, limitation on imposition; exception  
 48901 Smoking or use of tobacco prohibited  
 48901.5 Prohibition of electronic signaling devices  
 48902 Notification of law enforcement authorities; civil or criminal immunity  
 48909 Narcotics or other hallucinogenic drugs  
 48915 Expulsion; particular circumstances  
 49602 Confidentiality of pupil information  
 51202 Instruction in personal and public health and safety  
 51203 Instruction on alcohol, narcotics and restricted dangerous drugs  
 51210 Areas of study  
 51220 Areas of study, grades 7 to 12  
 51260-51269 Drug education  
 60041 Instructional materials  
 60110-60115 Instructional materials on alcohol and drug education

BUSINESS AND PROFESSIONS CODE

25608 Alcohol on school property; use in connection with instruction

HEALTH AND SAFETY CODE

11032 Narcotics, restricted dangerous drugs and marijuana  
 11053-11058 Standards and schedules  
 11353.6 Juvenile Drug Trafficking and Schoolyard Act  
 11357 Unauthorized possession of marijuana; possession in school or on school grounds  
 11361.5 Destruction of arrest or conviction records  
 11372.7 Drug program fund; uses  
 11802 Joint school-community alcohol abuse primary education and prevention program  
 11965-11969 The School-Community Primary Prevention Program  
 11998-11998.3 Drug and Alcohol Abuse Master Plans  
 11999-11999.3 Alcohol and drug program funding; no unlawful use  
 124175-124200 Adolescent family life program

PENAL CODE

13860-13864 Suppression of drug abuse in schools

VEHICLE CODE

13202.5 Drug and alcohol related offenses by person under age of 21, but aged 13 or over;

WELFARE AND INSTITUTIONS CODE

828 Disclosure of information re minors  
 828.1 Disclosure of criminal records; protection of vulnerable staff & students

UNITED STATES CODE, TITLE 20

5812 National education goals  
 7101-7184 Safe and Drug-Free Schools and Communities Act  
 7101-7122 Student Support and Academic Enrichment Grants

## ALCOHOL AND OTHER DRUGS (continued)

### Management Resources:

#### WEB SITES

California Department of Education, Alcohol, Tobacco and Other Drug Prevention:  
<http://www.cde.ca.gov/ls/he/at>

California Healthy Kids: <http://www.californiahealthykids.org>

U.S. Department of Education, Office of Safe and Drug Free Schools:  
<http://www.ed.gov/about/offices/list/osdfs/index.html>

Office of Safe and Healthy Students: <https://www2.ed.gov/about/offices/list/ose/oshs>

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(2/96 7/04) 10/17

# **Center USD**

## **Board Policy**

### **Alcohol And Other Drugs**

**BP 5131.6**  
**Students**

The Governing Board believes that the use of alcohol or other drugs adversely affects a student's ability to achieve academic success, is physically and emotionally harmful, and has serious social and legal consequences. The Board desires to keep district schools free of alcohol and other drugs in order to help prevent violence, promote school safety and create a well-disciplined environment conducive to learning.

The Superintendent or designee shall develop, implement and evaluate a comprehensive prevention and intervention program that is coordinated with other school and community-based services and programs. The district's program shall be scientifically based and designed to prevent or reduce alcohol or other drug use and the possession and distribution of illegal drugs. It shall include primary prevention activities such as decision-making skills and conflict management, instruction, referral to a rehabilitation program, enforcement/discipline, activities that promote the involvement of parents/guardians and coordination with appropriate community agencies and organizations.

(cf. 0450 - Comprehensive Safety Plan)  
(cf. 1020 - Youth Services)  
(cf. 4020 - Drug and Alcohol-Free Workplace)  
(cf. 5138 - Conflict Resolution/Peer Mediation)  
(cf. 6020 - Parent Involvement)

The Board and Superintendent shall agree upon performance measures that will be used to monitor and determine the effectiveness of the district's program in reducing drug and alcohol use. The Superintendent or designee shall develop and implement an evaluation process that includes ongoing assessment and analysis of objective data regarding the incidence of drug and alcohol use among district students, including discipline problems, and the prevalence of risk factors.

The Superintendent or designee shall consult with principals, teachers, other school personnel, students and parents/guardians when developing the district's program.

The Superintendent or designee shall clearly communicate to all students, staff and parents/guardians the district's policies, regulations and school rules related to the use of alcohol and other drugs on school campuses or at school activities. Information about program needs and goals shall be widely distributed in the community.

(cf. 5131.61 - Drug Testing)  
(cf. 5131.62 - Tobacco)  
(cf. 5131.63 - Anabolic Steroids)

Staff should encourage students to participate as responsible partners in efforts to maintain a safe, constructive school climate.

(cf. 5137 - Positive School Climate)

The Board encourages the establishment of site-level advisory groups to assist in promoting alcohol- and drug-free schools.

(cf. 1220 - Citizen Advisory Committees)

The district's drug education program shall augment county drug education services, if any. District staff shall take every opportunity to cooperate with county and county office of education staff in planning and implementing collaborative alcohol and drug prevention programs.

(cf. 1020 - Youth Services)  
(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

#### Instruction

The district shall provide science-based preventative instruction which has been proven effective in helping students avoid the use of alcohol and other drugs.

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)  
(cf. 6142.8 - Comprehensive Health Education)  
(cf. 6143 - Courses of Study)

All instruction and related materials shall consistently state that unlawful use of alcohol or other drugs is wrong and harmful. Instruction shall not include the concept of responsible use of drugs or alcohol when such use is illegal. (20 USC 7114, 7162; Health and Safety Code 11999.2)

The district shall offer staff development activities for staff who implement the comprehensive drug and alcohol prevention and intervention program.

(cf. 4131 - Staff Development)

#### Intervention, Referral and Student Assistance Programs

School staff, students and parents/guardians shall be informed about early warning signs which may indicate alcohol and other drug use and about appropriate agencies offering intervention programs, counseling, referral and other student assistance programs.



The Board strongly encourages any student who is using alcohol or drugs to discuss the matter with his/her parent/guardian or with any staff member. Students who disclose their use of alcohol or other drugs when seeking help from an intervention or recovery program shall not be disciplined for such use.

#### Enforcement/Discipline

The Superintendent or designee shall take appropriate action to eliminate possession, use or sale of alcohol and other drugs and related paraphernalia on school grounds or at school-sponsored activities.

(cf. 5131 - Conduct)

(cf. 5145.11 - Questioning and Apprehension)

(cf. 5145.12 - Search and Seizure)

Students possessing, using or selling alcohol or other drugs or related paraphernalia shall be subject to disciplinary procedures including suspension or expulsion and/or referral to law enforcement in accordance with law, Board policy and administrative regulation. In addition, such students may be referred to an appropriate counseling program, transferred to an alternative placement, and/or be restricted from extracurricular activities, including athletics.

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 6145 - Extracurricular and Cocurricular Activities)

#### Legal Reference:

##### EDUCATION CODE

44049 Known or suspected alcohol or drug abuse by student

44645 In-service training anabolic steroids

48900 Suspension or expulsion (grounds)

48900.5 Suspension, limitation on imposition; exception

48901 Smoking or use of tobacco prohibited

48901.5 Prohibition of electronic signaling devices

48902 Notification of law enforcement authorities; civil or criminal immunity

48909 Narcotics or other hallucinogenic drugs

48915 Expulsion; particular circumstances

49602 Confidentiality of pupil information

51202 Instruction in personal and public health and safety

51203 Instruction on alcohol, narcotics and restricted dangerous drugs

51210 Areas of study

51220 Areas of study, grades 7 to 12

51260-51269 Drug education



60041 Instructional materials

60110-60115 Instructional materials on alcohol and drug education

**BUSINESS AND PROFESSIONS CODE**

25608 Alcohol on school property; use in connection with instruction

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11032 Narcotics, restricted dangerous drugs and marijuana

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11353.6 Juvenile Drug Trafficking and Schoolyard Act

11357 Unauthorized possession of marijuana; possession in school or on school grounds

11361.5 Destruction of arrest or conviction records

11372.7 Drug program fund; uses

11802 Joint school-community alcohol abuse primary education and prevention program

11998-11998.3 Drug and Alcohol Abuse Master Plans

11999-11999.3 Alcohol and drug program funding; no unlawful use

124175-124200 Adolescent family life program

**PENAL CODE**

13860-13864 Suppression of drug abuse in schools

**VEHICLE CODE**

13202.5 Drug and alcohol related offenses by person under age of 21, but aged 13 or over;

**WELFARE AND INSTITUTIONS CODE**

828 Disclosure of information re minors

828.1 Disclosure of criminal records; protection of vulnerable staff & students

**UNITED STATES CODE, TITLE 20**

5812 National education goals

7101-7184 Safe and Drug-Free Schools and Communities Act

**Management Resources:**

**WEB SITES**

California Department of Education, Alcohol, Tobacco and Other Drug Prevention:

<http://www.cde.ca.gov/ls/he/at>

California Healthy Kids: <http://www.californiahealthykids.org>

U.S. Department of Education, Office of Safe and Drug Free Schools:

<http://www.ed.gov/about/offices/list/osdfs/index.html>

**Policy CENTER UNIFIED SCHOOL DISTRICT**

adopted: October 6, 2004     Antelope, California

Delete

## Center USD

### Exhibit

#### Steroids

E 5131.63

#### Students

### AGREEMENT FOR STUDENT ATHLETE AND PARENT/GUARDIAN REGARDING USE OF STEROIDS

\_\_\_\_\_  
(print name of student athlete)

Directions: As a condition of membership in the California Interscholastic Federation (CIF) and in accordance with Education Code 49030, the Governing Board of the Center Unified School District has adopted Board Policy 5131.63 prohibiting the use and abuse of androgenic/anabolic steroids as specified below. CIF Bylaw 524 requires that all participating students and their parents/guardians sign this agreement.

By signing below, we agree that the student shall not use androgenic/anabolic steroids or any dietary supplement banned by the U.S. Anti-Doping Agency as well as the substance synephrine, without a written prescription from a licensed health care practitioner to treat a medical condition.

We recognize that under CIF Bylaw 200.D the student may be subject to penalties, including ineligibility for any CIF competition, if the student or his/her parent/guardian provides false or fraudulent information to the CIF.

We understand that the student's violation of the district's policy regarding steroids may result in discipline against him/her including, but not limited to, restriction from athletics or suspension or expulsion from school.

Signature of student athlete

Date

Signature of parent/guardian Date

ExhibitCENTER UNIFIED SCHOOL DISTRICT  
version: August 16, 2006 Antelope, California

# CSBA Sample

## Board Policy

Students

BP 5144(a)

### DISCIPLINE

Note: The following policy is **optional**. Pursuant to Education Code 52060-52077, as added by AB 97 (Ch. 47, Statutes of 2013), the Governing Board is required to adopt, ~~for the district and each school under its jurisdiction,~~ a local control and accountability plan (LCAP) that includes a description of the specific actions that the district intends to take in order to achieve its annual goals in specific priority areas, including student engagement and school climate. See BP/AR 0460 - Local Control and Accountability Plan.

Since a district's ability to meet its goals around these priorities is impacted by its student discipline policies and practices, the Board must be careful to enact rules that are effective in maintaining safety and order on campus and in correcting student misbehavior without unnecessarily excluding students from school or participation in instruction. **Education Code 48900 State law** specifies behaviors for which a student may be suspended and/or recommended for expulsion (see BP/AR 5144.1 - Suspension and Expulsion/Due Process) and authorizes the use of age-appropriate alternatives designed to address a student's specific misbehavior, including those listed in Education Code 48900.5 and 48900.6.

In addition, the U.S. Department of Justice's Civil Rights Division and the U.S. Department of Education's Office for Civil Rights (OCR), in their joint January 2014 Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, state that studies have suggested a correlation between exclusionary discipline policies and practices (such as suspension and expulsion) and an array of serious educational, economic, and social problems, including school avoidance, diminished educational engagement, decreased academic achievement, increased behavior problems, and increased likelihood of dropping out, substance abuse, and involvement with the juvenile justice system. Consequently, they recommend that districts adopt alternative disciplinary measures that provide students with appropriate interventions and supports as a means for preventing and addressing student misbehavior.

The Governing Board is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and to preparing students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

*(cf. 5113.1 - Chronic Absence and Truancy)*

*(cf. 5131 - Conduct)*

*(cf. 5131.1 - Bus Conduct)*

*(cf. 5131.2 - Bullying)*

*(cf. 5137 - Positive School Climate)*

*(cf. 5145.9 - Hate-Motivated Behavior)*

*(cf. 6020 - Parent Involvement)*

The Superintendent or designee shall ~~design a complement of~~ **develop** effective, age-appropriate strategies for maintaining a positive school climate and correcting student misbehavior at district schools. The strategies shall focus on providing students with needed



## **DISCIPLINE** (continued)

supports; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of district discipline policies and practices.

*(cf. 5138 - Conflict Resolution/Peer Mediation)*

*(cf. 6164.2 - Guidance/Counseling Services)*

In addition, the Superintendent or designee's strategies **for correcting student misconduct** shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures **as a means for correcting student misbehavior**.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required **or permitted** by law or when other means of correction have been documented to have failed. (Education Code 48900.5)

*(cf. 5020 - Parent Rights and Responsibilities)*

*(cf. 5144.1 - Suspension and Expulsion/Due Process)*

*(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))*

*(cf. 6159.4 - Behavioral Interventions for Special Education Students)*

*(cf. 6164.5 - Student Success Teams)*

**Note:** Pursuant to Education Code 49557.5, as added by SB 250 (Ch. 726, Statutes of 2017), districts must ensure that any discipline imposed on a student does not result in the denial or delay of a nutritionally adequate meal. The following paragraph is for use by districts participating in the National School Lunch and/or Breakfast Program (42 USC 1751-1769j, 1773), or any district in which there is a school required to serve a free or reduced-price meal during the school day pursuant to Education Code 49550.

**School personnel and volunteers shall not allow any disciplinary action taken against a student to result in the denial or delay of a school meal. (Education Code 49557.5)**

*(cf. 3550 - Food Service/Child Nutrition Program)*

*(cf. 3551 - Food Service Operations/Cafeteria Fund)*

*(cf. 3553 - Free and Reduced Price Meals)*

**Note:** The following optional paragraph may be revised to reflect district practice. According to Public Counsel's model policy issued as part of the Fix School Discipline Project, a discipline matrix that lists violations and consequences could be a useful guide to school site administrators with regard to when suspension or expulsion referrals should be utilized.

~~The Superintendent or designee shall create a model discipline matrix that lists violations and the consequences for each as allowed by law.~~

## DISCIPLINE (continued)

Note: Education Code 35291.5 authorizes, but does not require, school sites to adopt rules and procedures for student discipline. Pursuant to Education Code 32282, any adopted site-level discipline rules must be included in the comprehensive safety plan; see BP/AR 0450 - Comprehensive Safety Plan. The following paragraph is optional.

The administrative staff at each school may develop disciplinary rules to meet the school's particular needs consistent with law, Board policy, and district regulations. The Board, at an open meeting, shall review the approved school discipline rules for consistency with Board policy and state law. Site-level disciplinary rules shall be included in the district's comprehensive safety plan. (Education Code **32282**, 35291.5, **32282**)

*(cf. 0450 - Comprehensive Safety Plan)*

*(cf. 9320 - Meetings and Notices)*

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and opportunity to learn.

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*

*(cf. 5145.3 - Nondiscrimination/Harassment)*

*(cf. 5145.7 - Sexual Harassment)*

The Superintendent or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively implement the disciplinary strategies adopted for district schools, including, but not limited to, consistent school and classroom management skills, effective accountability and positive intervention techniques, and development of strong, cooperative relationships with parents/guardians.

*(cf. 4131 - Staff Development)*

*(cf. 4231 - Staff Development)*

*(cf. 4331 - Staff Development)*

Note: Pursuant to Education Code 52060, **as added by AB 97 (Ch. 47, Statutes of 2013)**, the district must annually adopt an LCAP that includes a description of district goals for improving school climate, as provided in the following paragraph.

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety, and other local measures, shall be included in the district's local control and accountability plan, as required by law.

**DISCIPLINE** (continued)

*(cf. 0460 - Local Control and Accountability Plan)*  
*(cf. 3100 - Budget)*

At the beginning of each school year, the Superintendent or designee shall report to the Board regarding disciplinary strategies used in district schools in the immediately preceding school year and their effect on student learning.

*Legal Reference: (see next page)*

## DISCIPLINE (continued)

### Legal Reference:

#### EDUCATION CODE

32280-32288 School safety plans

35146 Closed sessions

35291 Rules

35291.5-35291.7 School-adopted discipline rules

37223 Weekend classes

44807.5 Restriction from recess

48900-48926 Suspension and expulsion

48980-48985 Notification of parent/guardian

49330-49335 Injurious objects

**49550-49562 Meals for needy students**

52060-52077 Local control and accountability plan

#### CIVIL CODE

1714.1 Parental liability for child's misconduct

#### CODE OF REGULATIONS, TITLE 5

307 Participation in school activities until departure of bus

353 Detention after school

#### UNITED STATES CODE, TITLE 42

**1751-1769j School Lunch Program**

**1773 School Breakfast Program**

### Management Resources:

#### CSBA PUBLICATIONS

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

Maximizing Opportunities for Physical Activity during the School Day, Fact Sheet, 2009

#### CALIFORNIA DEPARTMENT OF EDUCATION PROGRAM ADVISORIES

Classroom Management: A California Resource Guide for Teachers and Administrators of Elementary and Secondary Schools, 2000

#### STATE BOARD OF EDUCATION POLICIES

01-02 School Safety, Discipline, and Attendance, March 2001

#### U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, January 2014

#### WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

Public Counsel: <http://www.fixschooldiscipline.org>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

(11/12 4/14) 12/17

# **Center Unified SD**

## **Board Policy**

### **Discipline**

**BP 5144**

**Students**

The Governing Board is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and to preparing students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

(cf. 5131 - Conduct)  
(cf. 5131.1 - Bus Conduct)  
(cf. 5131.2 - Bullying)  
(cf. 5137 - Positive School Climate)  
(cf. 5138 - Conflict Resolution/Peer Mediation)  
(cf. 5145.9 - Hate-Motivated Behavior)  
(cf. 6020 - Parent Involvement)

The Superintendent or designee shall design a complement of effective, age-appropriate strategies for maintaining a positive school climate and correcting student misbehavior at district schools. The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of district discipline policies and practices.

In addition, the Superintendent or designee's strategies shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures as a means for correcting student misbehavior.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required by law or when other means of correction have been documented to have failed. (Education Code 48900.5)

(cf. 5020 - Parent Rights and Responsibilities)  
(cf. 5144.1 - Suspension and Expulsion/Due Process)  
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))  
(cf. 6159.4 - Behavioral Interventions for Special Education Students)  
(cf. 6164.5 - Student Success Teams)



The administrative staff at each school may develop disciplinary rules to meet the school's particular needs consistent with law, Board policy, and district regulations. The Board, at an open meeting, shall review the approved school discipline rules for consistency with Board policy and state law. Site-level disciplinary rules shall be included in the district's comprehensive safety plan. (Education Code 35291.5, 32282)

(cf. 0450 - Comprehensive Safety Plan)  
(cf. 9320 - Meetings and Notices)

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and opportunity to learn.

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

(cf. 0410 - Nondiscrimination in District Programs and Activities)  
(cf. 5145.3 - Nondiscrimination/Harassment)  
(cf. 5145.7 - Sexual Harassment)

The Superintendent or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively implement the disciplinary strategies adopted for district schools, including, but not limited to, consistent school and classroom management skills, effective accountability and positive intervention techniques, and development of strong, cooperative relationships with parents/guardians.

(cf. 4131 - Staff Development)  
(cf. 4231 - Staff Development)  
(cf. 4331 - Staff Development)

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety, and other local measures, shall be included in the district's local control and accountability plan, as required by law.

(cf. 0460 - Local Control and Accountability Plan)  
(cf. 3100 - Budget)

At the beginning of each school year, the Superintendent or designee shall report to the Board regarding disciplinary strategies used in district schools in the immediately preceding school year and their effect on student learning.

**Legal Reference:**

**EDUCATION CODE**

32280-32288 School safety plans

35146 Closed sessions

35291 Rules

35291.5-35291.7 School-adopted discipline rules

37223 Weekend classes

44807.5 Restriction from recess

48900-48926 Suspension and expulsion

48980-48985 Notification of parent/guardian

49330-49335 Injurious objects

52060-52077 Local control and accountability plan

**CIVIL CODE**

1714.1 Parental liability for child's misconduct

**CODE OF REGULATIONS, TITLE 5**

307 Participation in school activities until departure of bus

353 Detention after school

**Management Resources:**

**CSBA PUBLICATIONS**

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

Maximizing Opportunities for Physical Activity during the School Day, Fact Sheet, 2009

**CALIFORNIA DEPARTMENT OF EDUCATION PROGRAM ADVISORIES**

Classroom Management: A California Resource Guide for Teachers and Administrators of Elementary and Secondary Schools, 2000

**STATE BOARD OF EDUCATION POLICIES**

01-02 School Safety, Discipline, and Attendance, March 2001

**U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS**

**PUBLICATIONS**

Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, January 2014

**WEB SITES**

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

Public Counsel: <http://www.fixschooldiscipline.org>

U.S. Department of Education, Office for Civil Rights:

<http://www.ed.gov/about/offices/list/ocr>

**Policy CENTER UNIFIED SCHOOL DISTRICT**

adopted: November 19, 2014 Antelope, California



# CSBA Sample

## Board Policy

Students

BP 5144.1(a)

### SUSPENSION AND EXPULSION/DUE PROCESS

Note: Education Code 35291 requires the Governing Board to prescribe rules and regulations for maintaining discipline in the schools under its jurisdiction. ~~In addition,~~ Education Code 48918 mandates the setting of rules and regulations for student expulsion as specified in this Board policy and the accompanying administrative regulation.

While recognizing that suspension or expulsion of students is sometimes necessary, legislative, administrative, regulatory, civic, and educational leaders are united in the belief that instructional time should be used for student learning purposes and that school discipline should be imposed in a way that, as much as possible, ~~would~~ does not exclude students from school or limit their ability or opportunity to learn. ~~In addition,~~ According to the U.S. Department of Justice's Civil Rights Division (DOJ) and the U.S. Department of Education's Office for Civil Rights (OCR), in their joint January 2014 Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, ~~state that studies have suggested~~ suggest a correlation between exclusionary discipline policies and practices (such as suspension and expulsion) and an array of serious educational, economic, and social problems, including school avoidance and diminished educational engagement, decreased academic achievement, increased behavior problems, and increased likelihood of dropping out, substance abuse, and involvement with the juvenile justice system. Consequently, they recommend that districts adopt alternative disciplinary measures that provide students with appropriate interventions and supports as a means for preventing and addressing student misbehaviors.

Pursuant to Education Code 48900.5, a district is not authorized to suspend a student for certain specified violations unless ~~the student has been subjected to~~ other means of correction ~~which~~ have failed to bring about proper conduct. Such other means of correction include, but are not limited to, conferences between school personnel and the student and his/her parents/guardians; use of study, guidance, or other intervention teams to develop a plan to address the behavior in partnership with the student; and participation in a restorative justice program. For further information about specific disciplinary strategies, including alternatives to class or school removals, see BP/AR 5144 - Discipline. Education Code 48900.5 ~~also~~ authorizes a district to document in a student's records the alternative means of correction used to address the student's behavior. Furthermore, when a student is being suspended by the Superintendent, principal, or designee, Education Code 48911, as amended by AB 667 (Ch. 445, Statutes of 2017), requires that the student be informed, during the informal conference that precedes the suspension, of the other means of correction that were attempted before the suspension.

~~The need to implement means of correction other than suspension and expulsion is underscored by Education Code 52060-52077, which require districts to adopt and annually update a local control and accountability plan (LCAP) including descriptions of the district's and each school's goals for improving student engagement and school climate, as measured by rates of student absenteeism, suspension and expulsion, and other relevant measures identified by the Board.~~

The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

(cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

## **SUSPENSION AND EXPULSION/DUE PROCESS (continued)**

*(cf. 5131.2 - Bullying)*

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the accompanying administrative regulation.

Note: Pursuant to Education Code 48900(s), a student may be subject to discipline only when the violation is related to a school activity or school attendance as specified below. A student may also be disciplined for violations committed away from school if it is related to a school activity or to school attendance. For example, Education Code 48900 defines bullying by means of an electronic act as including an act that originates off campus; see the accompanying administrative regulation and BP/AR 5131.2 - Bullying. Another example is the hostile school environment which a victim may suffer from sexual harassment that occurs off campus; see BP/AR 5145.7 - Sexual Harassment.

Except when otherwise permitted by law, a student may be suspended or expelled only when his/her behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus

*(cf. 5112.5 - Open/Closed Campus)*

4. During, going to, or coming from a school-sponsored activity

Note: The following paragraph addresses the problem of unlawful discrimination in the administration of student discipline. In their joint January 2014 Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, the DOJ and OCR noted that, based on the civil rights data collection conducted by OCR, students of certain racial or ethnic groups tended to be disciplined more, and sometimes more harshly, than their similarly situated peers in violation of federal nondiscrimination laws. The letter warned that any district determined to have engaged in unlawful discrimination could be subject to OCR investigation and significant remedial action.

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*

### **Appropriate Use of Suspension Authority**

Note: Education Code 48900.5 requires districts to use other means of correction instead of suspension or expulsion except when a student commits certain enumerated offenses. The following section reflects legislative intent regarding appropriate use of suspension as a means of disciplining students and may be modified to reflect district practice.

**SUSPENSION AND EXPULSION/DUE PROCESS (continued)**

Except when a student's act violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12" of the accompanying administrative regulation, or when his/her presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

(cf. 1020 - Youth Services)  
 (cf. 5138 - Conflict Resolution/Peer Mediation)  
 (cf. 5144 - Discipline)  
 (cf. 6142.4 - Service Learning/Community Service Classes)  
 (cf. 6164.2 - Guidance/Counseling Services)  
 (cf. 6164.5 - Student Success Teams)

Note: The following optional paragraph may be revised to reflect district practice.

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

Note: Education Code 48900(k), as amended by AB 420 (Ch. 660, Statutes of 2014), prohibits a district from suspending students in grades K-3 for disruption or willful defiance. As amended, Education Code 48900(k) and authorizes, but does not require, a district to suspend students in grades 4-12 for disruption or willful defiance. Even with this authority, districts should be careful in using these grounds, as available data have indicated a disproportionate use with certain student subgroups. Option 1 below is for use by any district that chooses to suspend students in grades 4-12 for disruption and/or willful defiance as authorized pursuant to Education Code 48900(k). Any district that chooses to eliminate disruption and willful defiance as reasons for suspending any of its students from school should select Option 2 below. Such districts should also delete the first paragraph in the section titled "Additional Grounds for Suspension and Expulsion: Grades 4-12," in the accompanying administrative regulation.

Each option below reflects an exception granted to teachers pursuant to Education Code 48910 to suspend students, including a K-3 student, from class; see section "Suspension from Class by a Teacher" in the accompanying administrative regulation.

**OPTION 1:** No student in grades K-3 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

~~**OPTION 2:** No student may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)~~

Note: The following optional paragraph reflects the Legislature's intent, expressed in Education Code 48900, concerning disciplinary actions against truant, tardy, or absent students. Since these are not enumerated offenses, a district does not have the authority to suspend or expel students for committing any of these acts.

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

## SUSPENSION AND EXPULSION/DUE PROCESS (continued)

(cf. 5113 - Absences and Excuses)

(cf. 5113.1 - Chronic Absence and Truancy)

### On-Campus Suspension

Note: As an alternative to off-campus suspension, Education Code 48911.1 authorizes a supervised suspension classroom program for students who pose no imminent danger to anyone at school and who have not been recommended for expulsion, as specified below. Education Code 48911.2 states that, if the number of students suspended during the prior year exceeds 30 percent of the school's enrollment, the district should consider implementing this program and/or another program of on-campus progressive discipline program. However, Education Code 48900.5 requires a district to try other means of correction and document that these means have failed to bring about proper conduct before imposing a supervised suspension.

The following optional section is for use by districts implementing a supervised suspension classroom program. Such districts may continue to claim funding apportionments for students so assigned, provided they meet specific criteria which are set forth under "Supervised Suspension Classroom" in the accompanying administrative regulation. A district does not receive funding for off-campus suspensions.

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

### Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence

(cf. 5131.7 - Weapons and Dangerous Instruments)

2. Selling or otherwise furnishing a firearm
3. Brandishing a knife at another person

## **SUSPENSION AND EXPULSION/DUE PROCESS (continued)**

4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4
6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation under "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12," the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

A vote to expel a student shall be taken in **a public an open session of a Board meeting.**

Note: Pursuant to Education Code 48917, the Board may decide to suspend the enforcement of an order for expulsion as long as a student satisfies specific conditions. See the accompanying administrative regulation for criteria. In addition, the Attorney General opined in 80 Ops.Cal.Atty.Gen. 85 (1997) that the enforcement of an expulsion order may be suspended even in those cases where the student has committed an offense for which expulsion is required by law. Legal counsel should be consulted as appropriate.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917)

~~Note: Education Code 48900(k), as amended by AB 420 (Ch. 660, Statutes of 2014), prohibits a district from expelling any student for disruption or willful defiance.~~

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

### **Due Process**

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their due process rights under the law. The



## **SUSPENSION AND EXPULSION/DUE PROCESS (continued)**

Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5, 48918)

*(cf. 5119 - Students Expelled from Other Districts)*

*(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))*

### **Maintenance and Monitoring of Outcome Data**

Note: Pursuant to Education Code 48900.8 and 48916.1, the district is required to maintain data related to suspensions and expulsions and to report such data to the Superintendent of Public Instruction. ~~In addition, pursuant to Education Code 52060, a district is required to address school climate in its LCAP, by including an assessment of baseline data regarding suspension and expulsion rates by student subgroups and schools and setting goals for improving those rates and other related factors. The DOJ and OCR, in their joint January 2014 Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, recommend that districts maintain disaggregated discipline information to ensure transparency and facilitate community discussion.~~

The Superintendent or designee shall annually present to the Board a report of the outcome data which the district is required to collect pursuant to Education Code 48900.8 and 48916.1, including the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period.

Note: Pursuant to Education Code 52060, districts are required to address school climate in the local control and accountability plan, as measured by student suspension and expulsion rates and other local measures for each school and each numerically significant student subgroup. As defined in Education Code 52052, numerically significant subgroups include ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students, when there are at least 30 students in the subgroup or at least 15 foster youth or homeless students.

~~The report shall be disaggregated~~ **In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and students with disabilities homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.**

*(cf. 0460 - Local Control and Accountability Plan)*

## **SUSPENSION AND EXPULSION/DUE PROCESS (continued)**

### *Legal Reference:*

#### EDUCATION CODE

212.5 Sexual harassment

233 Hate violence

1981-1981.5 Enrollment of students in community school

17292.5 Program for expelled students

32261 Interagency School Safety Demonstration Act of 1985

35145 Open board meetings

35146 Closed sessions (regarding suspensions)

35291 Rules (for government and discipline of schools)

35291.5 Rules and procedures on school discipline

48645.5 Readmission; contact with juvenile justice system

48660-48666 Community day schools

48853.5 Foster youth

48900-48927 Suspension and expulsion

48950 Speech and other communication

48980 Parental notifications

49073-49079 Privacy of student records

52052 Numerically significant student subgroups

52060-52077 Local control and accountability plan

#### CIVIL CODE

47 Privileged communication

48.8 Defamation liability

#### CODE OF CIVIL PROCEDURE

1985-1997 Subpoenas; means of production

#### GOVERNMENT CODE

11455.20 Contempt

54950-54963 Ralph M. Brown Act

#### HEALTH AND SAFETY CODE

11014.5 Drug paraphernalia

11053-11058 Standards and schedules

#### LABOR CODE

230.7 Discharge or discrimination against employee for taking time off to appear in school on behalf of a child

#### PENAL CODE

31 Principal of a crime, defined

240 Assault defined

241.2 Assault fines

242 Battery defined

243.2 Battery on school property

243.4 Sexual battery

245 Assault with deadly weapon

245.6 Hazing

*Legal Reference continued: (see next page)*

## SUSPENSION AND EXPULSION/DUE PROCESS (continued)

### *Legal Reference: (continued)*

#### PENAL CODE (continued)

- 261 Rape defined
- 266c Unlawful sexual intercourse
- 286 Sodomy defined
- 288 Lewd or lascivious acts with child under age 14
- 288a Oral copulation
- 289 Penetration of genital or anal openings
- 417.27 Laser pointers
- 422.55 Hate crime defined
- 422.6 Interference with exercise of civil rights
- 422.7 Aggravating factors for punishment
- 422.75 Enhanced penalties for hate crimes
- 626.2 Entry upon campus after written notice of suspension or dismissal without permission
- 626.9 Gun-Free School Zone Act of 1995
- 626.10 Dirks, daggers, knives, razors, or stun guns
- 868.5 Supporting person; attendance during testimony of witness

#### WELFARE AND INSTITUTIONS CODE

- 729.6 Counseling

#### UNITED STATES CODE, TITLE 18

- 921 Definitions, firearm

#### UNITED STATES CODE, TITLE 20

- 1415(K) Placement in alternative educational setting

#### ~~7154~~ 7961 Gun-free schools

#### UNITED STATES CODE, TITLE 42

- 11432-11435 Education of homeless children and youths

#### COURT DECISIONS

T.H. v. San Diego Unified School District (2004) 122 Cal. App. 4th 1267

Woodbury v. Dempsey (2003) 108 Cal. App. 4th 421

Board of Education of Sacramento City Unified School District v. Sacramento County Board of Education and Kenneth H. (2001) 85 Cal.App.4th 1321

Fremont Union High School District v. Santa Clara County Board (1991) 235 Cal. App. 3d 118

Garcia v. Los Angeles Board of Education (1991) 123 Cal. App. 3d 807

John A. v. San Bernardino School District (1982) 33 Cal. 3d 301

#### ATTORNEY GENERAL OPINIONS

84 Ops.Cal.Atty.Gen. 146 (2001)

80 Ops.Cal.Atty.Gen. 348 (1997)

80 Ops.Cal.Atty.Gen. 91 (1997)

80 Ops.Cal.Atty.Gen. 85 (1997)

*Management Resources: (see next page)*

## SUSPENSION AND EXPULSION/DUE PROCESS (continued)

### Management Resources:

#### CSBA PUBLICATIONS

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, January 2014

#### WEB SITES

CSBA: <http://www.csba.org>

California Attorney General's Office: <http://www.oag.ca.gov>

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, Office for Civil Rights:

<http://www.ed.gov/about/offices/list/ocr/docs/erdc-2012-data-summary.pdf>

U.S. Department of Education, Office of Safe and Drug-Free Schools Healthy Students:

<http://www.ed.gov/about/offices/list/osdfs> <https://www2.ed.gov/about/offices/list/oese/osh>

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# **Center Unified SD**

## **Board Policy**

### **Suspension And Expulsion/Due Process**

**BP 5144.1**

**Students**

The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

(cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

(cf. 5131.2 - Bullying)

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when his/her behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus

(cf. 5112.5 - Open/Closed Campus)

4. During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

**Appropriate Use of Suspension Authority**



Except when a student's act violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12" of the accompanying administrative regulation, or when his/her presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

(cf. 1020 - Youth Services)

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5144 - Discipline)

(cf. 6142.4 - Service Learning/Community Service Classes)

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6164.5 - Student Success Teams)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

No student in grades K-3 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

(cf. 5113 - Absences and Excuses)

(cf. 5113.1 - Chronic Absence and Truancy)

#### On-Campus Suspension

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

#### Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence

(cf. 5131.7 - Weapons and Dangerous Instruments)

2. Selling or otherwise furnishing a firearm

3. Brandishing a knife at another person

4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058

5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4

6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation under "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12," the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct

2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

A vote to expel a student shall be taken in a public session.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917)

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

#### **Due Process**

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and



appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5, 48918)

(cf. 5119 - Students Expelled from Other Districts)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

#### Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall annually present to the Board a report of the outcome data which the district is required to collect pursuant to Education Code 48900.8 and 48916.1, including the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period.

The report shall be disaggregated by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, foster youth, and students with disabilities. The report also shall include information about whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

(cf. 0460 - Local Control and Accountability Plan)

#### Legal Reference:

##### EDUCATION CODE

212.5 Sexual harassment

233 Hate violence

1981-1981.5 Enrollment of students in community school

17292.5 Program for expelled students

32261 Interagency School Safety Demonstration Act of 1985

35145 Open board meetings

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49073-49079 Privacy of student records

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47 Privileged communication

48.8 Defamation liability

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1985-1997 Subpoenas; means of production

GOVERNMENT CODE

11455.20 Contempt

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11014.5 Drug paraphernalia

11053-11058 Standards and schedules

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230.7 Discharge or discrimination against employee for taking time off to appear in school on behalf of a child

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31 Principal of a crime, defined

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241.2 Assault fines

242 Battery defined

243.2 Battery on school property

243.4 Sexual battery

245 Assault with deadly weapon

245.6 Hazing

261 Rape defined

266c Unlawful sexual intercourse

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288 Lewd or lascivious acts with child under age 14

288a Oral copulation

289 Penetration of genital or anal openings

417.27 Laser pointers

422.55 Hate crime defined

422.6 Interference with exercise of civil rights

422.7 Aggravating factors for punishment

422.75 Enhanced penalties for hate crimes

626.2 Entry upon campus after written notice of suspension or dismissal without permission

626.9 Gun-Free School Zone Act of 1995

626.10 Dirks, daggers, knives, razors, or stun guns

868.5 Supporting person; attendance during testimony of witness

WELFARE AND INSTITUTIONS CODE

729.6 Counseling

UNITED STATES CODE, TITLE 18

921 Definitions, firearm

UNITED STATES CODE, TITLE 20

1415(K) Placement in alternative educational setting

7151 Gun-free schools

UNITED STATES CODE, TITLE 42

11432-11435 Education of homeless children and youths

## **COURT DECISIONS**

T.H. v. San Diego Unified School District (2004) 122 Cal. App. 4th 1267

Woodbury v. Dempsey (2003) 108 Cal. App. 4th 421

Board of Education of Sacramento City Unified School District v. Sacramento County

Board of Education and Kenneth H. (2001) 85 Cal.App.4th 1321

Garcia v. Los Angeles Board of Education (1991) 123 Cal. App. 3d 807

Fremont Union High School District v. Santa Clara County Board (1991) 235 Cal. App. 3d 1182

John A. v. San Bernardino School District (1982) 33 Cal. 3d 301

## **ATTORNEY GENERAL OPINIONS**

84 Ops.Cal.Atty.Gen. 146 (2001)

80 Ops.Cal.Atty.Gen. 348 (1997)

80 Ops.Cal.Atty.Gen. 91 (1997)

80 Ops.Cal.Atty.Gen. 85 (1997)

## **Management Resources:**

### **CSBA PUBLICATIONS**

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS

### **PUBLICATIONS**

Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline,  
January 2014

### **WEB SITES**

CSBA: <http://www.csba.org>

California Attorney General's Office: <http://www.oag.ca.gov>

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, Office for Civil Rights:

<http://www.ed.gov/about/offices/list/ocr/docs/crdc-2012-data-summary.pdf>

U.S. Department of Education, Office of Safe and Drug-Free Schools:

<http://www.ed.gov/about/offices/list/osdfs>

Policy CENTER UNIFIED SCHOOL DISTRICT

adopted: October 21, 2015 Antelope, California

# CSBA Sample

## Administrative Regulation

Students

AR 5144.1(a)

### SUSPENSION AND EXPULSION/DUE PROCESS

Note: CSBA recommends that this administrative regulation be approved by the Governing Board, regardless of district practice.

Education Code 35291 requires the Board to adopt rules and regulations, which are not inconsistent with law or rules adopted by the State Board of Education, for the government and discipline of the schools under its jurisdiction. In addition, Education Code 48918 and 48918.5 **mandate** that districts adopt rules concerning the due process rights of students in expulsion situations, and Education Code 48916 **mandates** procedures for filing and processing requests for readmission. Specific language complying with these mandates is included throughout this administrative regulation.

The acts for which students may be suspended or expelled are specified in law and in the sections below titled "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12." The Board does not have authority to add to those enumerated acts. However, the Board has authority to prohibit suspension or expulsion for certain acts for which suspension or expulsion is permissible rather than mandatory. The Board may consider limiting the use of suspension and expulsion for such offenses as part of the district plan to address school climate within the local control and accountability plan required pursuant to Education Code 52060. In addition, pursuant to Education Code 48900.5, a district is not authorized to suspend a student for certain specified violations unless other means of correction have failed to bring about proper conduct.

#### Definitions

*Suspension* means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (Education Code 48925)

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level
2. Referral to a certificated employee designated by the principal to advise students
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910

*Expulsion* means removal of a student from the immediate supervision and control or the general supervision of school personnel. (Education Code 48925)

#### Notice of Regulations

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension and expulsion. (Education Code 35291, 48900.1, 48980)



## **SUSPENSION AND EXPULSION/DUE PROCESS (continued)**

*(cf. 5144 - Discipline)*

*(cf. 5145.6 - Parental Notifications)*

### **Grounds for Suspension and Expulsion: Grades K-12**

Acts for which a student, including a student with disabilities, may be suspended or expelled shall be only those specified as follows:

*(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))*

1. Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury (Education Code 48900(a) and (t))

Note: The Attorney General, in 80 Ops.Cal.Attv.Gen. 91 (1997), determined that a student may be expelled for "possession" of a firearm if the student knowingly and voluntarily had direct control over the firearm. The only exceptions are when the student has permission from school officials to possess the firearm (pursuant to Education Code 48900 and 48915) or when the possession is brief and solely for the purpose of disposing of the firearm, such as handing it to school officials. Note that "firearm" does not include "imitation firearm" which is listed separately in item #12 below. See BP 5131.7 - Weapons and Dangerous Instruments.

Pursuant to Penal Code 417.27, students are prohibited from possessing a laser pointer on school premises, except for a valid instructional or other school-related purpose. See BP 5131 - Conduct.

2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education Code 48900(b))

*(cf. 5131 - Conduct)*

*(cf. 5131.7 - Weapons and Dangerous Instruments)*

3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind (Education Code 48900(c))

*(cf. 3513.4 - Drug and Alcohol Free Schools)*

*(cf. 5131.6 - Alcohol and Other Drugs)*

4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of

**SUSPENSION AND EXPULSION/DUE PROCESS (continued)**

any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant (Education Code 48900(d))

5. Committed or attempted to commit robbery or extortion (Education Code 48900(e))
6. Caused or attempted to cause damage to school property or private property (Education Code 48900(f))
7. Stole or attempted to steal school property or private property (Education Code 48900(g))
8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products (Education Code 48900(h))

(cf. 5131.62 - Tobacco)

9. Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))
10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))
11. Knowingly received stolen school property or private property (Education Code 48900(l))
12. Possessed an imitation firearm (Education Code 48900(m))

*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. (Education Code 48900(m))

13. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))
14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from

**SUSPENSION AND EXPULSION/DUE PROCESS (continued)**

being a witness and/or retaliating against that student for being a witness (Education Code 48900(o))

15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))
16. Engaged in, or attempted to engage in, hazing (Education Code 48900(q))

*Hazing* means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. *Hazing* does not include athletic events or school-sanctioned events. (Education Code 48900(q))

Note: Education Code 48900(r) defines "bullying" as "any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of electronic act," which is directed toward a student and which would have serious detrimental consequences upon a reasonable student. Pursuant to Education Code 48900, a student may be disciplined for bullying by means of an electronic act even when the act originated off campus. See also BP 5131.2 - Bullying.

17. Engaged in an act of bullying (Education Code 48900(r))

*Bullying* means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with his/her academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school. (Education Code 48900(r))

Note: "Bullying" also would include any act of sexual harassment, hate violence, or harassment, threat, or intimidation committed by a student at any grade level, as set forth in Education Code 48900.2, 48900.3, or 48900.4, when the act results in harm to a reasonable student as specified in the above paragraph. However, when bullying is found under these circumstances, students below grade 4 may be disciplined for the "bullying" but not for the underlying act of sexual harassment, hate violence, or harassment, threat, or intimidation as specified below in items #1-3 of "Additional Grounds for Suspension and Expulsion: Grades 4-12."

Bullying includes any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 and below in items #1-3 of "Additional Grounds for Suspension and Expulsion: Grades 4-12," that has any of the effects described above on a reasonable student.



**SUSPENSION AND EXPULSION/DUE PROCESS** (continued)

**Note:** AB 2536 (Ch. 419, Statutes of 2016) amended Education Code 48900(r) to include an act of cyber sexual bullying, as defined, as an act of bullying for which a student may be suspended or expelled from school.

**Bullying also includes an act of cyber sexual bullying by a student through the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording that depicts a nude, semi-nude, or sexually explicit photograph or other visual recording of an identifiable minor, when such dissemination is to another student or to school personnel by means of an electronic act and has or can be reasonably predicted to have one or more of the effects of bullying described above. Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.**

*Electronic act* means the creation or transmission of a communication originated on or off the school site by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication including, but not limited to: (Education Code 48900(r))

- a. A message, text, sound, video, or image
- b. ~~or~~ A post on a social network Internet web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. A post on a social network Internet web site shall include, including, but is not limited to, the posting to or creation of creating a burn page or the creation of creating a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above. (Education Code 48900(r))

*Reasonable student* means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of his/her age, or for a person of his/her age with his/her disability. (Education Code 48900(r))

(cf. 1114 - District-Sponsored Social Media)

(cf. 5131.2 - Bullying)

(cf. 6163.4 - Student Use of Technology)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. 6164.6 - Identification and Education under Section 504)

**SUSPENSION AND EXPULSION/DUE PROCESS (continued)**

Note: Education Code 48900(t) allows for the suspension, but not expulsion, of a student who "aids or abets," as defined in Penal Code 31, the infliction or attempted infliction of physical injury to another person. The term "aiding or abetting," is a complex legal term and requires that, at the time he/she committed the crime, the aider or abettor was aware of the crime and specifically intended to commit the crime. Because of the complexities of criminal law, legal counsel should be consulted as appropriate.

Pursuant to Education Code 48900(t), if the any student who aids or abets a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury, he/she is subject to suspension or expulsion as provided in item #1 above.

18. Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31 (Education Code 48900(t))
19. Made terrorist threats against school officials and/or school property (Education Code 48900.7)

*A terrorist threat* includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. (Education Code 48900.7)

**Additional Grounds for Suspension and Expulsion: Grades 4-12**

Note: The following section applies only to students in grades 4-12 and may be revised to reflect grade levels offered by the district.

~~Education Code 48900, as amended by AB 420 (Ch. 667, Statutes of 2014), prohibits the use of disruption and/or willful defiance as reasons for expelling any student. As amended, Education Code 48900 also restricts their use as a basis for suspending students in grades 4-12 from school. Pursuant to Education Code 48900(k), except as otherwise provided in Education Code 48910, students in grades K-3 must not be suspended for disruption of school activities or willful defiance of school authority, and students in grades K-12 must not be expelled on these grounds. Since districts are authorized but not required to suspend students in grades 4-12 based on these grounds, a district may choose, consistent with Option 2 in the accompanying Board policy, to prohibit the use of these reasons for suspending its students. Any district that chooses to do so should delete the following paragraph.~~

~~None of the prohibitions or restrictions in Education Code 48900(k) affect a teacher's authority to remove a student from class for one day pursuant to Education Code 48910.~~

Any student in grades 4-12 may be suspended, but not expelled, for disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (Education Code 48900(k))

(cf. 5131.4 - Student Disturbances)

## SUSPENSION AND EXPULSION/DUE PROCESS (continued)

Note: As discussed in item #17 of "Grounds for Suspension and Expulsion: Grades K-12" above, although Education Code 48900(r) defines bullying to include acts involving items #1-3 below, **Education Code 48900.2-48900.4 provide that** only students in grades 4-12 may be suspended or expelled for the individual acts that constitute sexual harassment, hate violence, and harassment. The interplay between "bullying" and items #1-3 can raise complex legal issues. Districts should consult legal counsel as appropriate.

A student in grades 4-12 shall be subject to suspension or recommendation for expulsion when it is determined that he/she:

1. Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2)

*Sexual harassment* means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)

(cf. 5145.7 - *Sexual Harassment*)

2. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.3)

*Hate violence* means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)

(cf. 5145.9 - *Hate-Motivated Behavior*)

3. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment (Education Code 48900.4)

(cf. 5145.3 - *Nondiscrimination/Harassment*)

## **SUSPENSION AND EXPULSION/DUE PROCESS (continued)**

### **Suspension from Class by a Teacher**

Note: The following section is optional and may be revised to reflect district practice. While Education Code 48900(k) ~~as amended by AB 420 (Ch. 660, Statutes of 2014)~~ prohibits a district from suspending students in grades K-3 for disruption or willful defiance, it still allows for a teacher to suspend a K-3 student on these grounds.

A teacher may suspend a student, including a grade K-3 student, from class for the remainder of the day and the following day for disruption, willful defiance, or any of the other acts specified in Education Code 48900 and listed as items #1-18 under "Grounds for Suspension and Expulsion: Grades K-12" above. (Education Code 48910)

When suspending a student from class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, he/she shall be appropriately supervised during the class periods from which he/she has been suspended. (Education Code 48910)

As soon as possible after the teacher decides to suspend the student, he/she shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests. (Education Code 48910)

A student suspended from class shall not be returned to class during the period of the suspension without the approval of the teacher of the class and the principal or designee. (Education Code 48910)

A student suspended from class shall not be placed in another regular class during the period of suspension. However, a student assigned to more than one class per day may continue to attend other regular classes except those held at the same time as the class from which he/she was suspended. (Education Code 48910)

The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the removal. (Education Code 48913)

### **Suspension by Superintendent, Principal or Principal's Designee**

To implement disciplinary procedures at a school site, the principal may, in writing, designate as the principal's designee another administrator or, if the principal is the only administrator at the school site, a certificated employee. As necessary, the principal may, in



**SUSPENSION AND EXPULSION/DUE PROCESS (continued)**

writing, also designate another administrator or certificated employee as the secondary designee to assist with disciplinary procedures when the principal and the principal's primary designee are absent from the school site.

The Superintendent, principal, or designee shall immediately suspend any student found at school or at a school activity to have committed any of the acts listed in the Board policy under "Authority to Expel" and for which he/she is required to recommend expulsion. (Education Code 48915(c))

Note: Education Code 48900.5 limits situations warranting suspension for a first offense to when the violation involves Education Code 48900(a)-(e) or the student's presence causes a danger to persons.

The Superintendent, principal, or designee may impose a suspension for a first offense if he/she determines that the student violated any of items #1-5 listed under "Grounds for Suspension and Expulsion: Grades K-12" above or if the student's presence causes a danger to persons. (Education Code 48900.5)

Note: Pursuant to Education Code 48900 and 48915, except for certain egregious acts or offenses for which suspension is permissible or mandatory, as specified above pursuant to Education Code 48915(a) or (c), the Superintendent or principal is authorized to use his/her discretion to provide an alternative, age-appropriate disciplinary measure that is tailored to correct a student's specific misbehavior. In addition, the U.S. Department of Justice's Civil Rights Division (DOJ) and the U.S. Department of Education's Office for Civil Rights (OCR), in their joint January 2014 Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, recommend that effective alternatives to suspension and expulsion be implemented for correcting student misbehavior. For a list of appropriate alternatives, see AR 5144 - Discipline.

For all other offenses, a student may be suspended only when the Superintendent or principal has determined that other means of correction have failed to bring about proper conduct in the student. (Education Code 48900.5)

When other means of correction are implemented prior to imposing suspension or supervised suspension upon a student, the Superintendent, principal, or designee shall document the other means of correction used and retain them the documentation in the student's record. (Education Code 48900.5)

*(cf. 5125 - Student Records)*

**Length of Suspension**

The Superintendent, principal, or designee may suspend a student from school for not more than five consecutive school days. (Education Code 48911)

A student may be suspended from school for not more than 20 school days in any school year. However, if a student enrolls in or is transferred to another regular school, an

**SUSPENSION AND EXPULSION/DUE PROCESS (continued)**

opportunity school, or continuation school or class for the purpose of adjustment, he/she may be suspended for not more than 30 school days in a school year. The district may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year. (Education Code 48903, 48911, 48912)

*(cf. 6184 - Continuation Education)*

These restrictions on the number of days of suspension shall not apply when the suspension is extended pending an expulsion. (Education Code 48911)

**Due Process Procedures for Suspension**

Suspensions shall be imposed in accordance with the following procedures:

**Note:** Pursuant to Education Code 48911, before a student is suspended by the Superintendent, principal, or designee, an informal conference must be held with the student and, when practicable, the teacher, supervisor, or other school employee who referred the student to the principal. AB 667 (Ch. 445, Statutes of 2017) amended Education Code 48911 to require that a student be informed during this informal conference of other means of correction that were attempted before the suspension.

1. **Informal Conference:** Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, **including the other means of correction that were attempted before the suspension as required pursuant to Education Code 48900.5, and the** ~~presented with the available~~ evidence against him/her, and **shall be** given the opportunity to present his/her version and evidence in support of his/her defense. (Education Code 48911)

This conference may be omitted if the Superintendent, principal, or designee determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of the conference and the conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such a case, the conference shall be held as soon as the student is physically able to return to school. (Education Code 48911)

**Note:** Item #2 below should be revised to reflect the district's processing and reporting procedures.

**SUSPENSION AND EXPULSION/DUE PROCESS (continued)**

2. **Administrative Actions:** All requests for student suspension are to be processed by the principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code 48911)
3. **Notice to Parents/Guardians:** At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall also be notified in writing of the suspension. (Education Code 48911)

This notice shall state the specific offense committed by the student. (Education Code 48900.8)

Note: The following optional paragraph may be revised to reflect district practice.
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In addition, the notice may state the date and time when the student may return to school.

4. **Parent/Guardian Conference:** Whenever a student is suspended, school officials may request a meeting with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter. (Education Code 48914)

If school officials request to meet with the parent/guardian, the notice may state that the law requires the parent/guardian to respond to such requests without delay. However, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied reinstatement solely because the parent/guardian failed to attend the conference. (Education Code 48911)

5. **Extension of Suspension:** If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or designee may, in writing, extend the suspension until such time as the Board has made a decision, provided the following requirements are followed: (Education Code 48911)
  - a. The extension of the original period of suspension is preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension.



**SUSPENSION AND EXPULSION/DUE PROCESS (continued)**

- b. The Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process. (Education Code 48911)

Note: When the student being considered for expulsion is a foster youth, Education Code 48911 and 48918.1 require the district to invite the student's attorney and an appropriate county child welfare agency representative to the meeting specified above. To ensure such invitation, the following paragraph provides that the district liaison for foster youth be notified. However, any district that has designated another position to carry out this responsibility may modify the paragraph to specify that position. For designation of the liaison for foster youth, see AR 6173.1 - Education for Foster Youth.

- c. If the student involved is a foster youth, the Superintendent or designee shall notify the district liaison for foster youth of the need to invite the student's attorney and a representative of the appropriate county child welfare agency to attend the meeting. (Education Code 48853.5, 48911, 48918.1)

*(cf. 6173.1 - Education for Foster Youth)*

Note: Pursuant to Education Code 48918.1, ~~as amended by AB 1806 (Ch. 767, Statutes of 2014)~~, the district's liaison for homeless students must be notified when the student being considered for expulsion is a homeless student. See the section below titled "Additional Notice of Expulsion Hearing for Foster Youth and Homeless Students."

- d. If the student involved is a homeless child or youth, the Superintendent or designee shall notify the district liaison for homeless students. (Education Code 48918.1)

*(cf. 6173 - Education for Homeless Children)*

Note: The following optional paragraph may be revised to reflect district practice. Since Education Code 48900 and 48900.5 require a district, under certain circumstances, to use alternative disciplinary measures prior to imposing suspension, including supervised suspension, the district may, as necessary, provide services that would address the student's specific misbehavior along with the suspension program. For example, the district may require the student to enroll in a program that teaches prosocial behavior or anger management even while the student is suspended.

In lieu of or in addition to suspending a student, the Superintendent, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct his/her behavior and keep him/her in school.

## **SUSPENSION AND EXPULSION/DUE PROCESS (continued)**

### **Suspension by the Board**

Note: The following **optional** section reflects the Board's authority to suspend students from school pursuant to Education Code 48912. In practice, it is impractical for boards to directly exercise this authority since circumstances warranting suspension usually require quick and sometimes immediate action which may not be possible for a board due to legal requirements for taking board actions, such as having a meeting.

The Board may suspend a student for any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12" above and within the limits specified under "Suspension by Superintendent, Principal, or Designee" above. (Education Code 48912)

The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester. The suspension shall meet the requirements of Education Code 48915. (Education Code 48912.5)

When the Board is considering a suspension, disciplinary action, or any other action (except expulsion) against any student, it shall hold a closed session if a public hearing would lead to disclosure of information violating a student's right to privacy under Education Code 49073-49079. (Education Code 35146, 48912)

*(cf. 9321 - Closed Session Purposes and Agendas)*

The Board shall provide the student and his/her parent/guardian with written notice of the closed session by registered or certified mail or personal service. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice. However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session. (Education Code 35146, 48912)

### **On-Campus Suspension**

Note: The following **optional** section is for use by any district establishing an on-campus suspension program pursuant to Education Code 48911.1. However, pursuant to Education Code 48900.5, such a district is required to use other means of correcting a student's behavior before imposing a supervised suspension, unless such a supervised suspension is otherwise permitted by law for a student's first offense. Use of a supervised suspension classroom program does not in any way limit the district's ability to transfer a student to an opportunity school or class or a continuation education school or class in accordance with law.

A student for whom an expulsion action has not been initiated and who poses no imminent danger or threat to the school, students, or staff may be assigned to on-campus suspension in a separate classroom, building, or site for the entire period of suspension. The following conditions shall apply: (Education Code 48911.1)

**SUSPENSION AND EXPULSION/DUE PROCESS (continued)**

1. The on-campus suspension classroom shall be staffed in accordance with law.
2. The student shall have access to appropriate counseling services.
3. The on-campus suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension.
4. The student shall be responsible for contacting his/her teacher(s) to receive assignments to be completed in the supervised suspension classroom. The teacher(s) shall provide all assignments and tests that the student will miss while suspended. If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.

At the time a student is assigned to an on-campus suspension classroom, the principal or designee shall notify the student's parent/guardian in person or by telephone. When the assignment is for longer than one class period, this notification may be made in writing. (Education Code 48911.1)

**Superintendent or Principal's Authority to Recommend Expulsion**

Unless the Superintendent or principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, he/she shall recommend a student's expulsion for any of the following acts: (Education Code 48915)

1. Causing serious physical injury to another person, except in self-defense
2. Possession of any knife or other dangerous object of no reasonable use to the student
3. Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11058, except for (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis, or (b) the student's possession of over-the-counter medication for his/her use or other medication prescribed for him/her by a physician
4. Robbery or extortion
5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

In determining whether or not to recommend the expulsion of a student, the Superintendent, principal, or designee shall act as quickly as possible to ensure that the student does not lose instructional time. (Education Code 48915)

## **SUSPENSION AND EXPULSION/DUE PROCESS (continued)**

### **Student's Right to Expulsion Hearing**

Note: Education Code 48918 mandates that the Board establish rules and regulations governing procedures for the expulsion of students. The timelines of Education Code 48918 must be strictly followed; failure to do so may result in loss of the district's power to act (Garcia v. Los Angeles Board of Education). In calculating timelines, the district should also be aware of the difference between the calculation of "school days" and "calendar days" under Education Code 48918.

Any student recommended for expulsion shall be entitled to a hearing to determine whether he/she should be expelled. The hearing shall be held within 30 school days after the Superintendent, principal, or designee determines that the student has committed the act(s) that form the basis for the expulsion recommendation. (Education Code 48918(a))

The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code 48918(a))

If the Board finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a))

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code 48918(a))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code 48918(a))

### **Stipulated Expulsion**

Note: The following section is optional and may be revised to reflect district practice. "Stipulated expulsion" is for districts that have adopted an expedited procedure which allows a student to waive his/her right to a pre-expulsion hearing in exchange for an agreement as to the terms of the expulsion. Such waivers are not specifically addressed in law and districts should ensure that the due process rights of students are included in the stipulated agreement and are clearly explained to them before the agreement is signed. Districts should consult legal counsel as appropriate.

## **SUSPENSION AND EXPULSION/DUE PROCESS (continued)**

After a determination that a student has committed an expellable offense, the Superintendent, principal, or designee shall offer the student and his/her parent/guardian the option to waive a hearing and stipulate to the expulsion or to a suspension of the expulsion under certain conditions. The offer shall be made only after the student or his/her parent/guardian has been given written notice of the expulsion hearing pursuant to Education Code 48918.

The stipulation agreement shall be in writing and shall be signed by the student and his/her parent/guardian. The stipulation agreement shall include notice of all the rights that the student is waiving, including the waiving of his/her right to have a full hearing, to appeal the expulsion to the County Board of Education, and to consult legal counsel.

A stipulated expulsion agreed to by the student and his/her parent/guardian shall be effective upon approval by the Board.

### **Rights of Complaining Witness**

Note: Education Code 48918.5 mandates the following rights related to the treatment of witnesses alleging acts of sexual assault or sexual battery. Other procedures related to complaining witnesses also may be added as desired by the district. Additional mandated procedures related to the rights and treatment of complaining witnesses are included where appropriate throughout this regulation.

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness. (Education Code 48918.5)

Whenever the Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, he/she shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of his/her right to: (Education Code 48918.5)

1. Receive five days' notice of his/her scheduled testimony at the hearing
2. Have up to two adult support persons of his/her choosing present at the hearing at the time he/she testifies
3. Have a closed hearing during the time he/she testifies

Whenever any allegation of sexual assault or sexual battery is made, the Superintendent or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending. (Education Code 48918.5)

## **SUSPENSION AND EXPULSION/DUE PROCESS (continued)**

### **Written Notice of the Expulsion Hearing**

Note: Education Code 48918 mandates the Board to adopt procedures that include the following items.
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Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code 48900.8, 48918(b))

1. The date and place of the hearing
2. A statement of the specific facts, charges, and offense upon which the proposed expulsion is based
3. A copy of district disciplinary rules which relate to the alleged violation
4. Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment

This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).

*(cf. 5119 - Students Expelled from Other Districts)*

5. The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a nonattorney adviser

*Legal counsel* means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

*Nonattorney adviser* means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or student's parent/guardian to provide assistance at the hearing.

6. The right to inspect and obtain copies of all documents to be used at the hearing
7. The opportunity to confront and question all witnesses who testify at the hearing
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses

## SUSPENSION AND EXPULSION/DUE PROCESS (continued)

### Additional Notice of Expulsion Hearing for Foster Youth and Homeless Students

Note: Prior to conducting an expulsion hearing to determine whether a foster youth should be expelled, Education Code 48918.1 requires the district to notify the student's attorney and a representative of an appropriate county child welfare agency, provided that the violation does not require a mandatory recommendation for expulsion. Pursuant to Education Code 48918.1, as amended by AB 1806 (Ch. 767, Statutes of 2014), such additional notice must be given to the district liaison for homeless students when the student involved is a homeless child or youth and the violation does not require a mandatory recommendation for expulsion. While such a notice is not required if the offense requires a mandatory recommendation for expulsion, it is nonetheless recommended and the following section reflects this recommendation.

If the student facing expulsion is a foster student, the Superintendent or designee shall also send notice of the hearing to the student's attorney and a representative of an appropriate child welfare agency at least 10 days prior to the hearing. (Education Code 48918.1)

If the student facing expulsion is a homeless student, the Superintendent or designee shall also send notice of the hearing to the district liaison for homeless students at least 10 days prior to the hearing. (Education Code 48918.1)

Any notice for these purposes may be provided by the most cost-effective method possible, including by email or a telephone call. (Education Code 48918.1)

### Conduct of Expulsion Hearing

Note: Education Code 48918 mandates that the Board adopt procedures that include the following items.

Instead of the Board conducting an expulsion hearing, it may appoint a hearing officer or an impartial administrative panel to conduct the hearing; see section "Alternative Expulsion Hearing: Hearing Officer or Administrative Panel" below. Even if the district conducts all expulsion hearings in this manner, the requirements of Education Code 48918 pertaining to the conduct of the hearing must be met.

1. **Closed Session:** Notwithstanding Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such a request is made, the meeting shall be public to the extent that privacy rights of other students are not violated. (Education Code 48918)

Note: For the purpose of Board deliberations during the closed session described below, the presence of any person other than the Board members, including the Superintendent, necessitates allowing the presence of the parent/guardian, student, and student's counsel.

Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether or not the student should



**SUSPENSION AND EXPULSION/DUE PROCESS (continued)**

be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session. (Education Code 48918(c))

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to have his/her testimony heard in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including, but not limited to, a videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code 48918(c))

2. **Record of Hearing:** A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48918(g))

Note: Education Code 48918 authorizes the Board to issue subpoenas for the personal appearance of percipient witnesses at an expulsion hearing. In Woodbury v. Dempsey, the court held that a district's authority to determine whether to issue subpoenas is discretionary, but a district could not have a blanket policy denying the issuance of subpoenas in all cases.

In accordance with Code of Civil Procedure 1987, the subpoena must be served at least 10 days before the time required for attendance unless the court prescribes a shorter time. Unless they are parties to the hearing or are district or government employees, witnesses who appear pursuant to a subpoena receive fees equal to those prescribed for witnesses in civil actions in a superior court, and all witnesses other than the parties to the hearing receive mileage; these fees and mileage must be paid by the party requesting the subpoena.

3. **Subpoenas:** Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code 48918(i))

Any objection raised by the student or the Superintendent or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. (Education Code 48918(i))

**SUSPENSION AND EXPULSION/DUE PROCESS (continued)**

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in item #4 below. (Education Code 48918(i))

4. **Presentation of Evidence:** Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12" above. (Education Code 48918(h))

Note: Findings of fact made by the Board or a hearing panel must not be based on hearsay alone. "Hearsay" is evidence of an oral or written statement made by a person who is not present at the hearing which is offered to establish a fact as being true. Some exceptions to the hearsay rule exist under the Evidence Code and Education Code; the district should consult legal counsel as appropriate.

Findings of fact shall be based solely on the evidence at the hearing. Although no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918(f))

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

Note: Education Code 48918.6 provides that testimony by a student witness at an expulsion hearing is privileged and thus protected from liability for defamation pursuant to Civil Code 47(b).

5. **Testimony by Complaining Witnesses:** The following procedures shall be observed when a hearing involves allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)
  - a. Any complaining witness shall be given five days' notice before being called to testify.
  - b. Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during his/her testimony.

**SUSPENSION AND EXPULSION/DUE PROCESS (continued)**

- c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.
- d. The person presiding over the hearing may remove a support person whom he/she finds is disrupting the hearing.
- e. If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5.
- f. Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.
- g. In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment.
  - (1) The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.
  - (2) At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which he/she may leave the hearing room.
  - (3) The person conducting the hearing may:
    - (a) Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness
    - (b) Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours

## **SUSPENSION AND EXPULSION/DUE PROCESS (continued)**

- (c) Permit one of the support persons to accompany the complaining witness to the witness stand

- 6. **Decision:** The Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from his/her school of attendance, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

### **Alternative Expulsion Hearing: Hearing Officer or Administrative Panel**

Note: For districts that use a hearing officer or administrative panel, Education Code 48918 mandates that the Board adopt procedures that include the following section.

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. The Board may also appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918)

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing," including the requirement to issue a decision within 40 school days of the student's removal from school, unless the student requests that the decision be postponed. (Education Code 48918(a) and (d))

Note: Pursuant to Education Code 48918, ~~as amended by SB 1111 (Ch. 837, Statutes of 2014)~~, if the hearing officer or administrative panel does not recommend expulsion, a student must be permitted to return to the classroom instructional program from which the expulsion referral was made, unless the student's parent/guardian requests a different placement. ~~As amended~~, Education Code 48918 also states that a student who is found to have committed any of the violations listed in "Authority to Expel" in the accompanying Board policy but for whom expulsion is not recommended may be referred to his/her prior school. However, the hearing officer or administrative panel, like the Board, must recommend expulsion or a suspended expulsion under Education Code 48915, if it finds that a student committed any such violation that mandates expulsion. District should consult legal counsel to resolve this apparent discrepancy.

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated and permitted to return to the classroom instructional program from which the referral was made, unless another placement is requested in writing by the student's parent/guardian. Before the student's placement decision is made by his/her parent/guardian, the Superintendent or designee shall consult with the parent/guardian and

**SUSPENSION AND EXPULSION/DUE PROCESS (continued)**

district staff, including the student's teachers, regarding other placement options for the student in addition to the option to return to the classroom instructional program from which the student's expulsion referral was made. The decision to not recommend expulsion shall be final. (Education Code 48918(e))

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code 48918(f))

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion. If the hearing officer or administrative panel recommends that the Board expel a student but suspend the enforcement of the expulsion, the student shall not be reinstated and permitted to return to the classroom instructional program from which the referral was made until the Board has ruled on the recommendation. (Education Code 48917, 48918)

**Final Action by the Board**

Note: Education Code 48918 mandates that the Board adopt procedures that include the following paragraph.

Whether the expulsion hearing is conducted in closed or **public open** session by the Board, a hearing officer, or an administrative panel or is waived through the signing of a stipulated expulsion agreement, the final action to expel shall be taken by the Board in public. (Education Code 48918(j))

*(cf. 9321.1 - Closed Session Actions and Reports)*

The Board's decision is final. If the decision is to not expel, the student shall be reinstated immediately. If the decision is to suspend the enforcement of the expulsion, the student shall be reinstated under the conditions of the suspended expulsion.

Note: The Gun-Free Schools Act, 20 USC ~~7151~~ **7961**, requires that information in the following paragraph be sent to the California Department of Education (CDE) for assurances of compliance with federal and state law. For other language that must be submitted to the CDE, see section below entitled "Notifications to Law Enforcement Authorities."

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for any act listed under "Mandatory Recommendation and Mandatory Expulsion" above, this date shall be one year

**SUSPENSION AND EXPULSION/DUE PROCESS (continued)**

from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code 48916)

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include: (Education Code 48916)

1. Periodic review, as well as assessment at the time of review, for readmission
2. Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs

Note: The following paragraph is **optional**. Education Code 48916.5 authorizes, but does not mandate, the Board to make the following requirement of certain expelled students.

With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code 48916.5)

**Written Notice to Expel**

The Superintendent or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

1. The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" (Education Code 48900.8)
2. The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian (Education Code 48916)
3. Notice of the right to appeal the expulsion to the County Board (Education Code 48918)
4. Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)

## **SUSPENSION AND EXPULSION/DUE PROCESS (continued)**

5. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918)

### **Decision to Suspend Expulsion Order**

Note: Pursuant to Education Code 48917, the Board's criteria for suspending the enforcement of expulsions must be applied uniformly to all students. Items #1-3 below are **optional** and should be revised to reflect district criteria.

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion order, the Board shall take into account the following criteria:

1. The student's pattern of behavior
2. The seriousness of the misconduct
3. The student's attitude toward the misconduct and his/her willingness to follow a rehabilitation program

The suspension of the enforcement of an expulsion shall be governed by the following:

1. The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)
2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status. (Education Code 48917)
3. The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" above or violates any of the district's rules and regulations governing student conduct. (Education Code 48917)
4. When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order. (Education Code 48917)



## **SUSPENSION AND EXPULSION/DUE PROCESS (continued)**

5. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)
6. The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of his/her status with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918(j))
7. Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board. (Education Code 48917)

### **Appeal**

The student or parent/guardian is entitled to file an appeal of the Board's decision with the County Board. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion order is suspended and the student is placed on probation. (Education Code 48919)

If the student submits a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the County Board, the district shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

### **Notification to Law Enforcement Authorities**

Note: The Gun-Free Schools Act, 20 USC ~~7151~~ 7961, requires that information in the following two paragraphs be sent to the CDE for assurances of compliance with federal and state law.

In addition, Education Code 48902 requires the principal or designee to notify law enforcement authorities when a student or nonstudent possesses a firearm or explosive or sells or furnishes a firearm at school. However, when the student involved in such a case is a student with a disability, Education Code 49076 requires any law enforcement authority to which student information is disclosed to certify that those records will not be disclosed to another party without the prior written consent of the student's parent/guardian or other person invested with the student's educational right; see AR 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities).

## **SUSPENSION AND EXPULSION/DUE PROCESS (continued)**

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance. In addition, law enforcement authorities shall be notified regarding any acts by students regarding the possession, sale, or furnishing of firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering, or sale of controlled substances, alcohol, or intoxicants of any kind. (Education Code 48902)

### **Placement During Expulsion**

Note: Education Code 48915 requires the Board to refer all expelled students to a program of study that is prepared to accommodate students with discipline problems and that is not located at the school the student currently attends or at any regular elementary, middle, junior, or senior high school. However, students expelled for the acts described in Education Code 48900(f) through (m) or Education Code 48900.2, 48900.3, or 48900.4 may be referred to a program of study that is at another elementary, middle, junior, or senior high school if the County Superintendent of Schools certifies that an alternative program is not available at a site away from such a school.

Education Code 48915.01 states that if the Board has established a community day school pursuant to Education Code 48661 on the same site as an elementary, middle, junior, or senior high school, expelled students may be referred to the community day school at that site. Although Education Code 48663 prohibits the use of independent study in community day schools, Education Code 48916.1 does not in any way restrict the district from offering independent study as a voluntary alternative placement option for expelled students.

The Board shall refer expelled students to a program of study that is: (Education Code 48915, 48915.01)

1. Appropriately prepared to accommodate students who exhibit discipline problems
2. Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at any of these
3. Not housed at the school site attended by the student at the time of suspension

## **SUSPENSION AND EXPULSION/DUE PROCESS (continued)**

*(cf. 6158 - Independent Study)*

*(cf. 6185 - Community Day School)*

When the placement described above is not available and when the County Superintendent so certifies, students expelled for only acts described in items #6-12 under "Grounds for Suspension and Expulsion: Grades K-12" and items #1-3 under "Additional Grounds for Suspension and Expulsion: Grades 4-12" above may be referred to a program of study that is provided at another comprehensive middle, junior, or senior high school or at an elementary school. (Education Code 48915)

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12. (Education Code 48916.1)

### **Readmission After Expulsion**

Note: Education Code 48916 mandates that the Board adopt rules and regulations establishing a procedure for filing and processing requests for readmission and a process for Board review of all expelled students for readmission. Items #1-2 below should be revised to reflect district practice.

Prior to the date set by the Board for the student's readmission:

1. The Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference, the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.
2. The Superintendent or designee shall transmit to the Board his/her recommendation regarding readmission. The Board shall consider this recommendation in closed session. If a written request for open session is received from the parent/guardian or adult student, it shall be honored to the extent that privacy rights of other students are not violated.
3. If the readmission is granted, the Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission.
4. The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees. (Education Code 48916)

## **SUSPENSION AND EXPULSION/DUE PROCESS (continued)**

5. If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school.
6. The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. (Education Code 48916)

No student shall be denied readmission into the district based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other such contact with the juvenile justice system. (Education Code 48645.5)

### **Maintenance of Records**

The district shall maintain a record of each suspension and expulsion, including its specific cause(s). (Education Code 48900.8)

Expulsion records of any student shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon written request by that school. (Education Code 48918(k))

Note: Education Code 48915.1 requires that, when an expelled student asks to enroll in another district, the receiving district must hold a hearing to determine whether the student poses a danger to its students or staff. The receiving district then may either deny or permit the enrollment. Upon request from another district, the expelling district must provide information about the expulsion within five days.

The Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this district. (Education Code 48915.1)

*(cf. 5119 - Students Expelled from Other Districts)*

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# **Center Unified SD**

## **Administrative Regulation**

### **Suspension And Expulsion/Due Process**

**AR 5144.1**  
**Students**

#### **Definitions**

Suspension means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (Education Code 48925)

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level
2. Referral to a certificated employee designated by the principal to advise students
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910

Expulsion means removal of a student from the immediate supervision and control or the general supervision of school personnel. (Education Code 48925)

#### **Notice of Regulations**

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension and expulsion. (Education Code 35291, 48900.1, 48980)

(cf. 5144 - Discipline)

(cf. 5145.6 - Parental Notifications)

#### **Grounds for Suspension and Expulsion: Grades K-12**

Acts for which a student, including a student with disabilities, may be suspended or expelled shall be only those specified as follows:

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

1. Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or



committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury (Education Code 48900(a) and (t))

2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education Code 48900(b))

(cf. 5131 - Conduct)

(cf. 5131.7 - Weapons and Dangerous Instruments)

3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind (Education Code 48900(c))

(cf. 5131.6 - Alcohol and Other Drugs)

4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant (Education Code 48900(d))

5. Committed or attempted to commit robbery or extortion (Education Code 48900(e))

6. Caused or attempted to cause damage to school property or private property (Education Code 48900(f))

7. Stole or attempted to steal school property or private property (Education Code 48900(g))

8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products (Education Code 48900(h))

(cf. 5131.62 - Tobacco)

9. Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))

10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))

11. Knowingly received stolen school property or private property (Education Code 48900(l))

12. Possessed an imitation firearm (Education Code 48900(m))

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. (Education Code 48900(m))

13. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))

14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness (Education Code 48900(o))

15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))

16. Engaged in, or attempted to engage in, hazing (Education Code 48900(q))

Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events. (Education Code 48900(q))

17. Engaged in an act of bullying (Education Code 48900(r))

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with his/her academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school. (Education Code 48900(r))

Bullying shall include any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 and below in items #1-3 of "Additional Grounds for Suspension and Expulsion: Grades 4-12," that has any of the effects described above on a reasonable student.



Electronic act means the creation or transmission of a communication originated on or off school site, including, but not limited to, a message, text, sound, image, or post on a social network Internet web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. A post on a social network Internet web site shall include, but is not limited to, the posting or creation of a burn page or the creation of a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above. (Education Code 48900(r))

Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of his/her age, or for a person of his/her age with his/her disability. (Education Code 48900(r))

(cf. 1114 - District-Sponsored Social Media)

(cf. 5131.2 - Bullying)

(cf. 6163.4 - Student Use of Technology)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. 6164.6 - Identification and Education under Section 504)

18. Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31 (Education Code 48900(t))

19. Made terrorist threats against school officials and/or school property (Education Code 48900.7)

A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. (Education Code 48900.7)

#### **Additional Grounds for Suspension and Expulsion: Grades 4-12**

Any student in grades 4-12 may be suspended, but not expelled, for disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (Education Code 48900(k))

(cf. 5131.4 - Student Disturbances)

A student in grades 4-12 shall be subject to suspension or recommendation for expulsion when it is determined that he/she:

1. Committed sexual harassment as defined in Education Code 212.5 (Education

Code 48900.2)

Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)

(cf. 5145.7 - Sexual Harassment)

2. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.3)

Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)

(cf. 5145.9 - Hate-Motivated Behavior)

3. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment (Education Code 48900.4)

(cf. 5145.3 - Nondiscrimination/Harassment)

#### **Suspension from Class by a Teacher**

A teacher may suspend a student, including a grade K-3 student, from class for the remainder of the day and the following day for disruption, willful defiance, or any of the other acts specified in Education Code 48900 and listed as items #1-18 under "Grounds for Suspension and Expulsion: Grades K-12" above. (Education Code 48910)

When suspending a student from class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, he/she shall be appropriately supervised during the class periods from which he/she has been suspended. (Education Code 48910)

As soon as possible after the teacher decides to suspend the student, he/she shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension.



A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests. (Education Code 48910)

A student suspended from class shall not be returned to class during the period of the suspension without the approval of the teacher of the class and the principal or designee. (Education Code 48910)

A student suspended from class shall not be placed in another regular class during the period of suspension. However, a student assigned to more than one class per day may continue to attend other regular classes except those held at the same time as the class from which he/she was suspended. (Education Code 48910)

The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the removal. (Education Code 48913)

#### **Suspension by Superintendent, Principal or Principal's Designee**

To implement disciplinary procedures at a school site, the principal may, in writing, designate as the principal's designee another administrator or, if the principal is the only administrator at the school site, a certificated employee. As necessary, the principal may, in writing, also designate another administrator or certificated employee as the secondary designee to assist with disciplinary procedures when the principal and the principal's primary designee are absent from the school site.

The Superintendent, principal, or designee shall immediately suspend any student found at school or at a school activity to have committed any of the acts listed in the Board policy under "Authority to Expel" and for which he/she is required to recommend expulsion. (Education Code 48915(c))

The Superintendent, principal, or designee may impose a suspension for a first offense if he/she determines that the student violated any of items #1-5 listed under "Grounds for Suspension and Expulsion: Grades K-12" above or if the student's presence causes a danger to persons. (Education Code 48900.5)

For all other offenses, a student may be suspended only when the Superintendent or principal has determined that other means of correction have failed to bring about proper conduct in the student. (Education Code 48900.5)

When other means of correction are implemented prior to imposing suspension or supervised suspension upon a student, the Superintendent, principal, or designee shall document the other means of correction used and retain them in the student's record. (Education Code 48900.5)

(cf. 5125 - Student Records)

## **Length of Suspension**

The Superintendent, principal, or designee may suspend a student from school for not more than five consecutive school days. (Education Code 48911)

A student may be suspended from school for not more than 20 school days in any school year. However, if a student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class for the purpose of adjustment, he/she may be suspended for not more than 30 school days in a school year. The district may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year. (Education Code 48903, 48911, 48912)

(cf. 6184 - Continuation Education)

These restrictions on the number of days of suspension shall not apply when the suspension is extended pending an expulsion. (Education Code 48911)

## **Due Process Procedures for Suspension**

Suspensions shall be imposed in accordance with the following procedures:

1. **Informal Conference:** Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, presented with the available evidence against him/her, and given the opportunity to present his/her version and evidence in support of his/her defense. (Education Code 48911)

This conference may be omitted if the Superintendent, principal, or designee determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of the conference and the conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such a case, the conference shall be held as soon as the student is physically able to return to school. (Education Code 48911)

2. **Administrative Actions:** All requests for student suspension are to be processed by the principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code 48911)

3. **Notice to Parents/Guardians:** At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person.



Whenever a student is suspended, the parent/guardian shall also be notified in writing of the suspension. (Education Code 48911)

This notice shall state the specific offense committed by the student. (Education Code 48900.8)

In addition, the notice may state the date and time when the student may return to school.

4. **Parent/Guardian Conference:** Whenever a student is suspended, school officials may request a meeting with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter. (Education Code 48914)

If school officials request to meet with the parent/guardian, the notice may state that the law requires the parent/guardian to respond to such requests without delay. However, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied reinstatement solely because the parent/guardian failed to attend the conference. (Education Code 48911)

5. **Extension of Suspension:** If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or designee may, in writing, extend the suspension until such time as the Board has made a decision, provided the following requirements are followed: (Education Code 48911)

a. The extension of the original period of suspension is preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension.

b. The Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process. (Education Code 48911)

c. If the student involved is a foster youth, the Superintendent or designee shall notify the district liaison for foster youth of the need to invite the student's attorney and a representative of the appropriate county child welfare agency to attend the meeting. (Education Code 48853.5, 48911, 48918.1)

(cf. 6173.1 - Education for Foster Youth)

d. If the student involved is a homeless child or youth, the Superintendent or designee shall notify the district liaison for homeless students. (Education Code 48918.1)

(cf. 6173 - Education for Homeless Children)

In lieu of or in addition to suspending a student, the Superintendent, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct his/her behavior and keep him/her in school.

#### **Suspension by the Board**

The Board may suspend a student for any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12" above and within the limits specified under "Suspension by Superintendent, Principal, or Designee" above. (Education Code 48912)

The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester. The suspension shall meet the requirements of Education Code 48915. (Education Code 48912.5)

When the Board is considering a suspension, disciplinary action, or any other action (except expulsion) against any student, it shall hold a closed session if a public hearing would lead to disclosure of information violating a student's right to privacy under Education Code 49073-49079. (Education Code 35146, 48912)

(cf. 9321 - Closed Session Purposes and Agendas)

The Board shall provide the student and his/her parent/guardian with written notice of the closed session by registered or certified mail or personal service. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice. However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session. (Education Code 35146, 48912)

#### **On-Campus Suspension**

A student for whom an expulsion action has not been initiated and who poses no imminent danger or threat to the school, students, or staff may be assigned to on-campus suspension in a separate classroom, building, or site for the entire period of suspension. The following conditions shall apply: (Education Code 48911.1)

1. The on-campus suspension classroom shall be staffed in accordance with law.
2. The student shall have access to appropriate counseling services.
3. The on-campus suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension.



4. The student shall be responsible for contacting his/her teacher(s) to receive assignments to be completed in the supervised suspension classroom. The teacher(s) shall provide all assignments and tests that the student will miss while suspended. If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.

At the time a student is assigned to an on-campus suspension classroom, the principal or designee shall notify the student's parent/guardian in person or by telephone. When the assignment is for longer than one class period, this notification may be made in writing. (Education Code 48911.1)

#### **Superintendent or Principal's Authority to Recommend Expulsion**

Unless the Superintendent or principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, he/she shall recommend a student's expulsion for any of the following acts: (Education Code 48915)

1. Causing serious physical injury to another person, except in self-defense
2. Possession of any knife or other dangerous object of no reasonable use to the student
3. Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11058, except for (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis, or (b) the student's possession of over-the-counter medication for his/her use or other medication prescribed for him/her by a physician
4. Robbery or extortion
5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

In determining whether or not to recommend the expulsion of a student, the Superintendent, principal, or designee shall act as quickly as possible to ensure that the student does not lose instructional time. (Education Code 48915)

#### **Student's Right to Expulsion Hearing**

Any student recommended for expulsion shall be entitled to a hearing to determine whether he/she should be expelled. The hearing shall be held within 30 school days after the Superintendent, principal, or designee determines that the student has committed the act(s) that form the basis for the expulsion recommendation. (Education Code 48918(a))

The student is entitled to at least one postponement of an expulsion hearing for a period



of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code 48918(a))

If the Board finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a))

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code 48918(a))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code 48918(a))

#### **Stipulated Expulsion**

After a determination that a student has committed an expellable offense, the Superintendent, principal, or designee shall offer the student and his/her parent/guardian the option to waive a hearing and stipulate to the expulsion or to a suspension of the expulsion under certain conditions. The offer shall be made only after the student or his/her parent/guardian has been given written notice of the expulsion hearing pursuant to Education Code 48918.

The stipulation agreement shall be in writing and shall be signed by the student and his/her parent/guardian. The stipulation agreement shall include notice of all the rights that the student is waiving, including the waiving of his/her right to have a full hearing, to appeal the expulsion to the County Board of Education, and to consult legal counsel.

A stipulated expulsion agreed to by the student and his/her parent/guardian shall be effective upon approval by the Board.

#### **Rights of Complaining Witness**

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness. (Education Code 48918.5)

Whenever the Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, he/she shall give the

complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of his/her right to: (Education Code 48918.5)

1. Receive five days' notice of his/her scheduled testimony at the hearing
2. Have up to two adult support persons of his/her choosing present at the hearing at the time he/she testifies
3. Have a closed hearing during the time he/she testifies

Whenever any allegation of sexual assault or sexual battery is made, the Superintendent or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending. (Education Code 48918.5)

#### Written Notice of the Expulsion Hearing

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code 48900.8, 48918(b))

1. The date and place of the hearing
2. A statement of the specific facts, charges, and offense upon which the proposed expulsion is based
3. A copy of district disciplinary rules which relate to the alleged violation
4. Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment

This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).

(cf. 5119 - Students Expelled from Other Districts)

5. The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a nonattorney adviser

Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

Nonattorney adviser means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or student's parent/guardian to provide assistance at the hearing.



6. The right to inspect and obtain copies of all documents to be used at the hearing
7. The opportunity to confront and question all witnesses who testify at the hearing
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses

#### **Additional Notice of Expulsion Hearing for Foster Youth and Homeless Students**

If the student facing expulsion is a foster student, the Superintendent or designee shall also send notice of the hearing to the student's attorney and a representative of an appropriate child welfare agency at least 10 days prior to the hearing. (Education Code 48918.1)

If the student facing expulsion is a homeless student, the Superintendent or designee shall also send notice of the hearing to the district liaison for homeless students at least 10 days prior to the hearing. (Education Code 48918.1)

Any notice for these purposes may be provided by the most cost-effective method possible, including by email or a telephone call. (Education Code 48918.1)

#### **Conduct of Expulsion Hearing**

1. **Closed Session:** Notwithstanding Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such a request is made, the meeting shall be public to the extent that privacy rights of other students are not violated. (Education Code 48918)

Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether or not the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session. (Education Code 48918(c))

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to have his/her testimony heard in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including, but not limited to, videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code 48918(c))

2. **Record of Hearing:** A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and

complete written transcription of the proceedings can be made. (Education Code 48918(g))

3. Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code 48918(i))

Any objection raised by the student or the Superintendent or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. (Education Code 48918(i))

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in item #4 below. (Education Code 48918(i))

4. Presentation of Evidence: Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12" above. (Education Code 48918(h))

Findings of fact shall be based solely on the evidence at the hearing. Although no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918(f))

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

5. Testimony by Complaining Witnesses: The following procedures shall be observed when a hearing involves allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)

a. Any complaining witness shall be given five days' notice before being called to testify.



- b. Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during his/her testimony.
- c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.
- d. The person presiding over the hearing may remove a support person whom he/she finds is disrupting the hearing.
- e. If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5.
- f. Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.
- g. In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment.
  - (1) The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.
  - (2) At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which he/she may leave the hearing room.
  - (3) The person conducting the hearing may:
    - (a) Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness
    - (b) Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours
    - (c) Permit one of the support persons to accompany the complaining witness to the witness stand

6. **Decision:** The Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from his/her school of attendance, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

**Alternative Expulsion Hearing: Hearing Officer or Administrative Panel**

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. The Board may also appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918)

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing," including the requirement to issue a decision within 40 school days of the student's removal from school, unless the student requests that the decision be postponed. (Education Code 48918(a) and (d))

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated and permitted to return to the classroom instructional program from which the referral was made, unless another placement is requested in writing by the student's parent/guardian. Before the student's placement decision is made by his/her parent/guardian, the Superintendent or designee shall consult with the parent/guardian and district staff, including the student's teachers, regarding other placement options for the student in addition to the option to return to the classroom instructional program from which the student's expulsion referral was made. The decision to not recommend expulsion shall be final. (Education Code 48918(e))

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code 48918(f))

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion. If the hearing officer or administrative panel recommends that the Board expel a student but suspend the enforcement of the expulsion, the student shall not be reinstated and permitted to return to the classroom instructional program from which the referral was made until the Board has ruled on the recommendation. (Education Code 48917, 48918)



## **Final Action by the Board**

Whether the expulsion hearing is conducted in closed or public session by the Board, a hearing officer, or an administrative panel or is waived through the signing of a stipulated expulsion agreement, the final action to expel shall be taken by the Board in public. (Education Code 48918(j))

(cf. 9321.1 - Closed Session Actions and Reports)

The Board's decision is final. If the decision is to not expel, the student shall be reinstated immediately. If the decision is to suspend the enforcement of the expulsion, the student shall be reinstated under the conditions of the suspended expulsion.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for any act listed under "Mandatory Recommendation and Mandatory Expulsion" above, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code 48916)

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include: (Education Code 48916)

1. Periodic review, as well as assessment at the time of review, for readmission
2. Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs

With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code 48916.5)

## **Written Notice to Expel**

The Superintendent or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

1. The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12"



(Education Code 48900.8)

2. The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian (Education Code 48916)
3. Notice of the right to appeal the expulsion to the County Board (Education Code 48918)
4. Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)
5. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918)

#### Decision to Suspend Expulsion Order

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion order, the Board shall take into account the following criteria:

1. The student's pattern of behavior
2. The seriousness of the misconduct
3. The student's attitude toward the misconduct and his/her willingness to follow a rehabilitation program

The suspension of the enforcement of an expulsion shall be governed by the following:

1. The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)
2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status. (Education Code 48917)
3. The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" above or violates any of the district's rules and regulations governing student conduct. (Education Code 48917)

4. When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order. (Education Code 48917)
5. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)
6. The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of his/her status with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918(j))
7. Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board. (Education Code 48917)

#### Appeal

The student or parent/guardian is entitled to file an appeal of the Board's decision with the County Board. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion order is suspended and the student is placed on probation. (Education Code 48919)

If the student submits a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the County Board, the district shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

#### Notification to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance. In addition, law enforcement authorities shall be notified regarding any acts by students regarding the possession, sale, or furnishing of firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code 48902)



Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering, or sale of controlled substances, alcohol, or intoxicants of any kind. (Education Code 48902)

#### Placement During Expulsion

The Board shall refer expelled students to a program of study that is: (Education Code 48915, 48915.01)

1. Appropriately prepared to accommodate students who exhibit discipline problems
2. Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at any of these
3. Not housed at the school site attended by the student at the time of suspension

(cf. 6158 - Independent Study)

(cf. 6185 - Community Day School)

When the placement described above is not available and when the County Superintendent so certifies, students expelled for only acts described in items #6-12 under "Grounds for Suspension and Expulsion: Grades K-12" and items #1-3 under "Additional Grounds for Suspension and Expulsion: Grades 4-12" above may be referred to a program of study that is provided at another comprehensive middle, junior, or senior high school or at an elementary school. (Education Code 48915)

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12. (Education Code 48916.1)

#### Readmission After Expulsion

Prior to the date set by the Board for the student's readmission:

1. The Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference, the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.
2. The Superintendent or designee shall transmit to the Board his/her recommendation regarding readmission. The Board shall consider this recommendation in closed session. If a written request for open session is received from the

parent/guardian or adult student, it shall be honored to the extent that privacy rights of other students are not violated.

3. If the readmission is granted, the Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission.
4. The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees. (Education Code 48916)
5. If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school.
6. The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. (Education Code 48916)

No student shall be denied readmission into the district based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other such contact with the juvenile justice system. (Education Code 48645.5)

#### Maintenance of Records

The district shall maintain a record of each suspension and expulsion, including its specific cause(s). (Education Code 48900.8)

Expulsion records of any student shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon written request by that school. (Education Code 48918(k))

The Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this district. (Education Code 48915.1)

(cf. 5119 - Students Expelled from Other Districts)

Regulation      CENTER UNIFIED SCHOOL DISTRICT  
approved: October 21, 2015   Antelope, California

# CSBA Sample

## Administrative Regulation

Students

AR 5148.2(a)

### BEFORE/AFTER SCHOOL PROGRAMS

Note: The district should revise the following administrative regulation to reflect the before and/or after school program(s) it offers and the grade levels at which the programs are offered. In addition to the program requirements described below, before-school and after-school programs may be subject to other district policies such as BP/AR 5148 - Child Care and Development, AR 3514.2 - Integrated Pest Management, and BP/AR 3550 - Food Service/Child Nutrition Program. The district should consult legal counsel if it has questions regarding the applicability of other laws to the district's programs.

#### Grades K-9

Note: The following section is for use by districts providing before-school and/or after-school programs funded by the state After School Education and Safety Program (ASES) (Education Code 8482-8484.65) or the federal 21st Century Community Learning Center program (21st CCLC) (Education Code 8484.7-8484.9; 20 USC 7171-7176). Both ASES and 21st CCLC programs serve students who are in grades K-9 in an elementary, middle, or junior high school. Pursuant to Education Code 8484.75, programs funded through the 21st CCLC program are generally subject to the same program requirements applicable to ASES programs, with the exception of specified provisions primarily related to allocation of funds.

The following section applies to both ASES and 21st CCLC programs except where otherwise noted, and should be revised to reflect the program(s) offered by the district.

The district's After School Education and Safety (ASES) program or 21st Century Community Learning Center (21st CCLC) program shall serve students in any of grades K-9 as the district may determine based on local needs. (Education Code 8482.3, 8484.7, 8484.75, 8484.8)

The district's 21st CCLC program shall primarily serve students in Title I schoolwide programs ~~or serve a high percentage of students from low-income families~~. (Education Code 8484.8; 20 USC 7173)

*(cf. 6171 - Title I Programs)*

Note: The remainder of this section applies to both ASES and 21st CCLC programs.

The district's ASES and 21st CCLC program(s) shall be operated in accordance with the following:

1. Program Elements
  - a. The program shall include an educational and literacy element in which tutoring or homework assistance is provided in language arts, mathematics, history and social science, computer training, and/or science. (Education Code 8482.3)

*(cf. 6142.91 - Reading/Language Arts Instruction)*



## **BEFORE/AFTER SCHOOL PROGRAMS (continued)**

*(cf. 6142.92 - Mathematics Instruction)*  
*(cf. 6142.93 - Science Instruction)*  
*(cf. 6154 - Homework/Makeup Work)*  
*(cf. 6163.4 - Student Use of Technology)*

Note: Education Code 8482.3 requires that the program include an educational enrichment component which may include physical fitness. Pursuant to Education Code 8483.55 and 8484.8, the California Department of Education (CDE) has developed voluntary California After School Physical Activity Guidelines which are available on its web site.

- b. The program shall include an educational enrichment element which may include, but is not limited to, fine arts, career technical education, recreation, technology, physical fitness, and prevention activities. (Education Code 8482.3)

*(cf. 5131.6 - Alcohol and Other Drugs)*  
*(cf. 5131.62 - Tobacco)*  
*(cf. 6142.6 - Visual and Performing Arts)*  
*(cf. 6142.7 - Physical Education and Activity)*  
*(cf. 6178 - Career Technical Education)*

Note: Pursuant to Education Code 8482.3, after-school programs may offer snacks or meals that conform to applicable state or federal nutrition standards. Reimbursement for providing snacks is available through the National School Lunch Program and the Child and Adult Care Food Program (CACFP) for participating districts. Pursuant to the Healthy, Hunger-Free Kids Act of 2010 (42 USC 1766-1766a), after-school programs participating in the at-risk after-school care component of the CACFP may be reimbursed for serving full meals. Further information is available on the web sites of the CDE and U.S. Department of Agriculture.

## **2. Nutrition**

- a. If snacks or meals are made available in the program, they shall conform to nutrition standards specified in Education Code 49430-49434 or 42 USC 1766 as applicable. (Education Code 8482.3; 42 USC 1766-1766a; 7 CFR 226.17)
- b. The district's before-school program shall offer a breakfast meal as described in Education Code 49553 for all program participants. (Education Code 8483.1)

*(cf. 3550 - Food Service/Child Nutrition Program)*  
*(cf. 3554 - Other Food Sales)*  
*(cf. 5030 - Student Wellness)*

Note: Education Code 8482.3 provides that a program may be offered at one or multiple school sites. Program applications and U.S. Department of Education (USDOE) nonregulatory guidance, 21st Century Community Learning Centers, state that programs may be located off campus as long as the facility is as available and accessible to students as if it were located at a school.

**BEFORE/AFTER SCHOOL PROGRAMS (continued)****3. Location of Program**

- a. The program may be offered at one or multiple school sites and/or at an easily available and accessible off-campus facility. (Education Code 8482.3)

~~Note: Education Code 8482.8, as amended by AB 2615 (Ch. 470, Statutes of 2016), allows the district to provide services at another school site if there is a significant barrier to student participation in a program at the school of attendance and if the school to which the program will be transferred either (1) agrees to receive students from the transferring school and has an existing grant of the same type as the transferring school, or (2) does not have a 10-percent lower percentage of students eligible for free or reduced-price meals than the transferring school. Approval to provide services at another school site must be obtained from the Superintendent of Public Instruction prior to or during the grant application process. In addition, Education Code 8482.8 allows a district that is temporarily prevented from operating a program at a given site due to natural disaster, civil unrest, or imminent danger to students or staff to transfer funding to other program sites in order to meet attendance targets during that time period.~~

- b. When there is a significant barrier to student participation in either the before-school or after-school component of a program at the school of attendance, the Superintendent or designee may, with the approval of the Superintendent of Public Instruction, provide services at another school site. Such transfer of services shall occur only if the school to which the program will be transferred agrees to receive students from the transferring school and has an existing grant of the same type as the transferring school, or does not have a 10-percent lower percentage of students eligible for free or reduced-price meals than the transferring school. A significant barrier includes any of the following: (Education Code 8482.8)

- (1) Fewer than 20 students participating in the program component
- (2) Extreme transportation constraints, including, but not limited to, desegregation busing, busing for magnet or open enrollment schools, or student dependence on public transportation
- (3) A reduction in the program grant of an existing school due to its merging into a new school opened by the district or the splitting of its students with a new school

In such cases, the district shall arrange for safe, supervised transportation between school sites; ensure communication among staff in the regular school program, staff in the before-school or after-school program, and parents/guardians; and ensure alignment of the educational and literacy elements with the regular school program of participating students. (Education Code 8482.8)



**BEFORE/AFTER SCHOOL PROGRAMS (continued)**

**4. Staffing**

- a. All staff members who directly supervise students shall, at a minimum, meet the qualifications for an instructional aide. (Education Code 8483.4, 45330, 45344, 45344.5)

*(cf. 4222 - Teacher Aides/Paraprofessionals)*

Note: Pursuant to Education Code 8483.4, program staff and volunteers are required to meet health screening and fingerprint clearance requirements. Education Code 49024 provides that the requirement to obtain an Activity Supervisor Clearance Certificate prior to beginning a paid or volunteer position is satisfied by clearing a Department of Justice and Federal Bureau of Investigation criminal background check.

- b. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in law and Board policy. (Education Code 8483.4)

*(cf. 1240 - Volunteer Assistance)*

*(cf. 4112.4/4212.4/4312.4 - Health Examinations)*

*(cf. 4112.5/4212.5/4312.5 - Criminal Record Check)*

- c. The student-to-staff ratio shall be no more than 20 to 1. (Education Code 8483.4)

**5. Hours of Operation**

- a. A before-school program shall not operate for less than one and one-half hours per regular school day. (Education Code 8483.1)
- b. An after-school program shall begin immediately upon the conclusion of the regular school day and shall operate a minimum of 15 hours per week and at least until 6 p.m. on every regular school day. (Education Code 8483)

**6. Admissions**

- a. Every student attending a school operating a program is eligible to participate in the program, subject to program capacity. (Education Code 8482.6)

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*

- b. If the number of students wishing to participate in the program exceeds program capacity, students shall be selected for enrollment based on the following guidelines:

**BEFORE/AFTER SCHOOL PROGRAMS (continued)**

Note: Pursuant to Education Code 8483, as added by AB 2615 (Ch. 470, Statutes of 2016), commencing July 1, 2017, first priority for enrollment shall be given to students who are identified as homeless or foster youth, as provided below:

- (1) First priority for enrollment shall be given to students who are identified as homeless youth, as defined by the McKinney-Vento Homeless Assistance Act (42 USC 11434a), at the time they apply for enrollment or at any time during the school year and to students who are identified by the program as being in foster care. (Education Code 8483, 8483.1)

The district is not required to disenroll a current student in order to secure the enrollment of a student who has priority for enrollment. (Education Code 8483, 8483.1)

The district shall inform the parent/guardian of a homeless or foster youth of the right of the child to receive priority enrollment and how to request priority enrollment. (Education Code 8483)

*(cf. 5145.6 - Parental Notifications)*  
*(cf. 6173 - Education for Homeless Children)*  
*(cf. 6173.1 - Education for Foster Youth)*

Note: Item #(2) below is for use by districts that maintain middle or junior high schools.

- (2) Second priority for enrollment of middle or junior high school students shall be given to students who attend daily. (Education Code 8483, 8483.1)

Note: Items #(3)-(5) are optional and may be revised or expanded to include enrollment priorities established by the district.

- (3) Third priority for enrollment shall be given to students identified as in need of academic remediation or support in accordance with Board policy or administrative regulations.

*(cf. 6179 - Supplemental Instruction)*

- (4) Any remaining capacity shall be filled by students selected at random.
- (5) A waiting list shall be established to accommodate additional students if space becomes available.

**7. Attendance/Early Release**

**BEFORE/AFTER SCHOOL PROGRAMS (continued)**

Note: Education Code 8483 and 8483.1 express legislative intent that elementary students attend the full program day of either the before-school or after-school program every day in which they participate. Education Code 8483 and 8483.1 allow districts to implement a flexible attendance schedule for students in middle or junior high school. Education Code 8483.1 specifies that, for before-school programs, students who attend less than one-half of the daily program hours may not be counted for attendance purposes.

Pursuant to Education Code 8483, districts offering an after-school program are **mandated** to establish a policy regarding reasonable early daily release of students from the after-school program. Education Code 8483.1 **mandates** districts offering a before-school program to establish a policy regarding reasonable late daily arrival of students. The following items should be revised to reflect district practice.

- a. Each student admitted into a district program shall be expected to attend the full number of hours that the program is in operation every day that he/she participates.
- b. When necessary, a student's parent/guardian may request, in writing, that the Superintendent or designee approve the reasonable late daily arrival of his/her child for the before-school program or the reasonable early daily release of his/her child from the after-school program. The Superintendent or designee shall not approve such a request if the student would be attending less than one-half of the daily program hours.

Note: Item #8 below is for use by districts that offer a program during summer, intersession, or vacation periods. Pursuant to Education Code 8483.76, a school that establishes a before-school or after-school program is eligible to receive a supplemental grant to operate the program in excess of 180 regular school days or during any combination of summer, weekends, intersession, or vacation periods for a maximum of 30 percent of the total grant amount awarded, per school year, to the school.

**8. Summer/Intersession/Vacation Programs**

- a. A before-school program operating during summer, intersession, and/or vacation days shall be offered for a minimum of two hours per day. An after-school program offered during summer, intersession, and/or vacation days may be operated for either three hours or six hours per day in accordance with Education Code 8483.76. When both before-school and after-school programs are offered for the same students on such days, they shall be operated for a minimum of four and one-half hours per day. (Education Code 8483, 8483.1, 8483.2, 8483.76)
- b. A program offered during summer, intersession, and/or vacation periods may open eligibility to every student attending a school in the district, with priority for enrollment given to students enrolled in the school that received the grant. (Education Code 8483.76)

## **BEFORE/AFTER SCHOOL PROGRAMS (continued)**

- c. To address the needs of students and school closures, the program may be conducted at an off-site location or an alternate school site. The program shall notify the California Department of Education (CDE) of the change of location and shall include a plan to provide safe transportation pursuant to Education Code 8484.6. (Education Code 8483.76)
- d. Any program operating for six hours per day shall provide at least one nutritionally adequate free or reduced-price meal to each eligible student during each program day. (Education Code 8483.76)

Note: Education Code 8483.76 mandates that a district operating a six-hour program adopt an attendance and early release policy for the program that is consistent with the district's early release policy for the regular school day; see item #7 above. This policy must be included in the program plan submitted to the CDE.

- e. For any program operating six hours per day, district procedures pertaining to student attendance and early release as specified in item #7 above shall apply. (Education Code 8483.76)

*(cf. 6177 - Summer Learning Programs)*

## **Grades 9-12**

Note: The following section is for use by districts providing before-school and/or after-school programs funded through 21st Century High School After School Safety and Enrichment for Teens **Program** (ASSETs) program (Education Code 8420-8428; 20 USC 7171-7176).

The district's 21st Century High School After School Safety and Enrichment for Teens (ASSETs) program shall serve students in any of grades 9-12 as the district may determine based on local needs. (Education Code 8421)

The program shall be operated in accordance with the following guidelines:

### **1. Program Elements**

Note: Education Code 8421 requires that the ASSETs program include an academic assistance element, as provided below. AB 830 (Ch. 641, Statutes of 2017) amended Education Code 8421 to delete the requirement that the program include preparation for the California High School Exit Examination, as that exam has been eliminated.

- a. The program shall include an academic assistance element that is coordinated with the regular academic program and includes, but is not limited to, at least one of the following: (Education Code 8421)

**BEFORE/AFTER SCHOOL PROGRAMS (continued)**

Note: Education Code 8421 authorizes the district's ASSETs program to include preparation for the California High School Exit Examination. However, pursuant to Education Code 60851.1, administration of the exit exam has been suspended through the 2017-18 school year.

~~(1)~~ Preparation for the high school exit examination

*(cf. 6162.52—High School Exit Examination)*

~~(2)~~ (1) Tutoring

~~(3)~~ (2) Career exploration, including activities that help students develop the knowledge and skills that are relevant to their career interests and reinforce academic content

~~(4)~~ (3) Homework assistance

~~(5)~~ (4) College preparation, including information about the Cal Grant program pursuant to Education Code 69430-69460

b. The program shall include an enrichment element that may include, but is not limited to: (Education Code 8421)

(1) Community service

(2) Career and technical education

(3) Job readiness

(4) Opportunities for mentoring and tutoring younger students

(5) Service learning

(6) Arts

(7) Computer and technology training

(8) Physical fitness

(9) Recreation activities

*(cf. 6142.4 - Service Learning/Community Service Classes)*

Note: Education Code 8423 requires the ASSETs program to include a physical activity element. See the CDE's California After School Physical Activity Guidelines, available on its web site.

## **BEFORE/AFTER SCHOOL PROGRAMS (continued)**

- c. The program shall include a nutritional snack and/or meal and a physical activity element. (Education Code 8423)
  - d. The program shall provide for access to, and availability of, computers and technology. (Education Code 8423)
  - e. The Superintendent or designee shall assess students' preferences for program activities. (Education Code 8423)
2. Location of Program
- a. The district's program may operate on one or multiple school sites or at another location approved by the CDE. (Education Code 8421)
  - b. If applying for a location off school grounds, the Superintendent or designee shall ensure that safe transportation is available for students, if necessary, and the program is at least as available and accessible as similar programs conducted on school sites. (Education Code 8421)
3. Hours of Operation
- a. The district's program shall operate for a minimum of 15 hours per week. (Education Code 8421)
  - b. The district's program may be operated either after school only or for any combination of after school, before school, weekends, summer, intersession, and vacations. (Education Code 8422)

## **Volunteers**

Note: The following optional section is for use by districts that choose to create a registry of volunteer after-school physical recreation instructors or other volunteers pursuant to Education Code 35021.3, and may be used by districts that provide an ASES, 21st CCLC, ASSETs, or any other local program. When the district opts to use a registry created by a county office of education pursuant to Education Code 35021.3 rather than develop its own, the following section may be revised to inform district staff about the county registry and encourage its use.

Pursuant to Education Code 35021.3, after-school instruction in physical recreation provided by a volunteer does not count toward satisfaction of physical education requirements pertaining to the number of instructional minutes or course completion for high school graduation; see BP/AR 6142.7 - Physical Education and Activity and BP 6146.1 - High School Graduation Requirements.

The Superintendent or designee may establish a registry of volunteer after-school physical recreation instructors and other before-school and after-school program volunteers. (Education Code 35021.3)

**BEFORE/AFTER SCHOOL PROGRAMS** (continued)

Note: Education Code 35021.3 requires volunteers to submit to a criminal background check and authorizes, but does not require, the district to contribute funds to pay for all or part of the background check. Pursuant to Education Code 35021.3, the district may expand the following paragraph to impose additional requirements on volunteers (e.g., certification in cardiopulmonary resuscitation).

To be included in the registry, a volunteer shall submit to a criminal background check pursuant to Education Code 45125. He/she also shall submit current contact information to the district and shall update that information whenever the information changes. (Education Code 35021.3)

The Superintendent or designee may use a volunteer registered with the district or may select another person to provide physical recreation to students after school hours or to provide other services. (Education Code 35021.3)

**Reports**

Note: The following section applies to ASES, 21st CCLC, and ASSETs programs.

Pursuant to Education Code 8426 and 8484, the CDE may terminate a grant if, for three consecutive years, the program fails to demonstrate measurable program outcomes or fails to attain 75 percent of its proposed attendance levels. For this purpose, the CDE may consider a comparison of participating and nonparticipating students at the same school site or other factors.

The Superintendent or designee shall annually submit to the CDE outcome-based data, including, but not limited to: (Education Code 8427, 8482.3, 8484)

1. For participating students, school day attendance on an annual basis and program attendance on a semi-annual basis

Note: Education Code 8427 requires programs to submit evidence of a program quality improvement process that is based on standards developed by the CDE. The CDE's program quality standards, Quality Standards for Expanded Learning in California: Creating and Implementing a Shared Vision of Quality, are available on its web site.

2. Evidence of a program quality improvement process that is data driven and based on CDE program quality standards

(cf. 0500 - Accountability)

(7/15 3/17) 12/17



# **Center Unified SD**

## **Administrative Regulation**

### **Before/After School Programs**

**AR 5148.2**  
**Students**

**Grades K-9**

The district's After School Education and Safety (ASES) program or 21st Century Community Learning Center (21st CCLC) program may serve students in grades K-9. (Education Code 8482.3, 8484.8)

Consistent with state funding priorities, the district shall, to the extent feasible, give priority to establishing ASES programs that serve students in schools with the highest percentage of students eligible for free and reduced-price meals.

(cf. 3553 - Free and Reduced Price Meals)

The district's 21st CCLC program shall primarily serve students in Title I schoolwide programs or serve a high percentage of students from low-income families. (Education Code 8484.8; 20 USC 7173)

(cf. 6171 - Title I Programs)

Consistent with federal funding priorities, the district shall, to the extent feasible, give priority to establishing 21st CCLC programs in schools that are identified for program improvement under 20 USC 6316 and/or programs that will provide year-round expanded learning opportunities.

(cf. 0520.2 - Title I Program Improvement Schools)

The district's ASES and 21st CCLC program(s) shall be operated in accordance with the following:

1. **Program Elements**

- a. The program shall include an educational and literacy element in which tutoring or homework assistance is provided in language arts, mathematics, history and social science, computer training, and/or science. (Education Code 8482.3)

(cf. 6142.91 - Reading/Language Arts Instruction)

(cf. 6142.92 - Mathematics Instruction)

(cf. 6142.93 - Science Instruction)

(cf. 6154 - Homework/Makeup Work)  
(cf. 6163.4 - Student Use of Technology)

b. The program shall include an educational enrichment element which may include, but is not limited to, fine arts, career technical education, recreation, technology, physical fitness, and prevention activities. (Education Code 8482.3)

(cf. 5131.6 - Alcohol and Other Drugs)  
(cf. 5131.62 - Tobacco)  
(cf. 6142.6 - Visual and Performing Arts)  
(cf. 6142.7 - Physical Education and Activity)  
(cf. 6178 - Career Technical Education)

## 2. Nutrition

a. If snacks or meals are made available in the program, they shall conform to state nutrition standards specified in Education Code 49430-49434 or 42 USC 1766 as applicable. (Education Code 8482.3; 42 USC 1766-1766a; 7 CFR 226.17)

b. The district's before-school program shall offer a breakfast meal as described in Education Code 49553 for all program participants. (Education Code 8483.1)

(cf. 3550 - Food Service/Child Nutrition Program)  
(cf. 3554 - Other Food Sales)  
(cf. 5030 - Student Wellness)

## 3. Location of Program

a. The program may be offered at one or multiple school sites and/or at an easily available and accessible off-campus facility. (Education Code 8482.3)

b. When there is a significant barrier to student participation in either the before-school or after-school component of a program at the school of attendance, the district may, with the approval of the Superintendent of Public Instruction, provide services at another school site. A significant barrier includes either of the following: (Education Code 8482.8)

(1) Fewer than 20 students participating in the program component

(2) Extreme transportation constraints, including, but not limited to, desegregation busing, busing for magnet or open enrollment schools, or student dependence on public transportation

In such cases, the district shall arrange for safe, supervised transportation between school sites; ensure communication among staff in the regular school program, staff in the before-school or after-school program, and parents/guardians; and ensure alignment of

the educational and literacy elements with the regular school program of participating students. (Education Code 8482.8)

(cf. 3540 - Transportation)

4. Staffing

a. All staff members who directly supervise students shall, at a minimum, meet the qualifications for an instructional aide. (Education Code 8483.4; 20 USC 6319)

(cf. 4222 - Teacher Aides/Paraprofessionals)

b. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in law and Board policy. (Education Code 8483.4)

(cf. 1240 - Volunteer Assistance)

(cf. 4112.4/4212.4/4312.4 - Health Examinations)

(cf. 4112.5/4212.5/4312.5 - Criminal Record Check)

c. The student-to-staff ratio shall be no more than 20 to 1. (Education Code 8483.4)

5. Hours of Operation

a. A before-school program shall not operate for less than one and one-half hours per regular school day. (Education Code 8483.1)

b. An after-school program shall begin immediately upon the conclusion of the regular school day and shall operate a minimum of 15 hours per week and at least until 6 p.m. on every regular school day. (Education Code 8483)

6. Admissions

a. Every student attending a school operating a program is eligible to participate in the program, subject to program capacity. (Education Code 8482.6)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

b. If the number of students wishing to participate in the program exceeds program capacity, students shall be selected for enrollment based on the following guidelines:

(1) Priority for enrollment of middle or junior high school students shall be given to students who attend daily. (Education Code 8483, 8483.1)

(2) Priority for enrollment shall be given to students identified as in need of academic remediation or support in accordance with Board policy or administrative regulations.



(cf. 6179 - Supplemental Instruction)

(3) Any remaining capacity shall be filled by students selected at random.

(4) A waiting list shall be established to accommodate additional students if space becomes available.

7. Attendance/Early Release

a. Each student admitted into a district program shall be expected to attend the full number of hours that the program is in operation every day that he/she participates.

b. When necessary, a student's parent/guardian may request, in writing, that the Superintendent or designee approve the reasonable late daily arrival of his/her child for the before-school program or the reasonable early daily release of his/her child from the after-school program. The Superintendent or designee shall not approve such a request if the student would be attending less than one-half of the daily program hours.

8. Summer/Intersession/Vacation Programs

a. A before-school program operating during summer, intersession, and/or vacation days shall be offered for a minimum of two hours per day. An after-school program offered during summer, intersession, and/or vacation days may be operated for either three hours or six hours per day in accordance with Education Code 8483.76. When both before-school and after-school programs are offered for the same students on such days, they shall be operated for a minimum of four and one-half hours per day. (Education Code 8483, 8483.1, 8483.2, 8483.76)

b. A program offered during summer, intersession, and/or vacation periods may open eligibility to every student attending a school in the district, with priority for enrollment given to students enrolled in the school that received the grant. (Education Code 8483.76)

c. To address the needs of students and school closures, the program may be conducted at an off-site location or an alternate school site. The program shall notify the California Department of Education (CDE) of the change of location and shall include a plan to provide safe transportation pursuant to Education Code 8484.6. (Education Code 8483.76)

d. Any program operating for six hours per day shall provide at least one nutritionally adequate free or reduced-price meal to each eligible student during each program day. (Education Code 8483.76)

e. For any program operating six hours per day, district procedures pertaining to student attendance and early release as specified in item #7 above shall apply. (Education Code 8483.76)

(cf. 6177 - Summer Learning Programs)

#### Reports

The Superintendent or designee shall annually submit to the CDE outcome-based data, including, but not limited to: (Education Code 8427, 8482.3, 8484)

1. For participating students, school day attendance on an annual basis and program attendance on a semi-annual basis
2. Evidence of a program quality improvement process that is data driven and based on CDE program quality standards

(cf. 0500 - Accountability)

Regulation      CENTER UNIFIED SCHOOL DISTRICT  
approved: October 21, 2015   Antelope, California

# CSBA Sample Board Policy

Instruction

BP 6020(a)

## PARENT INVOLVEMENT

Note: 20 USC 6318, as amended by the Every Student Succeeds Act (P.L. 114-95), mandates each district receiving federal Title I, Part A, funds to have a written parent/guardian and family engagement involvement policy developed jointly with and agreed upon by parents/guardians and family members of participating students. Education Code 11504 mandates districts to adopt a policy on parent/guardian involvement applicable to each school that does not receive Title I funds. The following policy and accompanying administrative regulation contain language satisfying both mandates and should be revised to reflect district practice.

In addition, Education Code 51101 mandates policy for all districts addressing the manner in which parents/guardians, school staff, and students may share responsibility for continuing the intellectual, physical, emotional, and social development and well-being of students; see BP/AR 5020 - Parent Rights and Responsibilities for language fulfilling this mandate.

For best practices in implementing parent/guardian and family engagement programs, see the California Department of Education's Family Engagement Framework: A Tool for California School Districts.

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent/guardian involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with staff and consult with parents/guardians and family members in the development of to develop meaningful opportunities at all grade levels for parents/guardians them to be involved in district and school activities at all grade levels; advisory, decision-making, and advocacy roles; and activities to support learning at home.

(cf. 0420 - School Plans/Site Councils)

(cf. 0520.2 - Title I Program Improvement Schools)

(cf. 1220 - Citizen Advisory Committees)

(cf. 1230 - School-Connected Organizations)

(cf. 1240 - Volunteer Assistance)

(cf. 1250 - Visitors/Outsiders)

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 5145.6 - Parental Notifications)

The district's local control and accountability plan shall include goals and strategies for parent/guardian involvement, including district efforts to seek parent/guardian input in



**PARENT INVOLVEMENT (continued)**

**district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)**

*(cf. 0460 - Local Control and Accountability Plan)*

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's **parent/guardian and family engagement involvement** efforts, including, but not limited to, input from parents/guardians, **family members**, and school staff on the adequacy of **parent** involvement opportunities and **on** barriers that may inhibit **parent/guardian** participation.

*(cf. 0500 - Accountability)*

**Title I Schools**

Note: The following section is for use by districts that receive Title I funds. 20 USC 6318 mandates that such districts develop, jointly with parents/guardians and family members of participating students, a **parent involvement** policy which establishes expectations and objectives for **meaningful parent/guardian and family involvement** and describes how the district will address specified components. See the accompanying administrative regulation for the required components and optional strategies for addressing each component.

State law (Education Code 11503) ~~also mandates~~ **reinforces federal law by requiring annual objectives for the parent involvement program and** procedures to ensure that parents/guardians are consulted and participate in the planning, design, implementation, and evaluation of the Title I **parent/guardian and family engagement involvement** program.

~~Each year the Superintendent or designee shall identify specific objectives of the district's parent involvement program for schools that receive Title I funding. He/she shall ensure that parents/guardians are consulted and participate in the planning, design, implementation, and evaluation of the parent involvement program. (Education Code 11503)~~

*(cf. 6171 - Title I Programs)*

~~The Superintendent or designee shall ensure that the district's parent involvement strategies are jointly developed with and agreed upon by parents/guardians of students participating in Title I programs. Those strategies shall establish expectations for parent involvement and describe how the district will carry out each activity listed in 20 USC 6318. (20 USC 6318)~~

**The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained**



**PARENT INVOLVEMENT** (continued)

in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)

(cf. 6171 - Title I Programs)

Note: Pursuant to 20 USC 6318, the Board must reserve at least one percent of the district's Title I funding to carry out parent involvement activities, including promotion of family literacy and parenting skills, provided that one percent of the allocation received by the district totals more than \$5,000. At least 95 percent of the reserved funds must be distributed to eligible schools. The following paragraph is for use by districts that receive more than \$500,000 in Title I, Part A funding. Pursuant to 20 USC 6318, the Governing Board must reserve at least one percent of the district's Title I funding to carry out parent/guardian and family engagement involvement activities, including promotion of family literacy and parenting skills, provided that one percent of the allocation received by the district totals more than \$5,000. As amended by P.L. 114-95, 20 USC 6318 requires that at least 95 90 percent of the reserved funds must be distributed to eligible schools, with priority given to "high-need schools" as defined in 20 USC 6631.

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities. The Superintendent or designee shall consult with parents/guardians of participating students in the planning and implementation of parent involvement programs, activities, and regulations. He/she also shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement involvement activities and shall ensure that priority is given to schools in high poverty areas in accordance with law. (20 USC 6318, 6631)

(cf. 3100 - Budget)

Note: As amended by P.L. 114-95, 20 USC 6318 identifies allowable uses of the Title I funds reserved for parent/guardian and family engagement, as provided below. These uses are consistent with the activities that must be addressed in the district's parent/guardian and family engagement policy, as described in the accompanying administrative regulation.

Expenditures of such funds shall be consistent with the activities specified in this policy and shall include at least one of the following: (20 USC 6318)

1. Support for schools and nonprofit organizations in providing professional development for district and school staff regarding parent/guardian and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents/guardians and family members

**PARENT INVOLVEMENT (continued)**

2. **Support for programs that reach parents/guardians and family members at home, in the community, and at school**
3. **Dissemination of information on best practices focused on parent/guardian and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents/guardians and family members**
4. **Collaboration with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement**
5. **Any other activities and strategies that the district determines are appropriate and consistent with this policy**

**Note:** In addition to the district-level policy described above, 20 USC 6318 requires that each individual school receiving Title I funds have a written parent involvement policy with specified components; see the accompanying administrative regulation.

The Superintendent or designee shall ensure that each school receiving Title I funds develops a school-level parent/guardian and family engagement involvement policy in accordance with 20 USC 6318.

**Non-Title I Schools**

**Note:** The following section is for use by districts that do not receive any Title I funds or that have one or more individual schools that do not receive Title I funds. Education Code 11504 mandates the Board to adopt a policy on parent/guardian involvement, applicable to each school that does not receive Title I funds, that is consistent with the purposes and goals in Education Code 11502. See the accompanying administrative regulation for information about these goals and sample strategies for addressing each goal.

The Superintendent or designee shall develop and implement strategies applicable to each school that does not receive federal Title I funds to encourage the involvement and support of parents/guardians in the education of their children, including, but not limited to, strategies describing how the district and schools will address the purposes and goals described in Education Code 11502. (Education Code 11504)

*Legal Reference:***EDUCATION CODE**

11500-11506 Programs to encourage parent involvement

48985 Notices in languages other than English

51101 Parent rights and responsibilities

**52060-52077 Local control and accountability plan**

*Legal Reference continued: (see next page)*

**PARENT INVOLVEMENT (continued)***Legal Reference: (continued)*EDUCATION CODE (continued)54444.1-54444.2 Parent advisory councils, services to migrant children56190-56194 Community advisory committee, special education64001 Single plan for student achievementLABOR CODE230.8 Time off to visit child's schoolCODE OF REGULATIONS, TITLE 518275 Child care and development programs, parent involvement and educationUNITED STATES CODE, TITLE 206311 Parental notice of teacher qualifications and student achievement State plan6312 Local educational agency plan6314 Schoolwide programs6316 School improvement6318 Parent involvement and family engagement6631 Teacher and school leader incentive program, purposes and definitionsCODE OF FEDERAL REGULATIONS, TITLE 2835.104 Definitions, auxiliary aids and services35.160 Communications*Management Resources:*CSBA PUBLICATIONSParent Involvement: Development of Effective and Legally Compliant Policies, Governance and Policy Services Policy Briefs, August 2006STATE BOARD OF EDUCATION POLICIES89-01 Parent Involvement in the Education of Their Children, rev. 1994CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONSTitle I School-Level Parental Involvement PolicyFamily Engagement Framework: A Tool for California School Districts, 2014U.S. DEPARTMENT OF EDUCATION PUBLICATIONS NON-REGULATORY GUIDANCEParental Involvement: Title I, Part A, Non-Regulatory Guidance, April 23, 2004WEB SITESCSBA: <http://www.csba.org>California Department of Education, Family, School, Community Partnerships:  
<http://www.cde.ca.gov/fs/pf>California Parent Center: <http://parent.sdsu.edu>California State PTA: <http://www.capta.org>National Coalition for Parent Involvement in Education: <http://www.ncpie.org>National PTA: <http://www.pta.org>No Child Left Behind: <http://www.ed.gov/nclb>Parent Information and Resource Centers: <http://www.pirc-info.net>Parents as Teachers National Center: <http://www.parentsteachers.org>U.S. Department of Education: <http://www.ed.gov>

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# **Center USD**

## **Board Policy**

### **Parent Involvement**

**BP 6020**

#### **Instruction**

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with staff and parents/guardians to develop meaningful opportunities at all grade levels for parents/guardians to be involved in district and school activities; advisory, decision-making, and advocacy roles; and activities to support learning at home.

(cf. 0420 - School Plans/Site Councils)  
(cf. 0420.1 - School-Based Program Coordination)  
(cf. 0420.5 - School-Based Decision Making  
(cf. 0520.1 - High Priority Schools Grant Program)  
(cf. 0520.2 - Title I Program Improvement Schools)  
(cf. 1220 - Citizen Advisory Committees)  
(cf. 1230 - School-Connected Organizations)  
(cf. 1240 - Volunteer Assistance)  
(cf. 1250 - Visitors/Outsiders)

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

(cf. 5020 - Parent Rights and Responsibilities)  
(cf. 5145.6 - Parental Notifications)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent involvement efforts, including, but not limited to, input from parents/guardians and school staff on the adequacy of parent involvement opportunities and barriers that may inhibit parent/guardian participation.

(cf. 0500 - Accountability)

#### **Title I Schools**

Each year the Superintendent or designee shall identify specific objectives of the district's parent involvement program for schools that receive Title I funding. He/she shall ensure that parents/guardians are consulted and participate in the planning, design, implementation, and evaluation of the parent involvement program. (Education Code

11503)

(cf. 6171 - Title I Programs)

The Superintendent or designee shall ensure that the district's parent involvement strategies are jointly developed with and agreed upon by parents/guardians of students participating in Title I programs. Those strategies shall establish expectations for parent involvement and describe how the district will carry out each activity listed in 20 USC 6318. (20 USC 6318)

The Superintendent or designee shall consult with parents/guardians of participating students in the planning and implementation of parent involvement programs, activities, and regulations. He/she also shall involve parents/guardians of participating students in decisions regarding how the district's Title I funds will be allotted for parent involvement activities. (20 USC 6318)

(cf. 3100 - Budget)

The Superintendent or designee shall ensure that each school receiving Title I funds develops a school-level parent involvement policy in accordance with 20 USC 6318.

Non-Title I Schools

The Superintendent or designee shall develop and implement strategies applicable to each school that does not receive federal Title I funds to encourage the involvement and support of parents/guardians in the education of their children, including, but not limited to, strategies describing how the district and schools will address the purposes and goals described in Education Code 11502. (Education Code 11504)

Legal Reference:

EDUCATION CODE

11500-11506 Programs to encourage parent involvement

48985 Notices in languages other than English

51101 Parent rights and responsibilities

64001 Single plan for student achievement

LABOR CODE

230.8 Time off to visit child's school

UNITED STATES CODE, TITLE 20

6311 Parental notice of teacher qualifications and student achievement

6312 Local educational agency plan

6314 Schoolwide programs

6316 School improvement

6318 Parent involvement

CODE OF FEDERAL REGULATIONS, TITLE 28

35.104 Definitions, auxiliary aids and services

35.160 Communications

**Management Resources:**

**CSBA PUBLICATIONS**

Parent Involvement: Development of Effective and Legally Compliant Policies,  
Governance and Policy Services Policy Briefs, August 2006

**STATE BOARD OF EDUCATION POLICIES**

89-01 Parent Involvement in the Education of Their Children, rev. 1994

**U.S. DEPARTMENT OF EDUCATION NON-REGULATORY GUIDANCE**

Parental Involvement: Title I, Part A, April 23, 2004

**WEB SITES**

CSBA: <http://www.csba.org>

California Department of Education, Family, School, Community Partnerships:  
<http://www.cde.ca.gov/ls/pf>

California Parent Center: <http://parent.sdsu.edu>

California State PTA: <http://www.capta.org>

National Coalition for Parent Involvement in Education: <http://www.ncpie.org>

National PTA: <http://www.pta.org>

No Child Left Behind: <http://www.ed.gov/nclb>

Parent Information and Resource Centers: <http://www.pirc-info.net>

Parents as Teachers National Center: <http://www.parentsasteachers.org>

U.S. Department of Education: <http://www.ed.gov>

**Policy CENTER UNIFIED SCHOOL DISTRICT**

adopted: May 2, 2007

Antelope, California



# CSBA Sample

## Administrative Regulation

Instruction

AR 6020(a)

### PARENT INVOLVEMENT

Note: The following administrative regulation contains parent/guardian and family engagement involvement strategies that meet legal requirements applicable to districts and schools receiving federal Title I funds and those that do not receive Title I funds. The district should use and adapt the section(s) applicable to its circumstances. If desired, the district may develop one set of strategies applicable to all schools, provided that all the provisions required by law for both types of schools are included.

#### District Strategies for Title I Schools

Note: The following section is for use by districts that receive Title I, Part A, funds. 20 USC 6318, as amended by the Every Student Succeeds Act (P.L. 114-95), mandates that such districts develop a policy that describes the means by which the district will address the components specified in items #1-6 below. Under each required component, below are optional strategies for addressing the component, which should be modified to reflect the specific strategies jointly developed by the district and the the district should list specific strategies, developed jointly with parents/guardians and family members of participating students, that describe how it will address the component. In the state's Federal Program Monitoring process, California Department of Education (CDE) staff will check to ensure that the district has identified such strategies.

To ensure that parents/guardians and family members of students participating in Title I programs are provided with opportunities to be involved in their children's education, the Superintendent or designee district shall:

Note: Pursuant to 20 USC 6318, districts must involve parents/guardians and family members in the development of the Title I local educational agency (LEA) plan described in 20 USC 6312; also see BP 6171 - Title I Programs. In California, all the requirements of the LEA plan are addressed in an addendum to the local control and accountability plan (LCAP). See BP 0460 - Local Control and Accountability Plan for further information about the development of the LCAP, including requirements for consultation with parents/guardians and other stakeholders and for the establishment of a parent advisory committee and English learner parent advisory committee.

1. Involve parents/guardians of participating students and family members in the joint development of the Title I local educational agency (LEA) plan pursuant to a district plan that meets the requirements of 20 USC 6312 and in the process of school review and improvement pursuant to 20 USC 6316 development of school support and improvement plans pursuant to 20 USC 6311 (20 USC 6318)

(cf. 0460 - Local Control and Accountability Plan)

(cf. 6171 - Title I Programs)

Note: Items #a-f below are optional and should be revised to reflect strategies jointly developed by district staff and parents/guardians of participating students.



**PARENT INVOLVEMENT (continued)**

The Superintendent or designee may:

- a. **In accordance with Education Code 52063, establish a district-level parent advisory committee including parent/guardian representatives from each school site and, as applicable, an English learner parent advisory committee** to review and comment on the LEA plan in accordance with the review schedule established by the Governing Board
- b. Invite input on the LEA plan from other district committees and school site councils

(cf. 0420 - School Plans/Site Councils)

(cf. 1220 - Citizen Advisory Committees)

- c. Communicate with parents/guardians through the district newsletter, web site, or other methods regarding the LEA plan and the opportunity to provide input
  - d. Provide copies of working drafts of the LEA plan to parents/guardians in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand
  - e. Ensure that there is an opportunity at a public Board meeting for public comment on the LEA plan prior to the Board's approval of the plan or revisions to the plan
  - f. **Ensure that school-level policies on parent/guardian and family engagement involvement** address the role of school site councils and other parents/guardians as appropriate in the development and review of school plans
2. **Provide coordination, technical assistance, and other support necessary to assist and build the capacity of Title I schools in planning and implementing effective parent/guardian and family engagement involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations or individuals with expertise in effectively engaging parents/guardians and family members in education (20 USC 6318)**

(cf. 1700 - Relations Between Private Industry and the Schools)

**Note:** Items #2a-d below are optional and should be revised to reflect strategies jointly developed by district staff and parents/guardians of participating students.

The Superintendent or designee may:

## PARENT INVOLVEMENT (continued)

- a. Assign person(s) in the district office to serve as a liaison to the schools regarding Title I parent involvement issues
  - b. Provide training for the principal or designee of each participating school regarding Title I requirements for parent involvement, leadership strategies, and communication skills to assist him/her in facilitating the planning and implementation of parent involvement activities
  - c. Provide ongoing district level workshops to assist school site staff and parents/guardians in planning and implementing improvement strategies, and seek input from parents/guardians in developing the workshops
  - d. Provide information to schools about the indicators and assessment tools that will be used to monitor progress
3. Build the capacity of schools and parents/guardians for strong parent involvement (20 USC 6318)

Note: 20 USC 6318 mandates that the district's policy or regulation include items #2a-f below. The district may expand these items to describe methods the district will use to carry out each activity.

The Superintendent or designee shall: (20 USC 6318)

- a. Assist parents/guardians in understanding such topics as the **challenging** state's academic content standards and academic achievement standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children

(cf. 6011 - Academic Standards)

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - State Academic Achievement Tests)

(cf. 6162.52 - High School Exit Examination)

- b. Provide **parents/guardians with** materials and training, such as literacy training and using technology (**including education about the harms of copyright piracy**), as appropriate, to help **parents/guardians** work with their children to improve their children's achievement, **such as literacy training and using technology, as appropriate, to foster parent involvement**
- c. With the assistance of parents/guardians, **educate teachers, student services specialized instructional support personnel, principals and other school**

## PARENT INVOLVEMENT (continued)

leaders, and other staff, with the assistance of parents/guardians, in the value and utility of parent/guardian contributions and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Note: The district may revise item #d below to specify programs offered by the district.

- d. To the extent feasible and appropriate, coordinate and integrate parent/guardian involvement programs and activities with other federal, state, and local programs, including public preschool programs, Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, Parents as Teachers Program, public preschool, and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents/guardians in more fully participating in their children's education
- e. Ensure that information related to school and parent/guardian programs, meetings, and other activities is sent to the parents/guardians of participating students in a format and, to the extent practicable, in a language the parents/guardians can understand
- f. Provide other such reasonable support for parent/guardian involvement activities as parents/guardians may request

Note: Although not mandated to be included in the district's policy or regulation, item #2g reflects a legal requirement in 20 USC 6318(g) to inform parents/guardians about the existence of parent information and resource centers in the state that work with Title I schools, districts, and parents/guardians. See the management resources in the accompanying Board policy for resources that can help districts locate the centers closest to them.

- g. Inform parents/guardians and parent organizations of the existence and purpose of parent information and resource centers in the state that provide training, information, and support to parents/guardians of participating students

Note: Items #2a-pt below are optional and should be revised to reflect strategies jointly developed by district staff and parents/guardians of participating students district practice. Items #a2-h are authorized, but not required, by 20 USC 6318.

**PARENT INVOLVEMENT** (continued)

In addition, the Superintendent or designee may:

- a. Involve parents/guardians in the development of training for teachers, principals, and other educators to improve the effectiveness of such training
  - b. Provide necessary literacy training, using Title I funds if the district has exhausted all other reasonably available sources of funding for such training
  - c. Pay reasonable and necessary expenses associated with parent/guardian involvement activities, including transportation and child care costs, to enable parents/guardians to participate in school-related meetings and training sessions
  - d. Train parents/guardians to enhance the involvement of other parents/guardians
  - e. Arrange school meetings at a variety of times or, when parents/guardians are unable to attend such conferences, conduct in-home conferences between parents/guardians and teachers or other educators who work directly with participating students, **in order to maximize parent/guardian involvement and participation**
  - f. Adopt and implement model approaches to improving parent/guardian involvement
  - g. Establish a districtwide parent advisory council to provide advice on all matters related to parent/guardian involvement in Title I programs
  - h. Develop appropriate roles for community-based organizations and businesses in parent/guardian involvement activities
  - i. Make referrals to community agencies and organizations that offer literacy training, parent/guardian education programs, and/or other services that help to improve the conditions of parents/guardians and families
- (c) 1020 - Youth Services)*
- j. Provide a master calendar of district activities and district meetings
  - k. Provide information about opportunities for parent/guardian and family **engagement involvement** through the district newsletter, web site, or other written or electronic means



**PARENT INVOLVEMENT** (continued)

1. Engage parent-teacher organizations to actively seek out and involve parents/guardians through regular communication updates and information sessions

(cf. 1230 - School-Connected Organizations)

- m. To the extent practicable, provide translation services at school sites and at meetings involving parents/guardians **and family members** as needed
- n. Provide training and information to members of district and school site councils and advisory committees to help them fulfill their functions
- e-o. Provide ongoing district-level workshops to assist school site staff, **and parents/guardians, and family members** in planning and implementing improvement strategies, and seek **their input from parents/guardians** in developing the workshops
- b-p. Provide training for the principal or designee of each participating school regarding Title I requirements for **parent/guardian and family engagement involvement**, leadership strategies, and communication skills to assist him/her in facilitating the planning and implementation of **parent involvement related activities**
- e-q. Regularly evaluate the effectiveness of staff development activities related to **parent/guardian and family engagement involvement**
- p-r. Include expectations for parent/guardian outreach and involvement in staff job descriptions and evaluations

(cf. 4115 - Evaluation/Supervision)

(cf. 4215 - Evaluation/Supervision)

(cf. 4315 - Evaluation/Supervision)

- a-s. Assign **person(s) in the district office district personnel** to serve as a liaison to the schools regarding Title I **parent/guardian and family engagement involvement** issues

- e-t. Provide information to schools about the indicators and assessment tools that will be used to monitor progress

**Note:** The district may revise item #4 below to specify programs offered by the district.

**PARENT INVOLVEMENT** (continued)

- 4.3. To the extent feasible and appropriate, cCoordinate and integrate Title I parent/guardian and family engagement involvement strategies with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Program for Preschool Youngsters, Parents as Teachers Program, public preschool, and other programs parent/guardian and family engagement strategies of other relevant federal, state, and local programs and ensure consistency with federal, state, and local laws (20 USC 6318)

(cf. 5148.3 - Preschool/Early Childhood Education)

Note: Items #a-d below are optional and should be revised to reflect strategies jointly developed by district staff and parents/guardians of participating students.

The Superintendent or designee may:

- a. Identify overlapping or similar program requirements

(cf. 0430 - Comprehensive Local Plan for Special Education)

(cf. 2230 - Representative and Deliberative Groups)

(cf. 3280 - Sale or Lease of District-Owned Real Property)

(cf. 5030 - Student Wellness)

(cf. 5148 - Child Care and Development)

(cf. 5148.3 - Preschool/Early Childhood Education)

(cf. 6174 - Education for English Learners)

(cf. 6175 - Migrant Education Program)

(cf. 6178 - Career Technical Education)

- b. Involve district and school site representatives from other programs to assist in identifying specific population needs

- c. Schedule joint meetings with representatives from related programs and share data and information across programs

- d. Develop a cohesive, coordinated plan focused on student needs and shared goals

- 5.4. Conduct, with meaningful involvement of parents/guardians and family members, an annual evaluation of the content and effectiveness of the parent/guardian and family engagement involvement policy in improving the academic quality of the schools served by Title I, including identification of: (20 USC 6318)

Note: 20 USC 6318 mandates that the district's policy or regulation include items #a-b below. The district may expand these items to describe methods the district will use to carry out each activity.

**PARENT INVOLVEMENT (continued)**

~~The Superintendent or designee shall:~~

- a. ~~Ensure that the evaluation include the identification of b~~Barriers to greater participation in parent/guardian and family engagement involvement activities, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background (20 USC 6318)
- b. The needs of parents/guardians and family members, so they can better assist with their children's learning and engage with school personnel and teachers
- c. Strategies to support successful school and family interactions

(cf. 0500 - Accountability)

Note: Although it is not mandated to be included in the district's policy or regulation, item #c below the following paragraph reflects a legal requirement of Education Code 11503 pertaining to evaluation of the district's parent/guardian involvement efforts.

- e. ~~Assess the district's progress in meeting annual objectives for the parent involvement program; The Superintendent or designee shall notify parents/guardians of this review and assessment through regular school communications mechanisms; and shall provide a copy of the assessment to parents/guardians upon their request. (Education Code 11503)~~
- b. ~~Use the evaluation results to design strategies for more effective parent involvement and, if necessary, to recommend changes in the parent involvement policy (20 USC 6318)~~

Note: Although not mandated to be included in the district's policy or regulation, item #e below reflects a legal requirement of Education Code 11503 pertaining to evaluation of the district's parent involvement efforts.

- e. ~~Assess the district's progress in meeting annual objectives for the parent involvement program, notify parents/guardians of this review and assessment through regular school communications mechanisms, and provide a copy to parents/guardians upon their request (Education Code 11503)~~

Note: Items #a-e below are optional and should be revised to reflect strategies jointly developed by district staff and parents/guardians of participating students.

The Superintendent or designee may:



**PARENT INVOLVEMENT** (continued)

- a. Use a variety of methods, such as focus groups, surveys, and workshops, to evaluate the satisfaction of parents/guardians and staff with the quality and frequency of district communications
  - b. Gather and monitor data regarding the number of parents/guardians **and family members** participating in district activities and the types of activities in which they are engaged
  - c. Recommend to the Board measures to evaluate the impact of the district's parent/**guardian and family engagement involvement** efforts on student achievement
- b. 5. Use the **evaluation results findings of the evaluation conducted pursuant to item #4 above** to design **evidence-based strategies for more effective parent/guardian and family involvement** and, if necessary, to **recommend changes in revise the parent/guardian and family engagement involvement** policy (20 USC 6318)
6. Involve parents/guardians in the activities of schools served by Title I, **which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents/guardians or family members served by the district to adequately represent the needs of the population served by the district for the purposes of developing, revising, and reviewing the parent/guardian and family engagement policy** (20 USC 6318)

Note: Items #a-c below are optional and should be revised to reflect strategies jointly developed by district staff and parents/guardians of participating students.

The Superintendent or designee may:

- a. Include information about school activities in district communications to parents/guardians **and family members**
- b. To the extent practicable, assist schools with translation services or other accommodations needed to encourage participation of parents/guardians **and family members with special needs**
- c. Establish processes to encourage parent/guardian input regarding their expectations and concerns for their children

Note: Pursuant to 20 USC 6318, the district's parent/guardian and family engagement involvement policy must be incorporated into the district's Title I local educational agency LEA plan. See BP/AR-6171—Title I Programs for language regarding the plan's development. In California, all the requirements of the LEA plan are addressed in an addendum to the local control and accountability plan (LCAP). See BP 0460 - Local Control and Accountability Plan.

## PARENT INVOLVEMENT (continued)

The district's Board policy and administrative regulation containing parent/**guardian and family engagement involvement** strategies shall be incorporated into the **LEA plan district's local control and accountability plan in accordance with 20 USC 6312** and shall be distributed to parents/guardians of students participating in Title I programs. (20 USC 6318)

(cf. 5145.6 - Parental Notifications)

### School-Level Policies for Title I Schools

Note: The following section is for use by districts that receive federal Title I, Part A funds. 20 USC 6318, **as amended by P.L. 114-95**, mandates that each individual school receiving Title I funds have a written parent/**guardian and family engagement involvement** policy, developed jointly with and agreed upon by parents/guardians **and family members** of participating students, that describes the means for carrying out the requirements of 20 USC 6318(c) through (f), reflected in items #1-8 below. The following section lists the required components but does not include specific strategies which should be added by each school. Schools may also use a template available on the web site of the California Department of Education, **Title I School-Level Parental Involvement Policy**, to develop the school-level policy.

At each school receiving Title I funds, a written policy on parent/**guardian and family engagement involvement** shall be developed jointly with ~~and agreed upon by the~~ parents/guardians **and family members** of participating students. Such policy shall describe the means by which the school will: (20 USC 6318)

1. Convene an annual meeting at a convenient time, to which all parents/guardians of participating students shall be invited and encouraged to attend, in order to inform parents/guardians of their school's participation in Title I and to explain Title I requirements and the right of parents/guardians to be involved
2. Offer a flexible number of meetings, such as meetings in the morning or evening, for which related transportation, child care, and/or home visits may be provided as such services relate to parent/**guardian** involvement

Note: As provided in item #3 below, 20 USC 6318 requires parent/guardian involvement in the development of the comprehensive plan required by 20 USC 6314 for schoolwide programs. Under state law (Education Code 64001), this plan must be incorporated into the single plan for student achievement covering all categorical programs in the state's consolidated application; see AR 6171 - Title I Programs and BP/AR 0420 - School Plans/Site Councils for further information about the development of this plan.

3. Involve parents/guardians in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school's parent/**guardian and family engagement involvement** policy and, if applicable, the joint development of the plan for schoolwide programs pursuant to 20 USC 6314

**PARENT INVOLVEMENT (continued)**

The school may use an existing process for involving parents/guardians in the joint planning and design of the school's programs provided that the process includes adequate representation of parents/guardians of participating students.

4. Provide the parents/guardians of participating students all of the following:
  - a. Timely information about Title I programs
  - b. A description and explanation of the school's curriculum, forms of academic assessment used to measure student progress, and **the proficiency levels students are expected to meet the achievement levels of the challenging state academic standards**

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 5123 - Promotion/Acceleration/Retention)

- c. If requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions related to their children's education, and, as soon as practicably possible, responses to the suggestions of parents/guardians
5. If the schoolwide program plan is not satisfactory to the parents/guardians of participating students, submit any parent/guardian comments when the school makes the plan available to the district

Note: 20 USC 6318 requires Title I schools to develop a school-parent compact as provided in item #6 below. U.S. Department of Education non-regulatory guidance, Parental Involvement: Title I, Part A, provides a sample template that schools may use in the development of the school-parent compact.

6. Jointly develop with the parents/guardians of participating students a school-parent compact that outlines how parents/guardians, the entire school staff, and students will share responsibility for improved student academic achievement and the means by which the school and parents/guardians will build a partnership to help students achieve state standards

This compact shall address:

- a. The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to achieve the state's **student challenging** academic achievement standards

## PARENT INVOLVEMENT (continued)

- b. Ways in which parents/guardians will be responsible for supporting their children's learning, **such as monitoring attendance, homework completion, and television viewing**; volunteering in the classroom; and participating, as appropriate, in decisions related to their children's education and the positive use of extracurricular time

(cf. 1240 - Volunteer Assistance)

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 5113 - Absences and Excuses)

(cf. 6145 - Extracurricular/Cocurricular Activities)

(cf. 6154 - Homework/Makeup Work)

- c. The importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum:

- (1) Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the student's achievement
- (2) Frequent reports to parents/guardians on their children's progress
- (3) Reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities
- (4) **Regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand**

7. Build the capacity of the school and parents/guardians for strong parent involvement by implementing the **required** activities described in **items #3a-h-item #2** in the section "District Strategies for Title I Schools" above

8. To the extent practicable, provide **full** opportunities for the **informed** participation of parents/guardians **and family members (including parents/guardians and family members with limited English proficiency, parents/guardians and family members with disabilities, and parents/guardians and family members of migrant children)**, including providing information and school reports required under 20 USC 6311(h) in a format and language such parents/guardians can understand

If the school has a parent involvement policy that applies to all parents/guardians, it may amend that policy to meet the above requirements. (20 USC 6318)



**PARENT INVOLVEMENT (continued)**

Each school's parent/**guardian and family engagement involvement** policy shall be made available to the local community. **Parents/guardians shall be notified of the policy and distributed to parents/guardians of participating students** in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand. (20 USC 6318)

Note: The following paragraph is **optional**. Education Code 64001 requires that the single plan for student achievement covering the categorical programs in the state's consolidated application, including Title I schoolwide programs, be annually reviewed by the school site council and submitted to the Board for approval; see BP/AR 0420 - School Plans/Site Councils.

Each school receiving Title I funds shall annually evaluate the effectiveness of its parent/**guardian and family engagement involvement** policy. Such evaluation may be conducted during the process of reviewing the school's single plan for student achievement in accordance with Education Code 64001.

~~The principal or designee, jointly with parents/guardians of participating students, The school's policy shall be periodically updated the school's policy~~ to meet the changing needs of parents/guardians and the school. (20 USC 6318)

**District Strategies for Non-Title I Schools**

Note: The following section is for use by districts that do not receive any Title I funds or that have one or more individual schools that do not receive Title I funds. Education Code 11504 **mandates** the Board to adopt a policy on parent/**guardian** involvement, applicable to each school that does not receive Title I funds, that is consistent with the purposes and goals in Education Code 11502 as reflected in items #1-5 below. Subitems under items #1-5 are **optional** strategies for carrying out the legal requirement and should be revised to reflect district practice.

For each school that does not receive federal Title I funds, the Superintendent or designee shall, at a minimum:

1. Engage parents/guardians positively in their children's education by helping them develop skills to use at home that support their children's academic efforts at school and their children's development as responsible members of society (Education Code 11502, 11504)

**Note: Items #a-c below are optional and should be revised to reflect district practice.**

The Superintendent or designee may:

- a. Provide or make referrals to literacy training and/or parent education programs designed to improve the skills of parents/guardians and enhance their ability to support their children's education

**PARENT INVOLVEMENT** (continued)

- b. Provide information, in parent handbooks and through other appropriate means, regarding academic expectations and resources to assist with the subject matter
  - c. Provide parents/guardians with information about students' class assignments and homework assignments
2. Inform parents/guardians that they can directly affect the success of their children's learning, by providing them with techniques and strategies that they may use to improve their children's academic success and to assist their children in learning at home (Education Code 11502, 11504)

**Note: Items #a-b below are optional and should be revised to reflect district practice.**

The Superintendent or designee may:

- a. Provide parents/guardians with information regarding ways to create an effective study environment **for their children** at home and to encourage good study habits
  - b. Encourage parents/guardians to monitor their children's school attendance, homework completion and television viewing
  - c. Encourage parents/guardians to volunteer in their child's classroom and to participate in school advisory committees
3. Build consistent and effective communication between the home and school so that parents/guardians may know when and how to assist their children in support of classroom learning activities (Education Code 11502, 11504)

**Note: Items #a-g below are optional and should be revised to reflect district practice.**

The Superintendent or designee may:

- a. Ensure that teachers provide frequent reports to parents/guardians on their children's progress and hold parent-teacher conferences at least once per year with parents/guardians of elementary school students
- b. Provide opportunities for parents/guardians to observe classroom activities and to volunteer in their child's classroom

**PARENT INVOLVEMENT** (continued)

- c. Provide information about parent/guardian and family engagement involvement opportunities through district, school, and/or class newsletters, the district's web site, and other written or electronic communications
  - d. To the extent practicable, provide notices and information to parents/guardians in a format and language they can understand
  - e. Develop mechanisms to encourage parent/guardian input on district and school issues
  - f. Identify barriers to parent/guardian and family participation in school activities, including parents/guardians and family members who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background
  - g. Encourage greater parent/guardian participation by adjusting meeting schedules to accommodate parent/guardian needs and, to the extent practicable, by providing translation or interpreter services, transportation, and/or child care
4. Train teachers and administrators to communicate effectively with parents/guardians (Education Code 11502, 11504)

Note: Items #a-b below are optional and should be revised to reflect district practice.

The Superintendent or designee may:

- a. Provide staff development to assist staff in strengthening two-way communications with parents/guardians, including parents/guardians who have limited English proficiency or limited literacy
  - b. Invite input from parents/guardians regarding the content of staff development activities pertaining to home-school communications
5. Integrate parent/guardian and family engagement involvement programs into school plans for academic accountability

Note: Items #a-b below are optional and should be revised to reflect district practice.

The Superintendent or designee may:



**PARENT INVOLVEMENT** (continued)

- a. Include parent/**guardian and family engagement involvement** strategies in school reform or school improvement initiatives
- b. Involve parents/guardians **and family members** in school planning processes

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# **Center USD**

## **Administrative Regulation**

### **Parent Involvement**

**AR 6020**  
**Instruction**

#### **District Strategies for Title I Schools**

To ensure that parents/guardians of students participating in Title I programs are provided with opportunities to be involved in their children's education, the Superintendent or designee shall:

1. Involve parents/guardians of participating students in the joint development of the Title I local educational agency (LEA) plan pursuant to 20 USC 6312 and the process of school review and improvement pursuant to 20 USC 6316 (20 USC 6318)

(cf. 6171 - Title I Programs)

The Superintendent or designee may:

- a. Establish a district-level committee including parent/guardian representatives from each school site to review and comment on the LEA plan in accordance with the review schedule established by the Governing Board

- b. Invite input on the LEA plan from other district committees and school site councils

(cf. 0420 - School Plans/Site Councils)  
(cf. 1220 - Citizen Advisory Committees)

- c. Communicate with parents/guardians through the district newsletter, web site, or other methods regarding the LEA plan and the opportunity to provide input

- d. Provide copies of working drafts of the LEA plan to parents/guardians in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand

- e. Ensure that there is an opportunity at a public Board meeting for public comment on the LEA plan prior to the Board's approval of the plan or revisions to the plan

- f. Ensure that school-level policies on parent involvement address the role of school site councils and other parents/guardians as appropriate in the development and review of school plans

2. Provide coordination, technical assistance, and other support necessary to assist Title I schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance (20 USC 6318)

The Superintendent or designee may:

a. Assign person(s) in the district office to serve as a liaison to the schools regarding Title I parent involvement issues

b. Provide training for the principal or designee of each participating school regarding Title I requirements for parent involvement, leadership strategies, and communication skills to assist him/her in facilitating the planning and implementation of parent involvement activities

c. Provide ongoing district-level workshops to assist school site staff and parents/guardians in planning and implementing improvement strategies, and seek input from parents/guardians in developing the workshops

d. Provide information to schools about the indicators and assessment tools that will be used to monitor progress

3. Build the capacity of schools and parents/guardians for strong parent involvement (20 USC 6318)

The Superintendent or designee shall: (20 USC 6318)

a. Assist parents/guardians in understanding such topics as the state's academic content standards and academic achievement standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children

(cf. 6011 - Academic Standards)

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - Standardized Testing and Reporting Program)

(cf. 6162.52 - High School Exit Examination)

b. Provide materials and training to help parents/guardians work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent involvement

c. Educate teachers, student services personnel, principals, and other staff, with the assistance of parents/guardians, in the value and utility of parent/guardian contributions and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools



(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

d. To the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, Parents as Teachers Program, public preschool, and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents/guardians in more fully participating in their children's education

e. Ensure that information related to school and parent/guardian programs, meetings, and other activities is sent to the parents/guardians of participating students in a format and, to the extent practicable, in a language the parents/guardians can understand

f. Provide other such reasonable support for parent involvement activities as parents/guardians may request

g. Inform parents/guardians and parent organizations of the existence and purpose of parent information and resource centers in the state that provide training, information, and support to parents/guardians of participating students

In addition, the Superintendent or designee may:

a. Involve parents/guardians in the development of training for teachers, principals, and other educators to improve the effectiveness of such training

b. Provide necessary literacy training, using Title I funds if the district has exhausted all other reasonably available sources of funding for such training

c. Pay reasonable and necessary expenses associated with parent involvement activities, including transportation and child care costs, to enable parents/guardians to participate in school-related meetings and training sessions

d. Train parents/guardians to enhance the involvement of other parents/guardians

e. Arrange school meetings at a variety of times or, when parents/guardians are unable to attend such conferences, conduct in-home conferences between parents/guardians and teachers or other educators who work directly with participating students

f. Adopt and implement model approaches to improving parent involvement

g. Establish a districtwide parent advisory council to provide advice on all matters related to parent involvement in Title I programs

**h. Develop appropriate roles for community-based organizations and businesses in parent involvement activities**

**i. Make referrals to community agencies and organizations that offer literacy training, parent education programs, and/or other services that help to improve the conditions of parents/guardians and families**

**(cf. 1020 - Youth Services)**

**j. Provide a master calendar of district activities and district meetings**

**k. Provide information about opportunities for parent involvement through the district newsletter, web site, or other written or electronic means**

**l. Engage parent-teacher organizations to actively seek out and involve parents/guardians through regular communication updates and information sessions**

**(cf. 1230 - School-Connected Organizations)**

**m. To the extent practicable, provide translation services at school sites and at meetings involving parents/guardians as needed**

**n. Provide training and information to members of district and school site councils and advisory committees to help them fulfill their functions**

**o. Regularly evaluate the effectiveness of staff development activities related to parent involvement**

**p. Include expectations for parent/guardian outreach and involvement in staff job descriptions and evaluations**

**(cf. 4115 - Evaluation/Supervision)**

**(cf. 4215 - Evaluation/Supervision)**

**(cf. 4315 - Evaluation/Supervision)**

**4. Coordinate and integrate Title I parent involvement strategies with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Program for Preschool Youngsters, Parents as Teachers Program, public preschool, and other programs (20 USC 6318)**

**(cf. 6300 - Preschool/Early Childhood Education)**

**The Superintendent or designee may:**

**a. Identify overlapping or similar program requirements**



- b. Involve district and school site representatives from other programs to assist in identifying specific population needs
  - c. Schedule joint meetings with representatives from related programs and share data and information across programs
  - d. Develop a cohesive, coordinated plan focused on student needs and shared goals
5. Conduct, with involvement of parents/guardians, an annual evaluation of the content and effectiveness of the parent involvement policy in improving the academic quality of the schools served by Title I (20 USC 6318)

The Superintendent or designee shall:

- a. Ensure that the evaluation include the identification of barriers to greater participation in parent involvement activities, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background (20 USC 6318)
- b. Use the evaluation results to design strategies for more effective parent involvement and, if necessary, to recommend changes in the parent involvement policy (20 USC 6318)
- c. Assess the district's progress in meeting annual objectives for the parent involvement program, notify parents/guardians of this review and assessment through regular school communications mechanisms, and provide a copy to parents/guardians upon their request (Education Code 11503)

The Superintendent or designee may:

- a. Use a variety of methods, such as focus groups, surveys, and workshops, to evaluate the satisfaction of parents/guardians and staff with the quality and frequency of district communications
  - b. Gather and monitor data regarding the number of parents/guardians participating in district activities and the types of activities in which they are engaged
  - c. Recommend to the Board measures to evaluate the impact of the district's parent involvement efforts on student achievement
6. Involve parents/guardians in the activities of schools served by Title I (20 USC 6318)

The Superintendent or designee may:

- a. Include information about school activities in district communications to parents/guardians
- b. To the extent practicable, assist schools with translation services or other accommodations needed to encourage participation of parents/guardians with special needs
- c. Establish processes to encourage parent/guardian input regarding their expectations and concerns for their children

The district's Board policy and administrative regulation containing parent involvement strategies shall be incorporated into the LEA plan and distributed to parents/guardians of students participating in Title I programs. (20 USC 6318)

(cf. 5145.6 - Parental Notifications)

#### School-Level Policies for Title I Schools

At each school receiving Title I funds, a written policy on parent involvement shall be developed jointly with and agreed upon by parents/guardians of participating students. Such policy shall describe the means by which the school will: (20 USC 6318)

1. Convene an annual meeting, at a convenient time, to which all parents/guardians of participating students shall be invited and encouraged to attend, in order to inform parents/guardians of their school's participation in Title I and to explain Title I requirements and the right of parents/guardians to be involved
2. Offer a flexible number of meetings, such as meetings in the morning or evening, for which related transportation, child care, and/or home visits may be provided as such services relate to parent involvement
3. Involve parents/guardians in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school's parent involvement policy and, if applicable, the joint development of the plan for schoolwide programs pursuant to 20 USC 6314

The school may use an existing process for involving parents/guardians in the joint planning and design of the school's programs provided that the process includes adequate representation of parents/guardians of participating students.

4. Provide the parents/guardians of participating students all of the following:
  - a. Timely information about Title I programs
  - b. A description and explanation of the school's curriculum, forms of academic



assessment used to measure student progress, and the proficiency levels students are expected to meet

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 5123 - Promotion/Acceleration/Retention)

c. If requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions related to their children's education, and, as soon as practicably possible, responses to the suggestions of parents/guardians

5. If the schoolwide program plan is not satisfactory to the parents/guardians of participating students, submit any parent/guardian comments when the school makes the plan available to the district

6. Jointly develop with the parents/guardians of participating students a school-parent compact that outlines how parents/guardians, the entire school staff, and students will share responsibility for improved student academic achievement and the means by which the school and parents/guardians will build a partnership to help students achieve state standards

(cf. 0520.1 - High Priority Schools Grant Program)

This compact shall address:

a. The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to achieve the state's student academic achievement standards

b. Ways in which parents/guardians will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television viewing; volunteering in the classroom; and participating, as appropriate, in decisions related to their children's education and the positive use of extracurricular time

(cf. 1240 - Volunteer Assistance)

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 5113 - Absences and Excuses)

(cf. 6145 - Extracurricular/Cocurricular Activities)

(cf. 6154 - Homework/Makeup Work)

c. The importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum:

(1) Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the student's achievement

- (2) Frequent reports to parents/guardians on their children's progress
- (3) Reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities

7. Build the capacity of the school and parents/guardians for strong parent involvement by implementing the activities described in items #3a-f in the section "District Strategies for Title I Schools" above

8. To the extent practicable, provide full opportunities for the participation of parents/guardians with limited English proficiency, parents/guardians with disabilities, and parents/guardians of migrant children, including providing information and school reports required under 20 USC 6311(h) in a format and language such parents/guardians can understand

If the school has a parent involvement policy that applies to all parents/guardians, it may amend that policy to meet the above requirements. (20 USC 6318)

Each school's parent involvement policy shall be made available to the local community and distributed to parents/guardians of participating students in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand. (20 USC 6318)

Each school receiving Title I funds shall annually evaluate the effectiveness of its parent involvement policy. Such evaluation may be conducted during the process of reviewing the school's single plan for student achievement in accordance with Education Code 64001.

The principal or designee, jointly with parents/guardians of participating students, shall periodically update the school's policy to meet the changing needs of parents/guardians and the school. (20 USC 6318)

#### District Strategies for Non-Title I Schools

For each school that does not receive federal Title I funds, the Superintendent or designee shall, at a minimum:

1. Engage parents/guardians positively in their children's education by helping them develop skills to use at home that support their children's academic efforts at school and their children's development as responsible members of society (Education Code 11502, 11504)

The Superintendent or designee may:

- a. Provide or make referrals to literacy training and/or parent education programs designed to improve the skills of parents/guardians and enhance their ability to support



their children's education

- b. Provide information, in parent handbooks and through other appropriate means, regarding academic expectations and resources to assist with the subject matter
  - c. Provide parents/guardians with information about students' class assignments and homework assignments
2. Inform parents/guardians that they can directly affect the success of their children's learning, by providing them with techniques and strategies that they may use to improve their children's academic success and to assist their children in learning at home (Education Code 11502, 11504)

The Superintendent or designee may:

- a. Provide parents/guardians with information regarding ways to create an effective study environment at home and to encourage good study habits
  - b. Encourage parents/guardians to monitor their children's school attendance, homework completion, and television viewing
  - c. Encourage parents/guardians to volunteer in their child's classroom and to participate in school advisory committees
3. Build consistent and effective communication between the home and school so that parents/guardians may know when and how to assist their children in support of classroom learning activities (Education Code 11502, 11504)

The Superintendent or designee may:

- a. Ensure that teachers provide frequent reports to parents/guardians on their children's progress and hold parent-teacher conferences at least once per year with parents/guardians of elementary school students
- b. Provide opportunities for parents/guardians to observe classroom activities and to volunteer in their child's classroom
- c. Provide information about parent involvement opportunities through district, school, and/or class newsletters, the district's web site, and other written or electronic communications
- d. To the extent practicable, provide notices and information to parents/guardians in a format and language they can understand
- e. Develop mechanisms to encourage parent/guardian input on district and school issues

- f. Identify barriers to parent/guardian participation in school activities, including parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background
- g. Encourage greater parent/guardian participation by adjusting meeting schedules to accommodate parent/guardian needs and, to the extent practicable, by providing translation or interpreter services, transportation, and/or child care
- 4. Train teachers and administrators to communicate effectively with parents/guardians (Education Code 11502, 11504)

The Superintendent or designee may:

- a. Provide staff development to assist staff in strengthening two-way communications with parents/guardians, including parents/guardians who have limited English proficiency or limited literacy
- b. Invite input from parents/guardians regarding the content of staff development activities pertaining to home-school communications
- 5. Integrate parent involvement programs into school plans for academic accountability

The Superintendent or designee may:

- a. Include parent involvement strategies in school reform or school improvement initiatives
- b. Involve parents/guardians in school planning processes

# CSBA Sample

## Administrative Regulation

### Instruction

AR 6112(a)

### SCHOOL DAY

Note: The following **optional** administrative regulation specifies minimum and maximum school days for each grade level as provided by law. The district may revise this regulation to reflect district practice.

Pursuant to Education Code 46114, the minimum school day in grades K-8 may be computed by determining the average number of minutes over 10 consecutive school days (i.e., the number of minutes of attendance in any 10 consecutive school days, divided by 10). Education Code 46142 authorizes the minimum school day in junior high and high schools to be computed by averaging the number of minutes over two consecutive school days. The district will be in compliance if the average is at least the minimum day required by law, even if the number of minutes in any one school day is less than the minimum required school day specified below. However, Education Code 46114 and 46142 provide that no single school day may be less than 60 minutes for kindergarten, 170 minutes for grades 1-3, or 180 minutes for grades 4-12.

Education Code 46201 and 46207 require districts that have reached their local control funding formula (LCFF) funding target, as well as districts that received longer day or longer year funding prior to the implementation of the LCFF, to offer at least the following instructional minutes per school year: 36,000 minutes for kindergarten, 50,400 for grades 1-3, 54,000 for grades 4-8, and 64,800 for grades 9-12. Pursuant to Education Code 46201 and 46207, if this requirement is not met for any grade level, a portion of the district's LCFF allocation will be withheld.

### Kindergarten/Transitional Kindergarten

Note: The following section is for use by districts that maintain kindergarten and transitional kindergarten (TK) classes. Education Code 37202, as amended by AB 99 (Ch. 15, Statutes of 2017), permits districts to maintain kindergarten or TK classes for different lengths of time during the school day, either at the same or different school sites. Districts offering kindergarten or TK classes for different lengths of time are still required to meet the minimum and maximum length of school day described below.

**Kindergarten and transitional kindergarten (TK) classes in district schools may be maintained for different lengths of time, either at the same or different school sites. (Education Code 37202)**

Note: The following section is for use by districts that maintain kindergarten classes. Education Code 46110 establishes a minimum school day of three hours (180 minutes) for kindergarten students **as provided below**. However, pursuant to Education Code 46119, if a district has **less than a total of fewer than 40** kindergarten students, the Governing Board may apply to the Superintendent of Public Instruction to maintain two kindergarten classes of 150 minutes each, including recesses, taught on the same day by the same teacher.

Except as otherwise **provided permitted** by law, the average school day established for kindergarten **and TK** students shall be at least three hours, including recesses but excluding noon intermissions, but no longer than four hours, excluding recesses. (Education Code 46111, 46114, 46115, 46117)



**SCHOOL DAY (continued)**

Note: The following paragraph is **optional**. Although Education Code 46111 provides that recess shall be excluded from determining the maximum school day, it is the interpretation of the California Department of Education (**CDE**) that recess time may be counted as instructional minutes, at the district's discretion, if teacher supervision occurs.

Recess may be counted as instructional minutes for purposes of determining the maximum school day if it **occurs under** teacher supervision **occurs**.

Note: The following **optional** paragraph is for use by districts that maintain multitrack year-round schools pursuant to Education Code 37670(a).

In any multitrack year-round school operating pursuant to Education Code 37670(a), the kindergarten school day may be up to 265 minutes, excluding recesses. (Education Code 46111)

(cf. 6117 - Year-Round Schedules)

Note: The following **optional** paragraph is for use by districts that have established an early primary program pursuant to Education Code 8970-8974 in order to provide an integrated, experiential, and developmentally appropriate educational program with specified components for students in prekindergarten through grade 3. Education Code 8973 provides that the kindergarten school day in such programs may exceed four hours under the conditions described below, although districts do not receive additional apportionment funds.

In any district school operating an early primary program pursuant to Education Code 8970-8974, the kindergarten school day may exceed four hours, excluding recess, if both of the following conditions are met: (Education Code 8973)

1. The Governing Board has declared that the extended-day kindergarten program does not exceed the length of the primary school day.
2. The extended-day kindergarten program includes ample opportunity for both active and quiet activities within an integrated, experiential, and developmentally appropriate educational program.

Note: Pursuant to Education Code 48003, districts are required to provide an annual report to the CDE regarding the type of kindergarten program offered by the district, including part day, full day, or both, by completing the School Information Form 2017 located on the CDE web site. The form also includes the type(s) of TK program offered.

**The Superintendent or designee shall annually report to the California Department of Education as to whether the district's kindergarten and TK programs are offered full day, part day, or both. (Education Code 48003)**

## **SCHOOL DAY (continued)**

### **Grades 1-8**

Note: The following section is for use by districts that maintain any of grades 1-8 and should be modified to reflect the grade levels offered by the district.

Except as otherwise provided by law, the school day for elementary and middle school students shall be:

1. At least 230 minutes for students in grades 1-3, unless the Board has prescribed a shorter school day because of lack of school facilities requiring double sessions, in which case the minimum school day shall be 200 minutes. (Education Code 46112, 46142)
2. At least 240 minutes for students in grades 4-8 (Education Code 46113, 46142)

In determining the number of minutes for purposes of compliance with the minimum school day for students in grades 1-8, both noon intermissions and recesses shall be excluded. (Education Code 46115)

### **Grades 9-12**

Note: The following section is for use by districts that maintain any of grades 9-12 and may be modified to reflect the grade levels offered by the district.

The school day for students in grades 9-12 shall be at least 240 minutes. (Education Code 46141, 46142)

Note: The following list should be revised to reflect programs offered by the district.

However, the school day may be less than 240 minutes when authorized by law. Programs that have a minimum school day of 180 minutes include, but are not necessarily limited to:

1. Continuation high school or classes (Education Code 46141, 46170)  
(cf. 6184 - Continuation Education)
2. Opportunity school or classes (Education Code 46141, 46180)
3. Regional occupational center (Education Code 46141, 52325)

(cf. 6178.2 - Regional Occupational Center/Program)



**SCHOOL DAY** (continued)

4. Work experience education program approved pursuant to Education Code 51760-51769.5 (Education Code 46141, 46144)

A student in grade 12 who is enrolled in work experience education and is in his/her last semester or quarter before graduation may be permitted to attend school for less than 180 minutes per school day if he/she would complete all requirements for graduation, except physical education courses, in less than 180 minutes each day. (Education Code 46147)

(cf. 6178.1 - Work-Based Learning)

5. Concurrent enrollment in a community college pursuant to Education Code 48800-48802 or, for students in grades 11-12, part-time enrollment in classes of the California State University or University of California, provided academic credit will be awarded upon satisfactory completion of enrolled courses (Education Code 46146)

(cf. 6172.1 - Concurrent Enrollment in College Classes)

**Note:** SB 1316 (Ch. 67, 2012) amended Education Code 46141 and added Education Code 46146.5 to exempt early college high schools and middle college high schools from the 240-minute minimum school day requirement under the circumstances described in item #6 below.

6. An early college high school or middle college high school, provided the students are enrolled in community college or college classes in accordance with item #5 above (Education Code 46141, 46146.5)
7. Special day or Saturday vocational training program conducted under a federally approved plan for career technical education (Education Code 46141, 46144)

(cf. 6178 - Career Technical Education)

8. Adult education classes (Education Code 46190)

(cf. 6200 - Adult Education)

**Note:** The following optional paragraph is for use by districts that operate an evening high school pursuant to Education Code 51720-51724.

For an evening high school operated pursuant to Education Code 51720-51724, the number of days, specific days of the week, and number of hours during which the program shall be in session **shall may** be determined by the Board. (Education Code 46141, 51721)

**SCHOOL DAY (continued)**

Students in grade 12 shall be enrolled in at least five courses each semester or the equivalent number of courses each quarter. This requirement shall not apply to students enrolled in regional occupational centers or programs, courses at accredited postsecondary institutions, independent study, special education programs in which the student's individualized education program establishes a different number of courses, continuation education classes, work experience education programs, or any other course of study authorized by the Board that is equivalent to the approved high school course of study. (Education Code 46145)

(cf. 6158 - Independent Study)

(cf. 6159 - Individualized Education Program)

**Alternative Block Schedule for Secondary Schools**

Note: The following optional section is for use by districts that choose to create a block schedule pursuant to Education Code 46160-46162; see the accompanying Board policy. In establishing a block schedule, the district should be aware of state law (Education Code 51222) that requires secondary students to attend physical education courses for at least 400 minutes each 10-school days; see AR 6142.7 - Physical Education and Activity. Although the daily alternating block schedule, often referred to as the A/B block schedule, does fulfill the requirement for physical education minutes, other block schedules do not and thus require a waiver from the State Board of Education (SBE). See SBE Waiver Policy #99-03 for waiver criteria.

In order to establish a block or other alternative schedule or to accommodate career technical education and regional occupational center/program courses, the district may authorize students to attend fewer than the total number of days in which school is in session provided that students attend classes for at least 1,200 minutes during any five school day period or 2,400 minutes during any 10-school day period. (Education Code 46160)

Note: The following optional paragraph is for use by districts that maintain an early college high school or middle college high school. Pursuant to Education Code 46160, as amended by AB 99 (Ch. 15, Statutes of 2017), such districts may schedule classes in these schools so that students who satisfy the provisions of Education Code 46146.5 in regard to part-time enrollment at community college, the California State University, or the University of California attend classes for at least 900 minutes during any five-school day period or 1,800 minutes during any 10-school day period.

~~An early college high school or middle college high school may be scheduled so that students attend classes for at least 900 minutes during any five-school day period or 1,800 minutes during any 10-school day period. (Education Code 46160)~~

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# **Center USD**

## **Administrative Regulation**

### **School Day**

**AR 6112**  
**Instruction**

#### **Kindergarten**

Except as otherwise provided by law, the average school day established for kindergarten students shall be at least three hours, including recesses but excluding noon intermissions, but no longer than four hours, excluding recesses. (Education Code 46111, 46114, 46115, 46117)

Recess may be counted as instructional minutes for purposes of determining the maximum school day if teacher supervision occurs.

In any multitrack year-round school operating pursuant to Education Code 37670(a), the kindergarten school day may be up to 265 minutes, excluding recesses. (Education Code 46111)

(cf. 6117 - Year-Round Schedules)

In any district school operating an early primary program pursuant to Education Code 8970-8974, the kindergarten school day may exceed four hours, excluding recess, if both of the following conditions are met: (Education Code 8973)

1. The Governing Board has declared that the extended-day kindergarten program does not exceed the length of the primary school day.
2. The extended-day kindergarten program includes ample opportunity for both active and quiet activities within an integrated, experiential, and developmentally appropriate educational program.

#### **Grades 1-8**

Except as otherwise provided by law, the school day for elementary and middle school students shall be:

1. At least 230 minutes for students in grades 1-3, unless the Board has prescribed a shorter school day because of lack of school facilities requiring double sessions, in which case the minimum school day shall be 200 minutes. (Education Code 46112, 46142)
2. At least 240 minutes for students in grades 4-8 (Education Code 46113, 46142)



In determining the number of minutes for purposes of compliance with the minimum school day for students in grades 1-8, both noon intermissions and recesses shall be excluded. (Education Code 46115)

#### Grades 9-12

The school day for students in grades 9-12 shall be at least 240 minutes. (Education Code 46141, 46142)

However, the school day may be less than 240 minutes when authorized by law. Programs that have a minimum school day of 180 minutes include, but are not necessarily limited to:

1. Continuation high school or classes (Education Code 46141, 46170)

(cf. 6184 - Continuation Education)

2. Opportunity school or classes (Education Code 46141, 46180)

3. Regional occupational center (Education Code 46141, 52325)

(cf. 6178.2 - Regional Occupational Center/Program)

4. Work experience education program approved pursuant to Education Code 51760-51769.5 (Education Code 46141, 46144)

A student in grade 12 who is enrolled in work experience education and is in his/her last semester or quarter before graduation may be permitted to attend school for less than 180 minutes per school day if he/she would complete all requirements for graduation, except physical education courses, in less than 180 minutes each day. (Education Code 46147)

(cf. 6178.1 - Work-Based Learning)

5. Concurrent enrollment in a community college pursuant to Education Code 48800-48802 or, for students in grades 11-12, part-time enrollment in classes of the California State University or University of California, provided academic credit will be awarded upon satisfactory completion of enrolled courses (Education Code 46146)

(cf. 6172.1 - Concurrent Enrollment in College Classes)

6. An early college high school or middle college high school, provided the students are enrolled in community college or college classes in accordance with item #5 above (Education Code 46141, 46146.5)

7. Special day or Saturday vocational training program conducted under a federally

approved plan for career technical education (Education Code 46141, 46144)

(cf. 6178 - Career Technical Education)

8. Adult education classes (Education Code 46190)

(cf. 6200 - Adult Education)

#### Alternative Block Schedule for Secondary Schools

In order to establish a block or other alternative schedule or to accommodate career technical education and regional occupational center/program courses, the district may authorize students to attend fewer than the total number of days in which school is in session provided that students attend classes for at least 1,200 minutes during any five school day period or 2,400 minutes during any 10 school day period. (Education Code 46160)

# CSBA Sample

## Board Policy

Instruction

BP 6153(a)

### SCHOOL-SPONSORED TRIPS

Note: The following optional policy should be revised to reflect district practice. For language regarding transportation for field trips, see AR 3541.1 - Transportation for School-Related Trips.

The following paragraph is consistent with the goals of field trips and excursions specified in Education Code 35330. Districts that wish to prohibit certain types of trips because of educational or safety concerns may modify the following paragraph accordingly (e.g., trips to amusement parks, boating).

The Governing Board recognizes that school-sponsored field trips are an important component of a student's development and supplement and enrich the classroom learning experience, lead to increased student achievement, and foster student engagement. The Board encourages field trips to reinforce and increase learning opportunities and to enhance district programs.

(cf. 0460 - Local Control and Accountability Plan)

Note: The following paragraph is consistent with the goals of field trips and excursions specified in Education Code 35330. Districts that wish to prohibit certain types of trips (e.g., trips to amusement parks, boating) because of educational or safety concerns may modify the following paragraph accordingly.

School-sponsored Field trips may shall be conducted in connection with the district's course of study or school-related social, educational, cultural, athletic, school band activities, or other extracurricular or cocurricular activities. A field trip to a foreign country may be permitted to familiarize students with the language, history, geography, natural science, and other studies relative to the district's course of study. (Education Code 35330)

(cf. 6143 - Courses of Study)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

Note: The following paragraph may be revised to reflect district practice.

Requests for school-sponsored field trips involving out-of-state, out-of-country, or overnight travel shall be submitted to the Superintendent or designee. The Superintendent or designee shall review the request and make a recommendation to the Board as to whether the request should be approved by the Board. All other school-sponsored field trips shall be approved in advance by the principal.

(cf. 3312.2 - Educational Travel Program Contracts)

**SCHOOL-SPONSORED TRIPS** (continued)

The principal shall establish a process for approving a staff member's request to conduct a **school-sponsored field trip**. When planning trips, staff shall consider student safety, objectives of instruction, the most effective use of instructional time, the distance from school, district and student expense, and transportation and supervision requirements. Principals may exclude from the trip any student whose presence on the trip would pose a safety or disciplinary risk.

*(cf. 3530 - Risk Management/Insurance)*

*(cf. 3541.1 - Transportation for School-Related Trips)*

*(cf. 5142 - Safety)*

*(cf. 5143 - Insurance)*

*(cf. 5144 - Discipline)*

*(cf. 5144.1 - Suspension and Expulsion/Due Process)*

No field trip shall be authorized if any student would be excluded from participation because of a lack of sufficient funds. The Superintendent or designee shall coordinate with community groups to supply funds for students in need. (Education Code 35330)

*(cf. 1230 - School-Connected Organizations)*

*(cf. 1321 - Solicitation of Funds from and by Students)*

*(cf. 1700 - Relations Between Private Industry and the Schools)*

**Note:** Education Code 35330, as amended by AB 341 (Ch. 40, Statutes of 2017), eliminates the prohibition against the use of district funds to pay for the expenses of students participating in field trips or excursions to another state, to the District of Columbia, or to a foreign country. Pursuant to Education Code 35330, unlike field trips within the state, no transportation allowances will be made by the Superintendent of Public Instruction for out-of-state field trips.

**The Board may approve the use of district funds** ~~shall not be used to pay for~~ student expenses for **in-state, out-of-state, or out-of-country field trips or excursions when permitted by law. However, In addition,** expenses of instructors, chaperones, and other personnel participating in such trips, as well as incidental expenses for the use of district equipment during the trip, may be paid from district funds. (Education Code 35330)

*Legal Reference: (see next page)*



## SCHOOL-SPONSORED TRIPS (continued)

### *Legal Reference:*

#### EDUCATION CODE

8760 *Authorization of outdoor science and conservation programs*

32040-32044 *First aid equipment: field trips*

35330 *Excursions and field trips*

35331 *Provision for medical or hospital service for pupils (on field trips)*

35332 *Transportation by chartered airline*

35350 *Transportation of students*

44808 *Liability when pupils not on school property*

48908 *Duties of pupils; authority of teachers*

#### BUSINESS AND PROFESSIONS CODE

~~17540 Travel promoters~~

17550-17550.9 *Sellers of travel*

17552-17556.5 *Educational travel organizations*

### *Management Resources:*

#### WEB SITES

American Red Cross: <http://www.redcross.org>

California Association of Directors of Activities: <http://www.cada1.org>

U.S. Department of Homeland Security: <http://www.dhs.gov>

(3/91 7/06) 10/17

# **Center USD**

## **Board Policy**

### **School-Sponsored Trips**

**BP 6153**

#### **Instruction**

The Governing Board recognizes that school-sponsored trips are an important component of a student's development and supplement and enrich the classroom learning experience. School-sponsored trips may be conducted in connection with the district's course of study or school-related social, educational, cultural, athletic, school band activities, or other extracurricular or cocurricular activities. A field trip to a foreign country may be permitted to familiarize students with the language, history, geography, natural science, and other studies relative to the district's course of study.

(cf. 6143 - Courses of Study)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

Requests for school-sponsored trips involving out-of-state, out-of-country, or overnight travel shall be submitted to the Superintendent or designee. The Superintendent or designee shall review the request and make a recommendation to the Board as to whether the request should be approved by the Board. All other school-sponsored trips shall be approved in advance by the principal.

(cf. 3312.2 - Educational Travel Program Contracts)

The principal shall establish a process for approving a staff member's request to conduct a school-sponsored trip. When planning trips, staff shall consider student safety, objectives of instruction, the most effective use of instructional time, the distance from school, district and student expense, and transportation and supervision requirements. Principals may exclude from the trip any student whose presence on the trip would pose a safety or disciplinary risk.

(cf. 3530 - Risk Management/Insurance)

(cf. 3541.1 - Transportation for School-Related Trips)

(cf. 5142 - Safety)

(cf. 5143 - Insurance)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

No field trip shall be authorized if any student would be excluded from participation because of a lack of sufficient funds. The Superintendent or designee shall coordinate with community groups to supply funds for students in need. (Education Code 35330)

(cf. 1230 - School-Connected Organizations)  
(cf. 1321 - Solicitation of Funds from and by Students)  
(cf. 1700 - Relations Between Private Industry and the Schools)

District funds shall not be used to pay student expenses for out-of-state or out-of-country field trips or excursions. However, expenses of instructors, chaperones, and other personnel participating in such trips, as well as incidental expenses for the use of district equipment during the trip, may be paid from district funds. (Education Code 35330)

**Legal Reference:**

**EDUCATION CODE**

8760 Authorization of outdoor science and conservation programs  
32040-32044 First aid equipment: field trips  
35330 Excursions and field trips  
35331 Provision for medical or hospital service for pupils (on field trips)  
35332 Transportation by chartered airline  
35350 Transportation of students  
44808 Liability when pupils not on school property  
48908 Duties of pupils; authority of teachers  
**BUSINESS AND PROFESSIONS CODE**  
17540 Travel promoters  
17550-17550.9 Sellers of travel  
17552-17556.5 Educational travel organizations

**Management Resources:**

**WEB SITES**

American Red Cross: <http://www.redcross.org>  
California Association of Directors of Activities: <http://www.cadal.org>  
U.S. Department of Homeland Security: <http://www.dhs.gov>



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## **Center Unified SD**

### **Board Policy**

#### **High School Exit Examination**

BP 6162.52

#### **Instruction**

The Governing Board desires to ensure that district students who graduate from high school can demonstrate grade-level competency in reading, writing, and mathematics and are given the opportunity to learn the subjects covered in the high school exit examination required for high school graduation.

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6162.5 - Student Assessment)

(cf. 6162.54 - Test Integrity/Test Preparation)

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6177 - Summer School)

(cf. 6179 - Supplemental Instruction)

The Superintendent or designee shall ensure that district programs and services, including, but not limited to, instructional materials, staff development, and remediation programs, are aligned with the exit exam.

The Superintendent or designee shall administer the exit exam in accordance with law. (Education Code 60850)

Students may be allowed to take the exit exam with variations, accommodations, or modifications in accordance with law and administrative regulation.

#### **Legal Reference:**

##### **EDUCATION CODE**

35146 Closed sessions

35186 Williams Uniform Complaint Procedures

37252-37254.1 Supplemental instruction

51041 Evaluation of educational program

52378 Supplemental school counseling program

56026 Individuals with exceptional needs

56101 Waiver of code or regulation

60810 Assessment of language development

60850-60859 Exit examination

##### **CODE OF REGULATIONS, TITLE 5**

1200-1225 High school exit examination

UNITED STATES CODE, TITLE 20

1400-1482 Individuals with Disabilities Education Act

UNITED STATES CODE, TITLE 29

794 Rehabilitation Act of 1973, Section 504

CODE OF FEDERAL REGULATIONS, TITLE 34

300.503 Prior notice

COURT DECISIONS

O'Connell v. Superior Court (Valenzuela), (2006) 141 Cal.App.4th 1452

Smiley v. California Department of Education, (2002) 45 Fed.Appx. 780

Chapman v. California Department of Education, (2002) 229 F.Supp.2d 981

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Independent Evaluation of the California High School Exit Examination (CAHSEE),  
Annual Reports, Human Resources Research Organization

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS  
PUBLICATIONS

The Use of Tests as Part of High-Stakes Decision-Making for Students: A Resource  
Guide for Educators and Policy-Makers, December 2001

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, California High School Exit Examination:

<http://www.cde.ca.gov/ta/tg/hs/index.asp>

Educational Testing Service: <http://www.ets.org/cahsee>

U.S. Department of Education, Office for Civil Rights:

<http://www.ed.gov/about/offices/list/ocr/index.html>

Policy CENTER UNIFIED SCHOOL DISTRICT

adopted: February 20, 2008 Antelope, California

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# **Center Unified SD**

## **Administrative Regulation**

### **High School Exit Examination**

**AR 6162.52**  
**Instruction**

#### **Definitions**

Variation means a change in the manner in which the test is presented or administered or in how a student is allowed to respond, and includes, but is not limited to, accommodations and modifications as defined in Education Code 60850. (5 CCR 1200)

Accommodation means any variation in the assessment environment or process that does not fundamentally alter what the test measures or affect the comparability of scores. (Education Code 60850)

Modification means any variation in the assessment environment or process that fundamentally alters what the test measures or affects the comparability of scores. (Education Code 60850)

#### **District and Test Site Coordinators**

On or before July 1 of each school year, the Superintendent shall designate a high school exit examination coordinator from among district employees and shall notify the test contractor of the identity and contact information of the coordinator. The district coordinator or Superintendent or designee shall be available throughout the year, shall serve as the liaison between the district and the test contractor and between the district and the California Department of Education (CDE) for all matters related to the exit exam, and shall perform additional duties specified in 5 CCR 1209-1211.5. (5 CCR 1209)

Annually, the district coordinator or Superintendent or designee shall designate a test site coordinator for each test site to fulfill the responsibilities specified in 5 CCR 1210-1211.5. (5 CCR 1210)

All district and test site coordinators shall sign a test security affidavit/agreement pursuant to 5 CCR 1211.5.

Access to exam materials shall be limited to students taking the exit exam and individuals who have signed the test security affidavit, including employees directly responsible for test administration. All district and test site coordinators shall be responsible for inventory control. (5 CCR 1211)



## Administration

The Superintendent or designee shall administer the exit exam in each district high school on the dates designated by the Superintendent of Public Instruction as exam days or make-up days. (Education Code 60851)

The exit exam shall be administered as follows: (Education Code 60851, 60852.3; 5 CCR 1204, 1204.5)

1. Students in grade 10, including students with disabilities who are otherwise exempt from the requirements of the exam, shall take each section of the exit exam once during the school year, either during the grade 10 census administration or the district-designated grade 10 make-up administration.
2. Students in grade 11 who have not yet passed one or both sections of the exit exam shall have up to two opportunities during the school year to take the section(s) of the exam not yet passed and may elect to take the exam during these opportunities. These students may be tested in successive administrations within a school year. Students should be offered appropriate remediation or supplemental instruction before being retested.
3. Students in grade 12 shall have at least three opportunities to take the section(s) of the exit exam not yet passed. Students in grade 12 may elect to take the exam up to five times during the school year and may take the exam in successive administrations. Students should be offered appropriate remediation or supplemental instruction before being retested.

(cf. 6179 - Supplemental Instruction)

4. Adult education students shall have up to three opportunities per year to take the section(s) of the exit exam not yet passed and may elect to take the exam during these opportunities. Students should be offered appropriate remediation or supplemental instruction before being retested.

(cf. 6200 - Adult Education)

If a student does not possess sufficient English language skills to be assessed on the exit exam, the Superintendent or designee may defer the exam requirement for a period of up to 24 calendar months of enrollment in the California public school system until the student has completed six months of instruction in reading, writing, and comprehension in the English language. (Education Code 60852)

(cf. 6174 - Education for English Learners)

Test administrators at the test sites shall be responsible for the accurate identification of eligible students to whom the exit exam is to be administered. This identification shall be



made through the use of photo identification or positive recognition by an employee of the district. (5 CCR 1203)

Any student found to have cheated, assisted others in cheating, or compromised the security of the exit exam shall not receive a score from that test administration. (5 CCR 1220)

(cf. 5131.9 - Academic Honesty)

(cf. 6162.54 - Test Integrity/Test Preparation)

#### Testing Variations for All Students

The Superintendent or designee may provide any student taking the exit exam with extra time within a testing day, simplified or clarified test directions (but not test questions), student marks (other than responses) including highlighting in test booklets, and/or testing in a small group setting. (5 CCR 1215)

A student may also be provided the following testing variations if they are regularly used in the classroom: (5 CCR 1215)

1. Special lighting, special acoustics, or special or adaptive furniture
2. Visual magnifying or audio amplification equipment
3. Noise buffers (e.g., an individual carrel or study enclosure)
4. Testing of individual students in a separate room provided that the student is directly supervised by an employee who has signed the test security affidavit
5. Colored overlay, mask, or other means to maintain visual attention to the exam or test items
6. Manually Coded English or American Sign Language to present test administration directions

At least 30 working days before the proposed administration of the exit exam, the Superintendent or designee shall submit a request to the CDE for a case-by-case review of a proposed variation that is not specified in law. The request shall include a description of the requested variation(s) and, if applicable, a certification that the student's individualized education program (IEP) or Section 504 plan specifies that the requested variation is appropriate and necessary to access the exam due to the student's identified disability(ies) and that such variation is currently listed in his/her IEP or Section 504 plan. (5 CCR 1218)

#### Testing Variations for English Language Learners

In addition to testing variations allowed for all students, identified English language learners may be allowed the following testing variations if regularly used in the classroom or for assessments: (5 CCR 1217)

1. Flexible setting: English language learners may have the opportunity to be tested in a separate room with other English language learners provided that the students are directly supervised by an employee who has signed the test security affidavit.
2. Flexible schedule: English learners may have additional supervised breaks within a testing day.
3. Flexible time: English learners may have extra time on the exam within a testing day.
4. Translated directions: English learners may have the opportunity to hear the test directions printed in the test contractor's manual translated into their primary language. English learners may have the opportunity to ask clarifying questions about the test directions in their primary language.
5. Glossaries: English learners may have access to translation glossaries (English to primary language and/or primary language to English). The glossaries are to include only the English words or phrases with the corresponding primary language words or phrases. The glossaries shall include no definitions, formulas, or parts of speech.

#### **Accommodations/Modifications for Students with Disabilities**

A student with disabilities shall be permitted to take the exit exam with accommodations or modifications when the student's IEP or his/her Section 504 plan specifies their use on the exit exam, for standardized testing, or during classroom instruction and assessments. (Education Code 60850; 5 CCR 1215.5, 1216)

(cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)

(cf. 6159 - Individualized Education Program)

(cf. 6164.6 - Identification and Education Under Section 504)

The use of accommodations shall not invalidate a student's test score(s).  
Accommodations may include: (5 CCR 1215.5)

1. Presentation accommodations, including large-print versions in 20-point font, exam items enlarged if larger than 20-point font is required, Braille transcriptions provided by the test contractor, audio or oral presentation of the mathematics section of the exam, or use of Manually Coded English or American Sign Language to present test questions on the mathematics section of the exam or any prompts or passages present in the writing task



2. Response accommodations, including responses marked in the test booklet and transferred to the answer document by an employee who has signed the test security affidavit; responses dictated orally, in Manually Coded English, or in American Sign Language to a scribe for selected-response items (e.g., multiple-choice test questions); responses dictated orally or in Manually Coded English to a scribe, audio recorder, or speech-to-text converter on the writing portion of the exam and the student indicates all spelling and language conventions; word processing software with spell and grammar check tools turned off on the writing portion of the exam; or an assistive device that does not interfere with the independent work of the student on the multiple-choice or writing portion of the exit exam

3. Scheduling/timing accommodations, including testing over more than one day after consultation with the test contractor, supervised breaks within a section of the exam, and administration of the exam at the most beneficial time of day to the student after consultation with the test contractor

4. Setting accommodations, including tests administered by a test examiner to a student at home or in the hospital

For purposes of receiving a high school diploma, the use of modifications shall invalidate a student's test score for the section of the exam for which the modification(s) were used. If the score is equivalent to a passing score, the student may be eligible for a waiver, as detailed below. Modifications may include: (5 CCR 1216)

1. Arithmetic table or formulas, calculators, or math manipulatives on the mathematics section of the exit exam

2. Audio or oral presentation of the multiple-choice portion of the English language arts section of the exit exam

3. Manually Coded English or American Sign Language to present the multiple-choice portion on the English language arts section of the exit exam

4. Spell checkers, grammar checkers, or word processing software programs that check or correct spelling and/or grammar on the writing portion of the exit exam

5. Mechanical or electronic devices or other assistive devices that are not used solely to record the student's responses, including, but not limited to, transcribers, scribes, voice recognition or voice-to-text software, and that identify a potential error in the student's response or that correct spelling, grammar, or conventions on the writing portion of the exit exam

6. Responses dictated orally, in Manually Coded English, or in American Sign Language to provide an essay response to a scribe and the scribe provides spelling, grammar, and language conventions

7. Dictionary on any section of the exam

**Exemption for Students with Disabilities Beginning in 2009-10**

The district shall grant a diploma to a student with a disability who has not passed the exit exam if all of the following criteria are satisfied: (Education Code 60852.3)

1. The student has an IEP or Section 504 plan.
2. The IEP or 504 plan states that the student is scheduled to receive a high school diploma.
3. The student has satisfied or will satisfy all other state and district requirements for the receipt of a high school diploma on or after July 1, 2009.

**Waiver for Students with Disabilities**

When a student with disabilities has taken any section of the exit exam with one or more modifications and has received the equivalent of a passing score, his/her parent/guardian may request that the student receive a waiver of the requirement to successfully pass the exam. Upon receipt of such request, the principal shall submit a request for a waiver to the Governing Board. The Board may waive the requirement to successfully pass the exit exam if the principal certifies that the student has all of the following: (Education Code 60851)

1. An IEP or Section 504 plan in place that requires the accommodations or modifications to be provided to the student when taking the exit exam
2. Sufficient high school level coursework either satisfactorily completed or in progress in the high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the exit exam
3. An individual score report showing that the student has received the equivalent of a passing score on the exit exam while using a modification that fundamentally alters what the exam measures as determined by the State Board of Education

In order to protect the student's privacy rights, the waiver request shall be considered in closed session. Final Board action on the waiver request shall be taken in open session and shall be a matter of public record. The student's name shall not be disclosed in open session.

(cf. 9321 - Closed Session Purposes and Agendas)  
(cf. 9321.1 - Closed Session Actions and Reports)

The principal or designee shall notify parents/guardians of students with disabilities about the criteria and process for applying for a waiver of the requirement to successfully pass



the exit exam.

Each year, the Superintendent or designee shall provide the CDE with data regarding students with disabilities and the district's waiver process as specified in 5 CCR 1207.1.

#### Records

The Superintendent or designee shall maintain a summary data file of all students who participate in each test administration. This summary data file shall include the following information for the English language arts section and the mathematics section for each administration: (5 CCR 1205)

1. The date on which each section of the exam was taken
2. The full name of each student who took each section of the exam
3. The grade level of each student at the time each section of the exam was taken
4. Whether each student has satisfied the requirement to successfully pass each section of the exam

In addition, the Superintendent or designee shall provide the test contractor with the student demographic information specified in 5 CCR 1207.

Within 60 days of receiving electronic data files from the test contractor, the Superintendent or designee shall enter the following information in each student's permanent record: (5 CCR 1206)

1. The date on which the student took each section of the exam
2. Whether the student has satisfied the requirement to successfully pass each section of the exam

(cf. 5125 - Student Records)

#### Notifications

At the beginning of each school year, the Superintendent or designee shall provide written notification of the exit exam requirement to all students in grades 9-12 and to their parents/guardians. Such notification shall also be provided to any student who transfers into the district after the beginning of the school year at the time of the student's transfer. The notification shall include, at a minimum, the date of the exam, the requirements for passing the exam, and the consequences of not passing the exam, and shall inform the parent/guardian that passing the exam is a condition of graduation. The Superintendent or designee shall maintain documentation that the parent/guardian of each student has been sent this written notification. (Education Code 48980, 60850; 5 CCR

1208)

(cf. 5145.6 - Parental Notifications)

(cf. 6146.1 - High School Graduation Requirements)

Prior to each administration of the exit exam, the Superintendent or designee shall notify students of the provisions of 5 CCR 1220 related to the consequences of cheating. (5 CCR 1220)

Regulation      CENTER UNIFIED SCHOOL DISTRICT  
approved: February 17, 2010 Antelope, California

Delete

# Center Unified SD

## Exhibit

### High School Exit Examination

E 6162.52

#### Instruction

#### Exhibit 1

#### Parent/Guardian Request for Waiver of the High School Exit Examination Requirement for a Student with Disabilities

Please return the completed form to the principal of your child's high school.

My child, \_\_\_\_\_[name]\_\_\_\_\_ is a student with disabilities attending \_\_\_\_\_[high school]\_\_\_\_\_. He/she has taken the high school exit examination with modifications that alter what the test measures and has received the equivalent of a passing score on one or more parts of the exam.

I hereby request that the principal submit a request to the Governing Board for a waiver of the requirement that my child successfully pass the exit examination in order to receive a high school diploma. I understand that, in order to receive such a waiver, state law requires that my child have all of the following:

1. An individualized education program (IEP) adopted pursuant to the Individuals with Disabilities Education Act or a plan adopted pursuant to Section 504 of the Rehabilitation Act of 1973 that specifies the use of the modification(s) on the exit exam, standardized testing, or classroom instruction and assessments
2. Sufficient high school level coursework either satisfactorily completed or in progress in the district's high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the exit exam
3. An individual score report showing that my child has received the equivalent of a passing score on the exam while using a modification that fundamentally alters what the exit exam measures as determined by the State Board of Education

I hereby certify that, to the best of my knowledge, my child satisfies the conditions listed above.

Parent/Guardian Signature: \_\_\_\_\_

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



Exhibit 2

Delete

Principal's Certification and Request for the Governing Board  
to Waive the High School Exit Exam Requirement  
for a Student with Disabilities

Student's Name:

Student's Number (for use on open session agenda):

Pursuant to Education Code 60851, the parent/guardian of \_\_\_\_\_ [student's name] \_\_\_\_\_, a child with disabilities, has requested that the Governing Board waive the requirement that his/her child successfully pass the high school exit examination in order to receive a diploma from \_\_\_\_\_ High School. His/her child has taken the high school exit exam with one or more modifications that fundamentally alter what the test measures as determined by the State Board of Education, and has achieved the equivalent of a passing score on one or both parts of the exam.

I certify that the student qualifies for a waiver because he/she satisfies all of the following conditions:

1. Has an individualized education program (IEP) adopted pursuant to the Individuals with Disabilities Education Act or Section 504 plan that specifies the use of the modification(s) on the exit exam, standardized testing or classroom instruction and assessments. (Attach the IEP or Section 504 plan that indicates the modification needed to participate and access the high school exit exam.)
  - a. Describe the nature of the student's disability as identified on the IEP or Section 504 plan:
  - b. Describe any modification(s) used on the English/language arts section of the exam:
  - c. Describe any modification(s) used on the mathematics section of the exam:
  - d. List the rationale as to why the modification used was necessary to allow the student to access the test:
  - e. Describe the accommodations/modifications that the student regularly uses for English/language arts in the classroom and on other assessments:

f. Describe the accommodations/modifications that the student regularly uses for mathematics in the classroom and on other assessments:

2. Has sufficient high school level coursework either satisfactorily completed or in progress in the high school curriculum sufficient to have attained the skill and knowledge otherwise needed to pass the high school exit examination. (Attach transcript showing coursework completed.)

Summarize the student's academic preparation and performance in the subject areas of English/language arts and/or mathematics (depending on the subject of the waiver request) that demonstrate high school level achievement:

3. Has an individual score report showing that he/she has achieved the equivalent of a passing score on the exit exam (350 or more points) using a modification that fundamentally alters what the exam measures. (Attach a copy of the exit exam Student and Parent Report showing "equivalent of a passing score" in either the English/language arts/and/or math portion of the exam.)

Certified by: \_\_\_\_\_ [principal's signature] \_\_\_\_\_

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

ExhibitCENTER UNIFIED SCHOOL DISTRICT  
version: October 6, 2004 Antelope, California

# CSBA Sample

## Board Policy

### Instruction

BP 6170.1(a)

### TRANSITIONAL KINDERGARTEN

Note: The following policy is for use by districts that maintain kindergarten and may be revised to reflect district practice. Education Code 48000 provides that children are eligible for kindergarten enrollment if they have their fifth birthday on or before September 1 in that school year; see AR 5111 - Admission. Pursuant to Education Code 48000, any child whose birthday is between September 2 and December 2 must be offered a transitional kindergarten (TK) program.

Education Code 48000 defines TK as the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate. Many of the requirements applicable to kindergarten (e.g., class size, minimum school day, facilities) are also applicable to TK. The district will receive **funding based on** average daily attendance (ADA) for students in a TK program that meets the requirements specified in Education Code 48000.

For guidance on implementing TK programs, see the Transitional Kindergarten Implementation Guide: A Resource for California Public School District Administrators and Teachers, published by the California Department of Education (CDE).

The Governing Board desires to offer a high-quality transitional kindergarten (TK) program for eligible children who do not yet meet the minimum age criterion for kindergarten. The **TK** program shall assist **TK-children students** in developing the academic, social, and emotional skills they need to succeed in kindergarten and beyond.

The district's TK program shall be the first year of a two-year kindergarten program. (Education Code 48000)

The Board encourages ongoing collaboration among district preschool staff, other preschool providers, elementary teachers, administrators, and parents/guardians in **program—the** development, implementation, and evaluation **of the district's TK program.**

(cf. 1220 - Citizen Advisory Committees)

(cf. 6020 - Parent Involvement)

### Eligibility

Note: Pursuant to Education Code 48200, each person between the ages of 6 and 18 years is subject to compulsory full-time education, unless otherwise exempted by law. Thus, parents/guardians are not required to enroll children in TK or kindergarten but, if they do so, are subject to the age criteria specified below.

The district's TK program shall admit children whose fifth birthday is from September 2 through December 2. (Education Code 48000)

Note: The CDE's "Transitional Kindergarten FAQs" clarify that children are required to have documentation of required immunizations or a valid exemption prior to admission to TK. For information about required immunizations and exemptions, see BP/AR 5141.31 - Immunizations.

**TRANSITIONAL KINDERGARTEN (continued)**

Parents/guardians of eligible children shall be notified of the availability of the TK program and the age, residency, immunization, and any other enrollment requirements. Enrollment in the TK program shall be voluntary.

(cf. 5111 - Admission)

(cf. 5111.1 - District Residency)

(cf. 5141.22 - Infectious Diseases)

(cf. 5141.3 - Health Examinations)

(cf. 5141.31 - Immunizations)

(cf. 5141.32 - Health Screening for School Entry)

Note: The following paragraph is **optional**. If the district chooses to allow kindergarten-eligible children to enroll in the TK program, CDE recommends that the district establish criteria to determine selection requirements. The parent/guardian of a kindergarten-eligible child who is enrolled in TK must, at the end of the year, sign a Kindergarten Continuance Form verifying that he/she agrees to have the child continue in kindergarten the following year; see section "Continuation in Kindergarten" below.

Upon request of a child's parents/guardians, the district may, on a case-by-case basis after the Superintendent or designee determines that it is in the child's best interest, admit into the district's TK program a child whose fifth birthday is on or before September 1 and who is therefore eligible for kindergarten.

Note: The following paragraph is **optional**. Pursuant to Education Code 48000, **as amended by AB 104 (Ch. 13, Statutes of 2015)**, the district may, at its discretion, determine whether to allow admittance of children whose fifth birthday is after December 2. Such students may be admitted at any time during the school year, including at the beginning of the year. **Education Code 48000 provides that districts will not receive ADA apportionment for a child whose birthday is after December 2 until the child reaches his/her fifth birthday.**

~~The district may, at any time during the school year,~~ **the district may** admit into the TK program a child whose fifth birthday is after December 2 of that same school year, provided that the Superintendent or designee recommends that enrollment in a TK program is in the child's best interest **and the child's parents/guardians approve**. Prior to such enrollment, the child's parents/guardians shall be provided information regarding the advantages and disadvantages and any other explanatory information about the effect of early admittance. (Education Code 48000)

**Curriculum and Instruction**

The district's TK program shall be based on a modified kindergarten curriculum that is age and developmentally appropriate. (Education Code 48000)

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)



## TRANSITIONAL KINDERGARTEN (continued)

Note: ~~As amended by SB 858 (Ch. 32, Statutes of 2014)~~, Education Code 48000 states the Legislature's intent that the TK curriculum be aligned to the California Preschool Learning Foundations developed by the CDE. These standards address essential skills in the subject areas listed below. The standards and companion preschool curriculum frameworks are available on CDE's web site.

The program shall be aligned with the preschool learning foundations and preschool curriculum frameworks developed by the California Department of Education. It shall be designed to facilitate students' development in essential skills related to language and literacy, mathematics, physical development, health, visual and performing arts, science, history-social science, English language development, and social-emotional development.

(cf. 5148.3 - Preschool/Early Childhood Education)

(cf. 6011 - Academic Standards)

(cf. 6174 - Education for English Learners)

Note: The following optional paragraph may be revised to reflect district practice. Education Code 37202, as amended by AB 99 (Ch. 15, Statutes of 2017), permits districts to maintain TK and kindergarten classes for different lengths of time during the school day, either at the same or a different school site. Districts offering TK classes for different lengths of time are still required to meet the minimum and maximum length of school day provided in law. ~~requires that all elementary schools in the district be maintained for an equal length of time during the school year. In its "Transitional Kindergarten FAQs," the CDE has interpreted this to mean that the district's annual instructional minutes offered to TK students should be the same as the number of instructional minutes offered to kindergarten students, as reflected in its annual audit.~~ Pursuant to Education Code 46111 and 46117, at the kindergarten and TK level the minimum school day is three hours (180 minutes), including recess but excluding noon intermission, and the maximum school day is four hours (240 minutes), excluding recess, unless the district has adopted an extended-day kindergarten pursuant to Education Code 8973. However, pursuant to Education Code 46119, if the district has fewer than 40 kindergarten students, the Governing Board ~~it~~ may apply to the Superintendent of Public Instruction to maintain two kindergarten classes of 150 minutes each, including recesses, taught on the same day by the same teacher. Also see AR 6112 - School Day.

Pursuant to Education Code 48003, districts are required to provide an annual report to the CDE regarding the type of kindergarten program offered by the district, including part day, full day, or both. The School Information Form 2017, located on the CDE web site, requires a report on the type of TK program offered.

The Board shall ~~fix~~ establish the length(s) of the school day in the district's TK program, which TK programs may be maintained for different lengths of time either at the same or different school sites, as long as the school day is ~~shall be~~ at least three hours but no more than four hours. The Superintendent or designee shall annually report to the California Department of Education as to whether the district's TK programs are offered full day, part day, or both. (Education Code 37202, 46111, 46117, 48003)

(cf. 6111 - School Calendar)

(cf. 6112 - School Day)

**TRANSITIONAL KINDERGARTEN (continued)**

Note: The following **optional** paragraph may be revised to reflect district practice. According to the CDE's "Transitional Kindergarten FAQs," it is the intent of the law to provide separate and unique experiences for TK and kindergarten students. However, districts have flexibility to determine how best to meet the curricular needs of each child and whether TK and kindergarten students may be enrolled in the same classrooms.

TK students may be placed in the same classrooms as kindergarten students when necessary, provided that the instructional program is differentiated to meet student needs.

**Staffing**

Note: To be qualified to teach a TK class, the teacher must possess an appropriate multiple subjects or early childhood education credential issued by the Commission on Teacher Credentialing (CTC) authorizing instruction in TK. **As amended by SB 876 (Ch. 687, Statutes of 2014)**, Education Code 48000 establishes additional requirements for credentialed teachers who are first assigned to a TK class after July 1, 2015, as provided below.

TK assignments are subject to assignment monitoring and reporting by the County Superintendent of Schools in accordance with Education Code 44258.9.

The Superintendent or designee shall ensure that teachers assigned to teach in TK classes possess a teaching credential or permit from the Commission on Teacher Credentialing (CTC) that authorizes such instruction.

*(cf. 4112.2 - Certification)*

A credentialed teacher who is first assigned to a TK class after July 1, 2015, shall, by August 1, 2020, have at least 24 units in early childhood education and/or child development, comparable experience in a preschool setting, and/or a child development teacher permit issued by the CTC. (Education Code 48000)

The Superintendent or designee may provide professional development as needed to ensure that TK teachers are knowledgeable about the standards and effective instructional methods for teaching young children.

*(cf. 4131 - Staff Development)*

**Continuation to Kindergarten**

Note: The following section is consistent with guidance in the CDE's "Transitional Kindergarten FAQs."

Students who complete the TK program shall be eligible to continue in kindergarten the following school year. Parents/guardians of such students shall not be required to submit a signed Kindergarten Continuance Form for kindergarten attendance.

## TRANSITIONAL KINDERGARTEN (continued)

Note: The following **optional** paragraph is for use by districts that allow kindergarten-eligible children to enroll in TK; see "Eligibility" section above. When such students are subsequently enrolled in kindergarten, the district is required to obtain a signed Kindergarten Continuance Form in order to receive kindergarten ADA for those children since they would otherwise be age-eligible for first grade. CDE recommends that approval for a student to continue in kindergarten not be sought until near the end of the year of TK, since permission obtained unreasonably far in advance could be found invalid.

However, whenever children who would otherwise be age-eligible for kindergarten are enrolled in TK, the Superintendent or designee shall obtain a Kindergarten Continuance Form signed by the parent/guardian near the end of the TK year consenting to the child's enrollment in kindergarten the following year.

Note: Pursuant to Education Code 46300, the district may not include for ADA purposes the attendance of any student for more than two years in a combination of TK and kindergarten.

A student shall not attend more than two years in a combination of TK and kindergarten. (Education Code 46300)

(cf. 5123 - Promotion/Acceleration/Retention)

### Assessment

Note: The following section may be revised to reflect district practice. One assessment resource for TK students is the CDE's Desired Results Developmental Profile, which is designed to assess the developmental progression of all children from early infancy to kindergarten entry.

The Superintendent or designee may develop or identify appropriate formal and/or informal assessments of TK students' development and progress. He/she shall monitor and regularly report to the Board regarding program implementation and the progress of students in meeting related academic standards.

(cf. 0500 - Accountability)

(cf. 6162.5 - Student Assessment)

Legal Reference: (see next page)



## TRANSITIONAL KINDERGARTEN (continued)

### Legal Reference:

#### EDUCATION CODE

- 8973 Extended-day kindergarten
- 37202 School calendar; equivalency of instructional minutes
- 44258.9 Assignment monitoring by county superintendent of schools
- 46111 Kindergarten, hours of attendance
- 46114-46119 Minimum school day, kindergarten
- 46300 Computation of ADA, inclusion of kindergarten and transitional kindergarten
- 48000 Age of admission, kindergarten and transitional kindergarten
- 48002 Evidence of minimum age required to enter kindergarten or first grade
- 48003 Kindergarten annual report**
- 48200 Compulsory education, starting at age six

### Management Resources:

#### CSBA PUBLICATIONS

**What Boards of Education Can Do About Kindergarten Readiness, Governance Brief, May 2016**

#### CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Transitional Kindergarten FAQs

Desired Results Developmental Profile, 2015

Transitional Kindergarten Implementation Guide: A Resource for California Public School District Administrators and Teachers, 2013

California Preschool Curriculum Framework, Vol. 1, 2010

California Preschool Learning Foundations, Vol. 1, 2008

#### WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

California Kindergarten Association: <http://www.ckanet.org>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

Transitional Kindergarten California: <http://www.tkalifornia.org>

(4/15 10/15) 10/17

# **Center USD**

## **Board Policy**

### **Transitional Kindergarten**

**BP 6170.1**  
**Instruction**

The Governing Board desires to offer a high-quality transitional kindergarten (TK) program for eligible children who do not yet meet the minimum age criterion for kindergarten. The program shall assist TK children in developing the academic, social, and emotional skills they need to succeed in kindergarten and beyond.

The district's TK program shall be the first year of a two-year kindergarten program. (Education Code 48000)

The Board encourages ongoing collaboration among district preschool staff, other preschool providers, elementary teachers, administrators, and parents/guardians in program development, implementation, and evaluation.

(cf. 1220 - Citizen Advisory Committees)  
(cf. 6020 - Parent Involvement)

#### **Eligibility**

The district's TK program shall admit children whose fifth birthday is from September 2 through December 2. (Education Code 48000)

Parents/guardians of eligible children shall be notified of the availability of the TK program and the age, residency, immunization, and any other enrollment requirements. Enrollment in the TK program shall be voluntary.

(cf. 5111 - Admission)  
(cf. 5111.1 - District Residency)  
(cf. 5111.12 - Residency Based on Parent/Guardian Employment)  
(cf. 5141.22 - Infectious Diseases)  
(cf. 5141.3 - Health Examinations)  
(cf. 5141.31 - Immunizations)  
(cf. 5141.32 - Health Screening for School Entry)

Upon request of a child's parents/guardians, the district may, on a case-by-case basis after the Superintendent or designee determines that it is in the child's best interest, admit into the district's TK program a child whose fifth birthday is on or before September 1 and who is therefore eligible for kindergarten.

The district may, at any time during the school year, admit into the TK program a child whose fifth birthday is after December 2 of that same school year, provided that the Superintendent or designee recommends that enrollment in a TK program is in the child's best interest. Prior to such enrollment, the child's parents/guardians shall be provided information regarding the advantages and disadvantages and any other explanatory information about the effect of early admittance. (Education Code 48000)

#### Curriculum and Instruction

The district's TK program shall be based on a modified kindergarten curriculum that is age and developmentally appropriate. (Education Code 48000)

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

The program shall be aligned with the preschool learning foundations and preschool curriculum frameworks developed by the California Department of Education. It shall be designed to facilitate students' development in essential skills related to language and literacy, mathematics, physical development, health, visual and performing arts, science, history-social science, English language development, and social-emotional development.

(cf. 5148.3 - Preschool/Early Childhood Education)

(cf. 6011 - Academic Standards)

(cf. 6174 - Education for English Language Learners)

The Board shall fix the length of the school day in the district's TK program, which shall be at least three hours but no more than four hours.

(cf. 6111 - School Calendar)

(cf. 6112 - School Day)

TK students may be placed in the same classrooms as kindergarten students when necessary, provided that the instructional program is differentiated to meet student needs.

#### Staffing

The Superintendent or designee shall ensure that teachers assigned to teach in TK classes possess a teaching credential or permit from the Commission on Teacher Credentialing (CTC) that authorizes such instruction.

(cf. 4112.2 - Certification)

The Superintendent or designee may provide professional development as needed to ensure that TK teachers are knowledgeable about the standards and effective instructional methods for teaching young children.



(cf. 4131 - Staff Development)

#### Continuation to Kindergarten

Students who complete the TK program shall be eligible to continue in kindergarten the following school year. Parents/guardians of such students shall not be required to submit a signed Kindergarten Continuance Form for kindergarten attendance.

However, whenever children who would otherwise be age-eligible for kindergarten are enrolled in TK, the Superintendent or designee shall obtain a Kindergarten Continuance Form signed by the parent/guardian near the end of the TK year consenting to the child's enrollment in kindergarten the following year.

A student shall not attend more than two years in a combination of TK and kindergarten.  
(Education Code 46300)

(cf. 5123 - Promotion/Acceleration/Retention)

#### Assessment

The Superintendent or designee may develop or identify appropriate formal and/or informal assessments of TK students' development and progress. He/she shall monitor and regularly report to the Board regarding program implementation and the progress of students in meeting related academic standards.

(cf. 0500 - Accountability)

(cf. 6162.5 - Student Assessment)

#### Legal Reference:

##### EDUCATION CODE

8973 Extended-day kindergarten

37202 School calendar; equivalency of instructional minutes

44258.9 Assignment monitoring by county superintendent of schools

46111 Kindergarten, hours of attendance

46114-46119 Minimum school day, kindergarten

46300 Computation of ADA, inclusion of kindergarten and transitional kindergarten

48000 Age of admission, kindergarten and transitional kindergarten

48002 Evidence of minimum age required to enter kindergarten or first grade

48200 Compulsory education, starting at age six

#### Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Transitional Kindergarten FAQs

Desired Results Developmental Profile, 2015

Transitional Kindergarten Implementation Guide: A Resource for California Public  
School District Administrators and Teachers, 2013

California Preschool Curriculum Framework, Vol. 1, 2010

California Preschool Learning Foundations, Vol. 1, 2008

**WEB SITES**

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

California Kindergarten Association: <http://www.ckanet.org>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

Transitional Kindergarten California: <http://www.tkcalifornia.org>

# CSBA Sample

## Administrative Regulation

Instruction

AR 6173.1(a)

### EDUCATION FOR FOSTER YOUTH

#### Definitions

*Foster youth* means a child who has been removed from his/her home pursuant to Welfare and Institutions Code 309, is the subject of a petition filed under Welfare and Institutions Code 300 or 602, or has been removed from his/her home and is the subject of a petition filed under Welfare and Institutions Code 300 or 602 or is a nonminor who is under the transition jurisdiction of a juvenile court, as described in Welfare and Institutions Code 450, and satisfies the criteria specified in Education Code 42238.01. (Education Code 42238.01, 48853.5)

Note: In instances where the rights of the parent/guardian have been limited, the court may appoint an educational representative on a temporary or long-term basis to make educational decisions for the student.

*Person holding the right to make educational decisions* means a responsible adult appointed by a court pursuant to Welfare and Institutions Code 361 or 726.

*School of origin* means the school that the foster youth attended when permanently housed or the school in which he/she was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which he/she was last enrolled, or if there is ~~some other~~ **another** school that the foster youth attended within the preceding 15 months and with which the youth is connected, the district liaison for foster youth shall determine **which school is the school of origin. This determination shall be made** in consultation with and with the agreement of the foster youth and the person holding the right to make educational decisions for the youth, and **in shall be based on** the best interests of the foster youth, ~~which school is the school of origin.~~ (Education Code 48853.5)

Note: Education Code 48850 expresses the legislative intent that the "best interests" of a foster youth include educational stability as well as placement in the least restrictive educational program, as provided below.

In addition, pursuant to 20 USC 6311, determination of a student's "best interest" requires consideration of all factors relating to the student's best interest, including the appropriateness of the current educational setting and the proximity to the school in which the student is enrolled at the time of placement.

*Best interest* means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, **the proximity to the school at the time of placement, appropriateness of the educational setting**, educational stability, the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress, and the foster youth's access to academic resources, services, and extracurricular and enrichment activities that are available to all district students. (Education Code 48850, 48853; **20 USC 6311**)



## EDUCATION FOR FOSTER YOUTH (continued)

### District Liaison

Note: Pursuant to Education Code 48853.5, districts are required to designate a staff person as the educational liaison for foster youth. This person may be the same individual designated as the liaison for homeless students as required by 42 USC 11432; see AR 6173 - Education for Homeless Children. In addition, Education Code 48853.5 requires that, for districts operating a foster youth services program, the liaison be affiliated with that program. The duties of the liaison are as specified below.

The Superintendent designates the following position as the district's liaison for foster youth: (Education Code 48853.5)

Healthy Start Coordinator  
3401 Scotland Drive  
Antelope, CA 95843  
(916) 338-6387

(cf. 6173 - Education for Homeless Children)

The liaison for foster youth shall:

1. Ensure and facilitate the proper educational placement, enrollment in school, and checkout from school of students in foster care (Education Code 48853.5)

Note: Education Code 48645.5 requires districts to accept for credit full or partial coursework completed in a public school or nonpublic nonsectarian school or agency in addition to a juvenile court school; see the section below entitled "Transfer of Coursework and Credits."

2. Ensure proper transfer of credits, records, and grades when students in foster care transfer from one school to another or from one district to another (Education Code 48645.5, 48853.5)

When a student in foster care is enrolling in a district school, the liaison shall contact the school last attended by the student to obtain, within two business days, all academic and other records. When a foster youth is transferring to a new school, the liaison shall provide the student's records to the new school within two business days of receiving the new school's request. (Education Code 48853.5)

(cf. 5125 - Student Records)

(cf. 6146.3 - Reciprocity of Academic Credit)

**EDUCATION FOR FOSTER YOUTH** (continued)

Note: Pursuant to Education Code 48853.5, 48911, 48915.5, and 48918.1, the district liaison is required to invite or notify a foster youth's attorney and the appropriate official of the county child welfare agency in certain circumstances when expulsion-related proceedings are pending against the foster youth. For specific situations requiring such invitation or notice, see AR 5144.1 - Suspension and Expulsion/Due Process.

3. When required by law, notify the foster youth's attorney and the representative of the appropriate county child welfare agency when the foster youth is undergoing any expulsion or other disciplinary proceeding, including a manifestation determination prior to a change in the foster youth's placement; when he/she is a student with a disability. (Education Code 48853.5, 48911, 48915.5, 48918.1)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

Note: Items #4-8 below are **optional** and should be modified to reflect district practice.

4. As needed, make appropriate referrals to ensure that students in foster care receive necessary special education services and services under Section 504 of the federal Rehabilitation Act of 1973

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. 6164.6 - Identification and Education Under Section 504)

5. As needed, ensure that students in foster care receive appropriate school-based services, such as counseling and health services, supplemental instruction, and after-school services

(cf. 5141.6 - School Health Services)

(cf. 5148.2 - Before/After School Programs)

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6172 - Gifted and Talented Student Program)

(cf. 6174 - Education for English Learners)

(cf. 6177 - Summer Learning Programs)

(cf. 6179 - Supplemental Instruction)

6. Develop protocols and procedures for creating awareness for district staff, including principals, school registrars, and attendance clerks, of the requirements for the proper enrollment, placement, and transfer of foster youth

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Note: **Optional** item #7 establishes the responsibility of the district liaison to collaborate with other local agencies to coordinate services for foster youth.

**EDUCATION FOR FOSTER YOUTH (continued)**

Education Code 42920.5-42921, as amended by AB 854 (Ch. 781, Statutes of 2015), establish the Foster Youth Services Coordinating Program and provide funding for a county office of education or consortium of county offices of education to coordinate educational support for foster youth among the districts within their jurisdiction. As part of the program, such county offices must develop and implement a coordinating plan for purposes of establishing guiding principles and protocols to provide supports for foster care students. To the extent possible, such a plan must include, but ~~shall is not be~~ limited to, a description of how the program will establish ongoing collaboration among local educational agencies, county child welfare agencies, and county probation departments to determine the proper educational placement of foster youth. In addition, pursuant to Education Code 42921, if a district annually certifies in writing that it is unable, using any other state, federal, local, or private funds, to provide tutoring, mentoring, and counseling for foster youth, it may enter into a temporary agreement with the foster youth services coordinating program to provide those services, if the program has established such services.

7. Collaborate with the county office of education, county placing agency, county child welfare agency, county probation department, juvenile court, and other appropriate agencies to help coordinate services for the district's foster youth

(cf. 1020 - Youth Services)

(cf. 5113.1 - Chronic Absence and Truancy)

Note: The following optional item facilitates the annual update of the local control and accountability plan required pursuant to Education Code 52060; see BP/AR 0460 - Local Control and Accountability Plan.

8. Monitor the educational progress of foster youth and provide reports to the Superintendent or designee and the Governing Board based on indicators identified in the district's local control and accountability plan

(cf. 0460 - Local Control and Accountability Plan)

Note: The following paragraph is optional. Because the district's liaison for foster youth often has additional duties pertaining to other programs, CSBA's policy brief Educating Foster Youth: Best Practices and Board Considerations recommends periodic evaluation of the liaison's caseload to determine whether he/she is able to adequately fulfill his/her duties with respect to foster youth.

The Superintendent or designee shall regularly monitor the caseload of the liaison, as well as his/her additional duties outside of the foster youth program, to determine whether adequate time and resources are available to meet the needs of foster youth in the district.

**Enrollment**

A student placed in a licensed children's institution or foster family home within the district shall attend programs operated by the district unless one of the following circumstances applies: (Education Code 48853, 48853.5)

1. The student has an individualized education program requiring placement in a nonpublic, nonsectarian school or agency or in another local educational agency.

**EDUCATION FOR FOSTER YOUTH** (continued)

(cf. 6159 - Individualized Education Program)

(cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education)

Note: Pursuant to Education Code 48853, a district is required to educate foster youth in the least restrictive environment necessary for their educational achievement. However, a district may be discharged from this obligation when the parent/guardian or other person with holding the right to make educational decisions for the foster youth unilaterally decides to place the foster youth in another educational program and provides the district a written statement as specified in item #2 below.

2. The parent/guardian or other person holding the right to make educational decisions for the student determines that it is in the best interest of the student to be placed in another educational program and submits a written statement to the district indicating that determination and that he/she is aware of the following:
  - a. The student has a right to attend a regular public school in the least restrictive environment.
  - b. The alternate educational program is a special education program, if applicable.
  - c. The decision to unilaterally remove the student from the district school and to place him/her in an alternate education program may not be financed by the district.
  - d. Any attempt to seek reimbursement for the alternate education program may be at the expense of the parent/guardian or other person holding the right to make educational decisions for the student.

(cf. 5116.1 - Intradistrict Open Enrollment)

(cf. 5117 - Interdistrict Attendance)

(cf. 6159.3 - Appointment of Surrogate Parent for Special Education Students)

Note: Pursuant to Education Code 48853.5, a foster youth may continue his/her education in the school of origin under the circumstances stated below. Elementary and high school districts should delete any item (#3b or c) that is not applicable to the grade levels served by the district.

3. At the initial placement or any subsequent change in placement, the student exercises his/her right to continue in his/her school of origin, as defined above.
  - a. The student may continue in the school of origin for the duration of the court's jurisdiction.
  - b. If the court's jurisdiction over a grade K-8 student is terminated prior to the end of a school year, the student may continue in his/her school of origin for the remainder of the school year.

**EDUCATION FOR FOSTER YOUTH** (continued)

- c. If the court's jurisdiction is terminated while the student is in high school, the student may continue in his/her school of origin until he/she graduates.
- d. If the student is transitioning between school grade levels, he/she shall be allowed to continue in the district of origin in the same attendance area to provide him/her the benefit of matriculating with his/her peers in accordance with the established feeder patterns of school districts. A student who is transitioning to a middle school or high school shall be allowed to enroll in the school designated for matriculation in another school district.

The district liaison may, in consultation with and with the agreement of the foster youth and the person holding the right to make educational decisions for the youth, recommend that the youth's right to attend the school of origin be waived and he/she be enrolled in any school that students living in the attendance area in which the foster youth resides are eligible to attend. All decisions shall be made in accordance with the foster youth's best interests. (Education Code 48853.5)

Prior to making any recommendation to move a foster youth from his/her school of origin, the liaison shall provide the youth and the person holding the right to make educational decisions for the youth with a written explanation of the basis for the recommendation and how the recommendation serves the youth's best interests. (Education Code 48853.5)

The role of the liaison shall be advisory with respect to placement decisions and determination of the school of origin. (Education Code 48853.5)

Note: Pursuant to Education Code 48853.5, a district is required to immediately enroll any foster youth transferring into the district even when the foster youth has outstanding fees or fines due to the last school attended or the district has not received the foster youth's academic and medical records, as listed in items #1-3 below. However, pursuant to Health and Safety Code 120341, if a district does not receive a foster youth's immunization records prior to enrolling him/her, the district must take steps, after the foster youth is enrolled, to obtain his/her immunization records or ensure that he/she is properly immunized. See BP/AR 5141.31 - Immunizations.

If the liaison, in consultation with the foster youth and the person holding the right to make educational decisions for the foster youth, agrees that the best interests of the youth would be served by his/her transfer to a school other than the school of origin, the principal or designee of the new school shall immediately enroll the foster youth. The foster youth shall be immediately enrolled even if he/she: (Education Code 48853.5)

- 1. Has outstanding fees, fines, textbooks, or other items or monies due to the school last attended

(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)

## EDUCATION FOR FOSTER YOUTH (continued)

2. Does not have clothing normally required by the school, such as school uniforms

(cf. 5132 - Dress and Grooming)

3. Is unable to produce records normally required for enrollment, such as previous academic records, proof of residency, and medical records, including, but not limited to, immunization records or other documentation

(cf. 5111.1 - District Residency)

(cf. 5141.26 - Tuberculosis Testing)

(cf. 5141.31 - Immunizations)

(cf. 5141.32 - Health Screening for School Entry)

Note: Education Code 48853 and 48853.5 specify that, if a dispute arises regarding school placement, the district shall use an existing dispute resolution process available to any district student. The following paragraph should be modified to reflect district practice.

If the foster youth or a person **with holding** the right to make educational decisions for the foster youth disagrees with the liaison's enrollment recommendation, he/she may appeal to the Superintendent. The Superintendent shall make a determination within 30 calendar days of receipt of the appeal. Within 30 calendar days of receipt of the Superintendent's decision, the parent/guardian or foster youth may appeal that decision to the Board. The Board shall consider the issue at its next regularly scheduled meeting. The Board's decision shall be final.

(cf. 9320 - Meetings and Notices)

If any dispute arises regarding the request of a foster youth to remain in the school of origin, the youth has the right to remain in the school of origin pending resolution of the dispute. (Education Code 48853.5)

## Transportation

Note: Pursuant to Education Code 48853.5, a district may, but is not required to, provide transportation to enable a foster youth to attend a school or school district of origin, except when it is otherwise required by federal law or pursuant to the individualized education program of a student with a disability. In accordance with 20 USC 6312, as amended by the Every Student Succeeds Act (P.L. 114-95), districts are mandated to collaborate with the local child welfare agency to develop clear written procedures governing how transportation will be provided, arranged, and funded to enable foster youth to attend their school of origin, when it is in their best interest to do so. The local child welfare agency may reimburse the district for any additional costs of such transportation, or the district may agree to pay for or share the costs with the child welfare agency. The following section may be revised to reflect the procedures established in collaboration with the child welfare agency, or such procedures may be incorporated into a memorandum of understanding or other document. An example of when transportation might be required under federal law is when a foster youth is homeless, pursuant to the McKinney-Vento Homeless Assistance Act (42 USC 11431-11435).



## EDUCATION FOR FOSTER YOUTH (continued)

Option 1 is for use by districts that do not provide transportation. Option 2 is for use by districts that choose to provide transportation to foster youth to and from their school of origin and may be revised to reflect district practice.

**OPTION 1:** The district shall not be responsible for providing transportation to and from the school of origin.

**OPTION 2:** Upon request, the district may provide transportation for a foster youth to and from his/her school of origin when the student is residing within the district and the school of origin is within district boundaries.

The Superintendent or designee shall collaborate with the local child welfare agency to determine how transportation will be provided, arranged, and funded in a cost-effective manner to enable foster youth to remain in their school of origin, for the duration of their time in foster care, when it is in their best interest to do so. Such transportation costs may be paid by either the child welfare agency or the district, or shared by both. (20 USC 6312)

(cf. 3540 - Transportation)

(cf. 3541 - Transportation Routes and Services)

### Effect of Absences on Grades

The grades of a student in foster care shall not be lowered for any absence from school that is due to either of the following circumstances: (Education Code 49069.5)

1. A decision by a court or placement agency to change the student's placement, in which case the student's grades shall be calculated as of the date he/she left school
2. A verified court appearance or related court-ordered activity

(cf. 5121 - Grades Evaluation of Student Achievement)

### Transfer of Coursework and Credits

Note: The following section is for use by districts maintaining high schools. Education Code 51225.2 addresses the transferability of coursework and credits completed by foster youth, as provided below.

When a foster youth transfers into a district school, the district shall accept and issue full credit for any coursework that the foster youth has satisfactorily completed while attending another public school, a juvenile court school, or a nonpublic, nonsectarian school or agency and shall not require the foster youth to retake the course. (Education Code 51225.2)

**EDUCATION FOR FOSTER YOUTH (continued)**

If the foster youth did not complete the entire course, he/she shall be issued partial credit for the coursework completed and shall be required to take the portion of the course that he/she did not complete at his/her previous school. However, the district may require the foster youth to retake the portion of the course completed if, in consultation with the holder of educational rights for the foster youth, the district finds that the foster youth is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a foster youth in any particular course, he/she shall be enrolled in the same or equivalent course, if applicable, so that he/she may continue and complete the entire course. (Education Code 51225.2)

Note: Although Education Code 51225.2 requires districts to award partial credits to foster youth who transfer from school to school, there is no uniform system for calculating and awarding partial credits. To ensure consistency in the treatment of foster youth, the California Child Welfare Council (CCWC), in its Partial Credit Model Policy and Practice Recommendations available on its web site, recommends the approach specified in the following optional paragraph, which may be revised to reflect district practice.

Partial credits shall be awarded on the basis of 0.5 credits for every seven class periods attended per subject. If the school is on a block schedule, each block schedule class period attended shall be equal to two regular class periods per subject. Partial credits and grades earned by a student shall be included on the student's official transcript within two business days of the district's notification of the student's transfer, as required under Education Code 49069.5.

In no event shall the district prevent a foster youth from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California. (Education Code 51225.2)

**Applicability of Graduation Requirements**

Note: The following section is for use by districts maintaining high schools. Also see BP 6146.1 - High School Graduation Requirements.

Education Code 60851.5, as added by SB 172 (Ch. 572, Statutes of 2015), provides that the administration of the California High School Exit Examination and the requirement that each student completing grade 12 successfully pass the exam as a condition of receiving a diploma or a condition from graduation from high school are suspended for the 2015-16, 2016-17, and 2017-18 school years.

To obtain a high school diploma, a foster youth shall complete all courses required by Education Code 51225.3 and fulfill any additional graduation requirements prescribed by the Board.

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6162.52 - High School Exit Examination)

**EDUCATION FOR FOSTER YOUTH (continued)**

**Note:** Education Code 51225.1 exempts any foster youth who transfers into the district or between district schools any time after completion of the student's second year of high school from locally established high school graduation requirements. The district is required to notify the student, the person holding rights to make educational decisions for the student, and the district liaison of the availability of this exemption and whether the student qualifies for it. As amended by AB 1166 (Ch. 171, Statutes of 2015), Education Code 51225.1 provides that, if the district fails to provide this notification, the student will be eligible for the exemption once he/she is notified, even if that notification is received after the student is no longer under the court's jurisdiction, if the student otherwise qualifies for the exemption.

However, when a foster youth who has completed his/her second year of high school transfers into the district from another school district or transfers between high schools within the district, he/she shall be exempted from all district-adopted coursework and other district-established graduation requirements, unless the district makes a finding that the student is reasonably able to complete the additional requirements in time to graduate from high school by the end of his/her fourth year of high school. Within 30 calendar days of the foster youth's transfer, the Superintendent or designee shall notify the foster youth, the person holding the right to make educational decisions for him/her, and the foster youth's social worker of the availability of the exemption and whether the foster youth qualifies for it. If the Superintendent or designee fails to provide this notification, the student shall be eligible for the exemption once notified, even if the notification occurs after the student is no longer a foster youth. (Education Code 51225.1, 60851)

To determine whether a foster youth is in his/her third or fourth year of high school, the district shall use either the number of credits the foster youth has earned as of the date of the transfer or the length of his/her school enrollment, whichever qualifies him/her for the exemption. (Education Code 51225.1)

The Superintendent or designee shall notify any foster youth who is granted an exemption and the person holding the right to make educational decisions for him/her how any requirements that are waived will affect the foster youth's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges. (Education Code 51225.1)

The district shall not require or request a foster youth to transfer schools in order to qualify for an exemption and no request for a transfer solely to qualify for an exemption shall be made by a foster youth or any person acting on behalf of a foster youth. (Education Code 51225.1)

If a foster youth is exempted from local graduation requirements, the exemption shall continue to apply after the termination of the court's jurisdiction over the student while he/she is still enrolled in school or if he/she transfers to another school or school district. (Education Code 51225.1)

**EDUCATION FOR FOSTER YOUTH (continued)**

Upon making a finding that a foster youth is reasonably able to complete district graduation requirements within his/her fifth year of high school, the Superintendent or designee shall: (Education Code 51225.1)

1. Inform the foster youth and the person holding the right to make educational decisions for him/her of the foster youth's option to remain in school for a fifth year to complete the district's graduation requirements and how that will affect his/her ability to gain admission to a postsecondary educational institution
2. Provide information to the foster youth about transfer opportunities available through the California Community Colleges
3. Upon agreement with the foster youth or, if he/she is under 18 years of age, the person holding the right to make educational decisions for him/her, permit the foster youth to stay in school for a fifth year to complete the district's graduation requirements

**Eligibility for Extracurricular Activities**

Note: Education Code 48850 provides that, when a foster youth's residence changes pursuant to a court order or decision of a child welfare worker, the student shall be immediately deemed to meet all residency requirements for participation in extracurricular activities and interscholastic sports. For additional information about eligibility requirements, see BP 6145 - Extracurricular and Cocurricular Activities.

A foster youth whose residence changes pursuant to a court order or decision of a child welfare worker shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities. (Education Code 48850)

(cf. 6145 - Extracurricular and Cocurricular Activities)  
(cf. 6145.2 - Athletic Competition)

**Notification and Complaints**

Note: As amended by AB 379 (Ch. 772, Statutes of 2015), Education Code 48853, 49069.5, 51225.1, and 51225.2 require that the district's annual uniform complaint procedures notification include specified information regarding the educational rights of foster youth. See AR 1312.3 - Uniform Complaint Procedures for further information regarding this notification. Education Code 48853.5, as amended by AB 379, requires the California Department of Education (CDE), in consultation with the California Foster Youth Education Task Force, to develop a standardized notice of the educational rights of foster youth and to post that notice on its web site.

Information regarding the educational rights of foster youth shall be included in the annual uniform complaint procedures notification distributed to students, parents/guardians, employees, and other interested parties pursuant to 5 CCR 4622. (Education Code 48853, 48853.5, 49069.5, 51225.1, 51225.2)



**EDUCATION FOR FOSTER YOUTH** (continued)*(cf. 5145.6 - Parental Notifications)*

Note: **AB 379 (Ch. 772, Statutes of 2015)** amended Education Code 48853, 48853.5, 49069.5, 51225.1, and 51225.2 to provide that complaints of noncompliance with specified requirements related to the education of foster youth may be filed in accordance with the uniform complaint procedures specified in 5 CCR 4600-4687. As with other complaints covered under the uniform complaint procedures, a complainant may appeal the district's decision to the CDE and, if the district or CDE finds any merit in the complaint, the district must provide a remedy to the affected student. See BP/AR 1312.3 - Uniform Complaint Procedures.

Any complaint **alleging** that the district has not complied with requirements regarding the education of foster youth may be filed in accordance with the district's procedures in AR 1312.3 - Uniform Complaint Procedures. If the district finds merit in a complaint, the district shall provide a remedy to the affected student. A complainant not satisfied with the district's decision may appeal the decision to the California Department of Education (CDE) and shall receive a written decision regarding the appeal within 60 days of CDE's receipt of the appeal. If the CDE finds merit in an appeal, the district shall provide a remedy to the affected student. (Education Code 48853, 48853.5, 49069.5, 51225.1, 51225.2)

*(cf. 1312.3 - Uniform Complaint Procedures)*

(12/13 12/15) 10/17

# **Center USD**

## **Administrative Regulation**

### **Education For Foster Youth**

**AR 6173.1**  
**Instruction**

#### **Definitions**

Foster youth means a child who has been removed from his/her home pursuant to Welfare and Institutions Code 309, is the subject of a petition filed under Welfare and Institutions Code 300 or 602, or has been removed from his/her home and is the subject of a petition filed under Welfare and Institutions Code 300 or 602 or is a nonminor who is under the transition jurisdiction of a juvenile court, as described in Welfare and Institutions Code 450, and satisfies the criteria specified in Education Code 42238.01. (Education Code 42238.01, 48853.5)

Person holding the right to make educational decisions means a responsible adult appointed by a court pursuant to Welfare and Institutions Code 361 or 726.

School of origin means the school that the foster youth attended when permanently housed or the school in which he/she was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which he/she was last enrolled, or if there is some other school that the foster youth attended within the preceding 15 months and with which the youth is connected, the district liaison for foster youth shall determine, in consultation with and with the agreement of the foster youth and the person holding the right to make educational decisions for the youth, and in the best interests of the foster youth, which school is the school of origin. (Education Code 48853.5)

Best interests means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, educational stability, the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress, and the foster youth's access to academic resources, services, and extracurricular and enrichment activities that are available to all district students. (Education Code 48850, 48853)

#### **District Liaison**

The Superintendent designates the following position as the district's liaison for foster youth: (Education Code 48853.5)

**Healthy Start Coordinator**  
**3401 Scotland Drive**



Antelope, CA 95843  
(916) 338-6387

(cf. 6173 - Education for Homeless Children)

The liaison for foster youth shall:

1. Ensure and facilitate the proper educational placement, enrollment in school, and checkout from school of students in foster care (Education Code 48853.5)
2. Ensure proper transfer of credits, records, and grades when students in foster care transfer from one school to another or from one district to another (Education Code 48645.5, 48853.5)

When a student in foster care is enrolling in a district school, the liaison shall contact the school last attended by the student to obtain, within two business days, all academic and other records. When a foster youth is transferring to a new school, the liaison shall provide the student's records to the new school within two business days of receiving the new school's request. (Education Code 48853.5)

(cf. 5125 - Student Records)

(cf. 6146.3 - Reciprocity of Academic Credit)

3. When required by law, notify the foster youth's attorney and the representative of the appropriate county child welfare agency when the foster youth is undergoing any expulsion or other disciplinary proceeding, including a manifestation determination prior to a change in the foster youth's placement, when he/she is a student with a disability. (Education Code 48853.5, 48911, 48915.5, 48918.1)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

4. As needed, make appropriate referrals to ensure that students in foster care receive necessary special education services and services under Section 504 of the federal Rehabilitation Act of 1973

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. 6164.6 - Identification and Education Under Section 504)

5. As needed, ensure that students in foster care receive appropriate school-based services, such as counseling and health services, supplemental instruction, and after-school services

(cf. 5141.6 - School Health Services)

(cf. 5148.2 - Before/After School Programs)

(cf. 6164.2 - Guidance/Counseling Services)  
(cf. 6172 - Gifted and Talented Student Program)  
(cf. 6174 - Education for English Language Learners)  
(cf. 6177 - Summer Learning Programs)  
(cf. 6179 - Supplemental Instruction)

6. Develop protocols and procedures for creating awareness for district staff, including principals, school registrars, and attendance clerks, of the requirements for the proper enrollment, placement, and transfer of foster youth

(cf. 4131 - Staff Development)  
(cf. 4231 - Staff Development)  
(cf. 4331 - Staff Development)

7. Collaborate with the county office of education, county placing agency, county child welfare agency, county probation department, juvenile court, and other appropriate agencies to help coordinate services for the district's foster youth

(cf. 1020 - Youth Services)  
(cf. 5113.1 - Chronic Absence and Truancy)

8. Monitor the educational progress of foster youth and provide reports to the Superintendent or designee and the Governing Board based on indicators identified in the district's local control and accountability plan

(cf. 0460 - Local Control and Accountability Plan)

The Superintendent or designee shall regularly monitor the caseload of the liaison, as well as his/her additional duties outside of the foster youth program, to determine whether adequate time and resources are available to meet the needs of foster youth in the district.

## Enrollment

A student placed in a licensed children's institution or foster family home within the district shall attend programs operated by the district unless one of the following circumstances applies: (Education Code 48853, 48853.5)

1. The student has an individualized education program requiring placement in a nonpublic, nonsectarian school or agency or in another local educational agency.

(cf. 6159 - Individualized Education Program)  
(cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education)

2. The parent/guardian or other person holding the right to make educational



decisions for the student determines that it is in the best interest of the student to be placed in another educational program and submits a written statement to the district indicating that determination and that he/she is aware of the following:

- a. The student has a right to attend a regular public school in the least restrictive environment.
- b. The alternate educational program is a special education program, if applicable.
- c. The decision to unilaterally remove the student from the district school and to place him/her in an alternate education program may not be financed by the district.
- d. Any attempt to seek reimbursement for the alternate education program may be at the expense of the parent/guardian or other person holding the right to make educational decisions for the student.

(cf. 5116.1 - Intradistrict Open Enrollment)

(cf. 5117 - Interdistrict Attendance)

(cf. 6159.3 - Appointment of Surrogate Parent for Special Education Students)

3. At the initial placement or any subsequent change in placement, the student exercises his/her right to continue in his/her school of origin, as defined above.
  - a. The student may continue in the school of origin for the duration of the court's jurisdiction.
  - b. If the court's jurisdiction over a grade K-8 student is terminated prior to the end of a school year, the student may continue in his/her school of origin for the remainder of the school year.
  - c. If the court's jurisdiction is terminated while the student is in high school, the student may continue in his/her school of origin until he/she graduates.
  - d. If the student is transitioning between school grade levels, he/she shall be allowed to continue in the district of origin in the same attendance area to provide him/her the benefit of matriculating with his/her peers in accordance with the established feeder patterns of school districts. A student who is transitioning to a middle school or high school shall be allowed to enroll in the school designated for matriculation in another school district.

The district liaison may, in consultation with and with the agreement of the foster youth and the person holding the right to make educational decisions for the youth, recommend that the youth's right to attend the school of origin be waived and he/she be enrolled in any school that students living in the attendance area in which the foster youth resides are eligible to attend. All decisions shall be made in accordance with the foster youth's best interests. (Education Code 48853.5)

Prior to making any recommendation to move a foster youth from his/her school of origin, the liaison shall provide the youth and the person holding the right to make educational decisions for the youth with a written explanation of the basis for the recommendation and how the recommendation serves the youth's best interests. (Education Code 48853.5)

The role of the liaison shall be advisory with respect to placement decisions and determination of the school of origin. (Education Code 48853.5)

If the liaison, in consultation with the foster youth and the person holding the right to make educational decisions for the foster youth, agrees that the best interests of the youth would be served by his/her transfer to a school other than the school of origin, the principal or designee of the new school shall immediately enroll the foster youth. The foster youth shall be immediately enrolled even if he/she: (Education Code 48853.5)

1. Has outstanding fees, fines, textbooks, or other items or monies due to the school last attended

(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)

2. Does not have clothing normally required by the school, such as school uniforms

(cf. 5132 - Dress and Grooming)

3. Is unable to produce records normally required for enrollment, such as previous academic records, proof of residency, and medical records, including, but not limited to, immunization records or other documentation

(cf. 5111.1 - District Residency)

(cf. 5141.26 - Tuberculosis Testing)

(cf. 5141.31 - Immunizations)

(cf. 5141.32 - Health Screening for School Entry)

If the foster youth or a person with the right to make educational decisions for the foster youth disagrees with the liaison's enrollment recommendation, he/she may appeal to the Superintendent. The Superintendent shall make a determination within 30 calendar days of receipt of the appeal. Within 30 calendar days of receipt of the Superintendent's decision, the parent/guardian or foster youth may appeal that decision to the Board. The Board shall consider the issue at its next regularly scheduled meeting. The Board's decision shall be final.

(cf. 9320 - Meetings and Notices)

If any dispute arises regarding the request of a foster youth to remain in the school of origin, the youth has the right to remain in the school of origin pending resolution of the



dispute. (Education Code 48853.5)

#### Transportation

Upon request, the district may provide transportation for a foster youth to and from his/her school of origin when the student is residing within the district and the school of origin is within district boundaries.

(cf. 3540 - Transportation)

(cf. 3541 - Transportation Routes and Services)

#### Effect of Absences on Grades

The grades of a student in foster care shall not be lowered for any absence from school that is due to either of the following circumstances: (Education Code 49069.5)

1. A decision by a court or placement agency to change the student's placement, in which case the student's grades shall be calculated as of the date he/she left school
2. A verified court appearance or related court-ordered activity

(cf. 5121 - Grades/Evaluation of Student Achievement)

#### Transfer of Coursework and Credits

When a foster youth transfers into a district school, the district shall accept and issue full credit for any coursework that the foster youth has satisfactorily completed while attending another public school, a juvenile court school, or a nonpublic, nonsectarian school or agency and shall not require the foster youth to retake the course. (Education Code 51225.2)

If the foster youth did not complete the entire course, he/she shall be issued partial credit for the coursework completed and shall be required to take the portion of the course that he/she did not complete at his/her previous school. However, the district may require the foster youth to retake the portion of the course completed if, in consultation with the holder of educational rights for the foster youth, the district finds that the foster youth is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a foster youth in any particular course, he/she shall be enrolled in the same or equivalent course, if applicable, so that he/she may continue and complete the entire course. (Education Code 51225.2)

Partial credits shall be awarded on the basis of 0.5 credits for every seven class periods attended per subject. If the school is on a block schedule, each block schedule class period attended shall be equal to two regular class periods per subject. Partial credits and grades earned by a student shall be included on the student's official transcript within two business days of the district's notification of the student's transfer, as required under

Education Code 49069.5.

In no event shall the district prevent a foster youth from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California. (Education Code 51225.2)

#### Applicability of Graduation Requirements

To obtain a high school diploma, a foster youth shall complete all courses required by Education Code 51225.3 and fulfill any additional graduation requirements prescribed by the Board.

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6162.52 - High School Exit Examination)

However, when a foster youth who has completed his/her second year of high school transfers into the district from another school district or transfers between high schools within the district, he/she shall be exempted from all district-adopted coursework and other district-established graduation requirements, unless the district makes a finding that the student is reasonably able to complete the additional requirements in time to graduate from high school by the end of his/her fourth year of high school. Within 30 calendar days of the foster youth's transfer, the Superintendent or designee shall notify the foster youth, the person holding the right to make educational decisions for him/her, and the foster youth's social worker of the availability of the exemption and whether the foster youth qualifies for it. If the Superintendent or designee fails to provide this notification, the student shall be eligible for the exemption once notified, even if the notification occurs after the student is no longer a foster youth. (Education Code 51225.1, 60851)

To determine whether a foster youth is in his/her third or fourth year of high school, the district shall use either the number of credits the foster youth has earned as of the date of the transfer or the length of his/her school enrollment, whichever qualifies him/her for the exemption. (Education Code 51225.1)

The Superintendent or designee shall notify any foster youth who is granted an exemption and the person holding the right to make educational decisions for him/her how any requirements that are waived will affect the foster youth's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges. (Education Code 51225.1)

The district shall not require or request a foster youth to transfer schools in order to qualify for an exemption and no request for a transfer solely to qualify for an exemption shall be made by a foster youth or any person acting on behalf of a foster youth. (Education Code 51225.1)

If a foster youth is exempted from local graduation requirements, the exemption shall



continue to apply after the termination of the court's jurisdiction over the student while he/she is still enrolled in school or if he/she transfers to another school or school district. (Education Code 51225.1)

Upon making a finding that a foster youth is reasonably able to complete district graduation requirements within his/her fifth year of high school, the Superintendent or designee shall: (Education Code 51225.1)

1. Inform the foster youth and the person holding the right to make educational decisions for him/her of the foster youth's option to remain in school for a fifth year to complete the district's graduation requirements and how that will affect his/her ability to gain admission to a postsecondary educational institution
2. Provide information to the foster youth about transfer opportunities available through the California Community Colleges
3. Upon agreement with the foster youth or, if he/she is under 18 years of age, the person holding the right to make educational decisions for him/her, permit the foster youth to stay in school for a fifth year to complete the district's graduation requirements

#### Eligibility for Extracurricular Activities

A foster youth whose residence changes pursuant to a court order or decision of a child welfare worker shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities. (Education Code 48850)

(cf. 6145 - Extracurricular and Cocurricular Activities)  
(cf. 6145.2 - Athletic Competition)

#### Notification and Complaints

Information regarding the educational rights of foster youth shall be included in the annual uniform complaint procedures notification distributed to students, parents/guardians, employees, and other interested parties pursuant to 5 CCR 4622. (Education Code 48853, 48853.5, 49069.5, 51225.1, 51225.2)

(cf. 5145.6 - Parental Notifications)

Any complaint that the district has not complied with requirements regarding the education of foster youth may be filed in accordance with the district's procedures in AR 1312.3 - Uniform Complaint Procedures. If the district finds merit in a complaint, the district shall provide a remedy to the affected student. A complainant not satisfied with the district's decision may appeal the decision to the California Department of Education (CDE) and shall receive a written decision regarding the appeal within 60 days of CDE's receipt of the appeal.

If the CDE finds merit in an appeal, the district shall provide a remedy to the affected student. (Education Code 48853, 48853.5, 49069.5, 51225.1, 51225.2)

(cf. 1312.3 - Uniform Complaint Procedures)

# CSBA Sample Board Policy

Instruction

BP 6173.2(a)

## EDUCATION OF CHILDREN OF MILITARY FAMILIES

Note: Pursuant to Education Code 49700-49704, as added by AB 343 (Ch. 237, Statutes of 2009), the Interstate Compact on Educational Opportunity for Military Children is applicable to California school districts from January 1, 2010 through January 1, 2013, unless extended by the Legislature. Education Code 49700-49701 establish uniform means of assisting children of "active duty military families" transferred into or out of California by reducing or eliminating the barriers to their educational success caused by the frequent moves and deployments of their parents/guardians. Among other things, Education Code 49701 requires that districts be flexible in applying their local rules to such students in order to facilitate their enrollment, placement, advancement, eligibility for extracurricular activities, and on-time graduation. The following optional policy is optional and may be revised to reflect district practice.

The Governing Board recognizes the challenges to the academic success of that children of military families face challenges to their academic success caused by the frequent moves or deployments of their parents/guardians in fulfillment of military service. In accordance with law, the district shall provide such students with academic resources, services, and opportunities for extracurricular and enrichment activities that are available to all district students.

(cf. 5125 - Student Records)  
(cf. 6011 - Academic Standards)  
(cf. 6145 - Extracurricular and Cocurricular Activities)  
(cf. 6145.2 - Athletic Competition)  
(cf. 6179 - Supplemental Instruction)

Note: Education Code 49700 encourages districts to facilitate the placement of children of military families so that they are not disadvantaged by variations in attendance requirements, scheduling, sequencing, grading, course content, or assessment. Pursuant to Education Code 49700-49704, the Interstate Compact on Educational Opportunity for Military Children is applicable to California school districts. Education Code 49700-49701 establish uniform means of assisting children of military families, as defined in the accompanying administrative regulation, by reducing or eliminating the barriers to their educational success caused by the frequent moves and deployments of their parents/guardians. Among other things, Education Code 49701 requires that districts be flexible in applying certain local rules to such students in order to facilitate their enrollment, placement, advancement, eligibility for extracurricular activities, and on-time graduation.

In making decisions about children of military families, including decisions regarding their enrollment, placement, eligibility for extracurricular activities, or waiver of any graduation requirement, the Superintendent or designee shall be flexible to the extent permitted by law and district policy. The Superintendent or designee may waive district policies or rules when necessary to facilitate the enrollment, placement, advancement, eligibility for extracurricular activities, or on-time graduation of children of military families, in accordance with the Interstate Compact on Educational Opportunity for Military Children as ratified in Education Code 49700-49704.



## EDUCATION OF CHILDREN OF MILITARY FAMILIES (continued)

(cf. 5117 - Interdistrict Attendance)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.3 - Reciprocity of Academic Credit)

**Note:** The following optional paragraph reflects a recommendation in the California Department of Education's (CDE) Final Report to the Legislature on the Interstate Compact on Educational Opportunity for Military Children.

The Superintendent or designee shall provide information and/or training to administrators, other appropriate district staff, and military families regarding the provisions of the Interstate Compact and the educational rights of children of military families.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

(cf. 5020 - Parent Rights and Responsibilities)

**Note:** The following optional paragraph may be revised to reflect district practice. Each branch of the military appoints school liaison officers or comparable positions to serve as the primary point of contact for school-related matters. Their duties include coordinating with local school systems and assisting military families with school issues.

The Superintendent or designee shall ~~work~~ collaborate with parents/guardians, ~~and shall collaborate with school liaison officers from military installations, and/or local, state, and other agencies within and outside the state to facilitate the transition of children of military families into and out of the district.~~

(cf. 1020 - Youth Services)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 6020 - Parent Involvement)

**Note:** The following paragraph may be revised to reflect district practice. Pursuant to 20 USC 6311, as amended by the Every Student Succeeds Act (P.L. 114-95), states and districts are required to issue an annual report card which must include state achievement results for students who have parents/guardians who are members of the Armed Forces on active duty or full-time National Guard duty. The CDE has updated the California Longitudinal Pupil Achievement Data System to indicate such students. These students will be assigned a national identification number that will facilitate monitoring of their academic progress as they move across military bases and from state to state.

The Superintendent or designee shall ~~regularly~~ annually report to the Board and the public on the educational outcomes of children of military families. ~~enrolled in district schools, Such reports may include, including, but are not limited to, school attendance, student achievement test results, promotion and retention rates by grade levels, participation in extracurricular activities, and graduation rates.~~

(cf. 0500 - Accountability)

## EDUCATION OF CHILDREN OF MILITARY FAMILIES (continued)

(cf. 5123 - Promotion/Acceleration/Retention)  
(cf. 6162.51 - State Academic Achievement Tests)  
(cf. 6162.52 - High School Exit Examination)

### Legal Reference:

#### EDUCATION CODE

35160.5 District policy rules and regulations; requirements; matters subject to regulation  
35179 Interscholastic athletics; associations or consortia  
35181 Students' responsibilities  
35351 Assignment of students to particular schools  
46600-46611 Interdistrict attendance agreements  
48050-48054 Nonresidents  
48200-48208 Persons included (compulsory education law)  
48300-48316 Student attendance alternatives, school district of choice program  
49700-49704 Education of children of military families  
51225.3 Requirements for graduation  
51240-51246 Exemptions from requirements  
51250-51251 School-age military dependents  
60850-60859 High school exit examination  
66204 Certification of high school courses as meeting university admissions criteria

#### UNITED STATES CODE, TITLE 10

##### 101 Definitions

1209 Transfer to inactive status list instead of separation  
1211 Members on temporary disability retired list; return to active duty; promotion

#### UNITED STATES CODE, TITLE 29

1400-1482 Individuals with Disabilities Education Act

##### 6311 State plan

#### UNITED STATES CODE, TITLE 29

794 Section 504 of the federal Rehabilitation Act

### Management Resources:

#### CALIFORNIA CHILD WELFARE COUNCIL

Partial Credit Model Policy and Practice Recommendations

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS TASK FORCE REPORT TO THE LEGISLATURE

Compact on Educational Opportunity for Military Children: Preliminary Final Report, March 2009

Final Report to the Legislature on the Interstate Compact on Educational Opportunity for Military Children, April 2014

#### WEB SITES

CSBA: <http://www.csba.org>

California Child Welfare Council: <http://www.chhs.ca.gov/Pages/CACChildWelfareCouncil.aspx>

California Department of Education, Educational Options Office: <http://www.cde.ca.gov/ls/pf/mc>

Military Interstate Children's Compact Commission: <http://www.mic3.net>

(11/09) 10/17

# **Center USD**

## **Board Policy**

### **Education Of Children Of Military Families**

**BP 6173.2**

#### **Instruction**

The Governing Board recognizes the challenges to the academic success of children of military families caused by the frequent moves or deployments of their parents/guardians in fulfillment of military service. In accordance with law, the district shall provide such students with academic resources, services, and opportunities for extracurricular and enrichment activities that are available to all district students.

(cf. 5125 - Student Records)

(cf. 6011 - Academic Standards)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

(cf. 6179 - Supplemental Instruction)

In making decisions about children of military families, including decisions regarding their enrollment, placement, eligibility for extracurricular activities, or waiver of any graduation requirement, the Superintendent or designee shall be flexible to the extent permitted by law and district policy.

(cf. 5117 - Interdistrict Attendance)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.3 - Reciprocity of Academic Credit)

The Superintendent or designee shall work with parents/guardians and shall collaborate with local, state, and other agencies within and outside the state to facilitate the transition of children of military families into and out of the district.

(cf. 1020 - Youth Services)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 6020 - Parent Involvement)

The Superintendent or designee shall regularly report to the Board on the educational outcomes of children of military families enrolled in district schools, including, but not limited to, school attendance, student achievement test results, promotion and retention rates by grade levels, participation in extracurricular activities, and graduation rates.

(cf. 0500 - Accountability)



(cf. 5123 - Promotion/Acceleration/Retention)  
(cf. 6162.51 - Standardized Testing and Reporting Program)  
(cf. 6162.52 - High School Exit Examination)

**Legal Reference:**

**EDUCATION CODE**

35160.5 District policy rules and regulations; requirements; matters subject to regulation  
35179 Interscholastic athletics; associations or consortia  
35181 Students' responsibilities  
35351 Assignment of students to particular schools  
46600-46611 Interdistrict attendance agreements  
48050-48054 Nonresidents  
48200-48208 Persons included (compulsory education law)  
49700-49704 Education of children of military families  
51225.3 Requirements for graduation  
51240-51246 Exemptions from requirements  
51250-51251 School-age military dependents  
60850-60859 High school exit examination  
66204 Certification of high school courses as meeting university admissions criteria

**UNITED STATES CODE, TITLE 10**

1209 Transfer to inactive status list instead of separation  
1211 Members on temporary disability retired list: return to active duty; promotion

**UNITED STATES CODE, TITLE 20**

1400-1482 Individuals with Disabilities Education Act

**UNITED STATES CODE, TITLE 29**

794 Section 504

**Management Resources:**

**CALIFORNIA TASK FORCE REPORT TO THE LEGISLATURE**

Compact on Educational Opportunity for Military Children: Preliminary Final Report,  
March 2009

**WEB SITES**

CSBA: <http://www.csba.org>

California Department of Education, Educational Options Office:

<http://www.cde.ca.gov/ls/pf/mc>

**Policy CENTER UNIFIED SCHOOL DISTRICT**

adopted: February 17, 2010 Antelope, California

# CSBA Sample

## Administrative Regulation

### Instruction

AR 6173.2(a)

### EDUCATION OF CHILDREN OF MILITARY FAMILIES

Note: The following administrative regulation is optional. Pursuant to Education Code 49701, as added by AB 343 (Ch. 237, Statutes of 2009), districts are required to be flexible in applying their local rules to children of military families in order to facilitate their enrollment, placement, advancement, eligibility for extracurricular activities, and on-time graduation.

In addition, Education Code 51251 authorizes the Governing Board to establish a course credit transfer policy and to provide early entry transfer, pretranscript evaluation, student support services, and other similar assistance to any school-aged child of a military service member who is on active duty, or within one year of his/her discharge, or when the child's transfer to a new school is a direct result of the military transfer or discharge of his/her parent/guardian.

### Definitions

*Children of military families* are school-aged children in the household of: (Education Code 49701)

1. Members who are in full-time duty status in the active uniformed service of the United States, including any member of the National Guard and Reserve on active duty order pursuant to 10 USC 1209 or 1211
2. Members or veterans of the uniformed services who are severely injured and medically discharged or retired, for one year after their medical discharge or retirement
3. Members of the uniformed services who have died while on active duty or as a result of injuries sustained on active duty, for one year after their death

### Enrollment

The Superintendent or designee shall facilitate the enrollment of children of military families and ensure that they are not placed at a disadvantage due to difficulty in the transfer of their records from previous school districts and/or variations in entrance or age requirements. (Education Code 49701)

## EDUCATION OF CHILDREN OF MILITARY FAMILIES (continued)

Note: Pursuant to Education Code 48204.3, as amended by SB 455 (Ch. 239, Statutes of 2017), a student will be deemed to meet district residency requirements if his/her parent/guardian is transferred or is pending transfer to a military installation, as defined, within the state. See AR 5111.1 - District Residency.

A child of a military family shall be deemed to meet district residency requirements if his/her parent/guardian, while on active military duty pursuant to an official military order, is transferred or is pending transfer to a military installation within the state. The Superintendent or designee shall accept electronic submission of such a student's application for enrollment, including enrollment in a specific school or program within the district, and for course registration. (Education Code 48204.3)

(cf. 5111.1 - District Residency)

When a child of a military family is transferring into the district, the Superintendent or designee may enroll the child based on the child's placement in the previous district, pending receipt of the child's records. Upon enrollment, the Superintendent or designee shall immediately request the student's records from the student's previous district. The Superintendent or designee shall allow the student 30 days from the date of enrollment to obtain all required immunizations. (Education Code 49701)

(cf. 5111 - Admission)

(cf. 5125 - Student Records)

(cf. 5141 - Health Care and Emergencies)

(cf. 5141.31 - Immunizations)

Note: Pursuant to Education Code 48301-48307, as amended by AB 99 (Ch. 15, Statutes of 2017), as amended by AB 306 (Ch. 771, Statutes of 2015), a district must not deny a student whose parent/guardian is on active military duty from transferring out of the district to a "school district of choice," any other district. In addition, Education Code 46600, as amended by AB 2659 (Ch. 186, Statutes of 2016), provides that districts must not prohibit the transfer of such a student out of the district to any other district that approves the transfer, regardless of whether or not an interdistrict transfer agreement exists or a permit is issued. Also see BP 5117 - Interdistrict Attendance.

A child of an active military duty parent/guardian shall not be prohibited from transferring out of the district to any district that has declared itself to be a "school district of choice" pursuant to Education Code 48300-48316, if the other school district of proposed enrollment approves the application for transfer. (Education Code 46600, 48301-48307)

(cf. 5117 - Interdistrict Attendance)

When a child of a military family is transferring out of the district, the Superintendent or designee shall provide the student's parents/guardians with a complete set of the student's records or, if the official student record cannot be released, an unofficial or "hand-carried" record. Upon request from the new district, the Superintendent or designee shall provide a copy of the student's record to the new district within 10 days. (Education Code 49701)



## EDUCATION OF CHILDREN OF MILITARY FAMILIES (continued)

### Placement and Attendance

**Note:** The following optional paragraph may be revised to reflect district practice. Pursuant to Education Code 51251, the district may provide pretranscript evaluations, as described below, in order to address the needs of children of military families.

**Whenever a student's parent/guardian is serving on active duty or has been discharged from military service within the last year and the student transfers to a new school as the direct result of the military transfer or discharge, the Superintendent or designee may, prior to the receipt of official transcript(s) or the arrival of the student, review the student's coursework to date, including any unofficial transcript(s), to determine the appropriate placement of the student in classes. The evaluation shall also include communication with school counselors and teachers at the former school by videoconferencing, email, and/or telephone calls. (Education Code 51251)**

The Superintendent or designee shall initially honor the placement of any child of a military family in educational courses and programs based on the child's enrollment and/or assessment in his/her previous school. The Superintendent or designee may, to the extent permitted by Board policy, waive course or program prerequisites, preconditions, and/or application deadlines when making decisions regarding placement of children of military families and their eligibility for extracurricular academic, athletic, and social activities. (Education Code 49701)

(cf. 6141.5 - Advanced Placement)  
 (cf. 6145 - Extracurricular and Cocurricular Activities)  
 (cf. 6145.2 - Athletic Competition)  
 (cf. 6172 - Gifted and Talented Student Program)  
 (cf. 6174 - Education for English Learners)

**Note:** Pursuant to Education Code 49701, the district is required to provide a child of a military family who has been identified as a student with a disability eligible for services under the Individuals with Disabilities Education Act (20 USC 1400-1482) or Section 504 of the federal Rehabilitation Act (29 USC 794) with services based on his/her current individualized education program or Section 504 plan, as appropriate. See BP/AR 6159 - Individualized Education Program and BP/AR 6164.6 - Identification and Education Under Section 504.

When a child of a military family transferring into the district has been identified as an individual with a disability pursuant to 20 USC 1400-1482, the Superintendent or designee shall provide comparable services to the student based on his/her current individualized education program. In addition, when the child of a military family transferring into the district is eligible for services under Section 504 of the federal Rehabilitation Act, the Superintendent or designee shall make reasonable accommodations and modifications to address the needs of the student subject to the student's existing Section 504 plan. The district may authorize subsequent evaluations of the student to ensure appropriate placement. (Education Code 49701)

## EDUCATION OF CHILDREN OF MILITARY FAMILIES (continued)

(cf. 6159 - Individualized Education Program)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. 6164.6 - Identification and Education Under Section 504)

### Transfer of Coursework and Credits

Note: The following section is for use by districts maintaining high schools. Education Code 51225.2, as amended by AB 365 (Ch. 739, Statutes of 2017), requires districts to issue credit for coursework satisfactorily completed at another school, as provided below.

When a child of a military family transfers into a district school, the district shall accept and issue full credit for any coursework that the student has satisfactorily completed while attending another public school, a nonpublic, nonsectarian school or agency, or a juvenile court school and shall not require the student to retake the course. (Education Code 51225.2)

(cf. 6146.3 - Reciprocity of Academic Credit)

(cf. 6159.2 - Nonpublic, Nonsectarian School or Agency Services for Special Education)

If the student did not complete the entire course, he/she shall be issued partial credit for the coursework completed and shall be required to take only the portion of the course that he/she did not complete at his/her previous school. However, the district may require the student to retake the portion of the course completed if, in consultation with the student's parent/guardian, the district finds that the student is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued, the student shall be enrolled in the same or equivalent course, if applicable, so that he/she may continue and complete the entire course. (Education Code 51225.2)

Note: Although Education Code 51225.2 requires districts to award partial credits to children of military families who transfer from school to school, there is no uniform system for calculating and awarding partial credits. A recommendation for how to award partial credit is available in the California Child Welfare Council's Partial Credit Model Policy and Practice Recommendations and should be revised to reflect district practice.

Partial credits shall be awarded on the basis of 0.5 credits for every seven class periods attended per subject. If the school is on a block schedule, each block schedule class period attended shall be equal to two regular class periods per subject.

In no event shall the district prevent a child of a military family from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California. (Education Code 51225.2)

(cf. 6143 - Courses of Study)

### Absences



## EDUCATION OF CHILDREN OF MILITARY FAMILIES (continued)

**Note:** The California Department of Education's (CDE) Final Report to the Legislature on the Interstate Compact on Educational Opportunity for Military Children, available on its web site, contains a sample letter that may be provided to parents/guardians to report deployment-related absences.

When a student's parent/guardian is an active duty member and is called to duty **for** is on leave from, or is immediately returned from deployment to a combat zone or to combat support posting, the Superintendent or designee may grant additional excused absences to the student to visit with his/her parent/guardian. (Education Code 49701)

(cf. 5113 - Absences and Excuses)

### Graduation

The Superintendent or designee may also waive specific district course requirements for graduation if similar coursework has been satisfactorily completed by the student in his/her previous school. (Education Code 49701)

(cf. 6162.52 - High School Exit Examination)

(cf. 6179 - Supplemental Instruction)

The Superintendent or designee shall facilitate the on-time graduation of children of military families by providing supplemental instruction to incoming students as necessary to enable them to meet the district's graduation requirements. (Education Code 49701)

If after considering all alternatives, the Superintendent or designee believes that a student who has transferred into the district in grade 12 will not be able to satisfy the district's graduation requirements in time to graduate with his/her class, the Superintendent or designee shall work with the sending district to have the sending district issue the student its diploma, provided the student satisfies that sending district's graduation requirements. (Education Code 49701)

**Note:** The following paragraph is optional.

Upon request of a school district to which a former district student has transferred, the Superintendent or designee shall issue the district's diploma of graduation to the former student, provided the student has satisfactorily completed the district's graduation requirements, including the passage of the high school exit examination.

### Graduation Requirements

**Note:** The following section is for use by districts maintaining high schools. Education Code 51225.1, as amended by AB 365 (Ch. 739, Statutes of 2017), exempts children of military families from district-established graduation requirements, under certain conditions, when they transfer after completing two years of high school. Also see BP 6146.1 - High School Graduation Requirements.



**EDUCATION OF CHILDREN OF MILITARY FAMILIES (continued)**

To obtain a high school diploma, a child of a military family shall complete all courses required by Education Code 51225.3 and fulfill any additional graduation requirements prescribed by the Governing Board.

*(cf. 6146.1 - High School Graduation Requirements)*

However, when a child of a military family who has completed his/her second year of high school transfers into the district from another school district or transfers between high schools within the district, he/she shall be exempted from all district-adopted coursework and other district-established graduation requirements, unless the district makes a finding that the student is reasonably able to complete the additional requirements in time to graduate from high school by the end of his/her fourth year of high school. Within 30 calendar days of the student's transfer, the Superintendent or designee shall notify the student and his/her parent/guardian of the availability of the exemption and whether the student qualifies for it. If the Superintendent or designee fails to provide this notification, the student shall be eligible for the exemption once notified, even if the notification occurs after the student no longer meets the definition of a child of a military family pursuant to Education Code 49701. (Education Code 51225.1)

To determine whether a child of a military family is in his/her third or fourth year of high school, the district shall use either the number of credits he/she has earned as of the date of the transfer or the length of his/her school enrollment, whichever qualifies him/her for the exemption. (Education Code 51225.1)

The Superintendent or designee shall notify any child of a military family who is granted an exemption and his/her parent/guardian how any requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges. (Education Code 51225.1)

The district shall not require or request a child of a military family to transfer schools in order to qualify for an exemption, and no child of a military family or his/her parent/guardian shall be permitted to request a transfer solely to qualify for an exemption. (Education Code 51225.1)

If a child of a military family is exempted from local graduation requirements, the exemption shall continue to apply after the student no longer meets the definition of a child of a military family or if he/she transfers to another school or school district. (Education Code 51225.1)

**EDUCATION OF CHILDREN OF MILITARY FAMILIES (continued)**

If the Superintendent or designee determines that a child of a military family is reasonably able to complete district graduation requirements within his/her fifth year of high school, he/she shall: (Education Code 51225.1)

1. Inform the student and, if under 18 years of age, his/her parent/guardian of the option available to the student to remain in school for a fifth year to complete the district's graduation requirements and how that will affect his/her ability to gain admission to a postsecondary educational institution
2. Provide information to the student about transfer opportunities available through the California Community Colleges
3. Upon agreement with the student, or with the parent/guardian if the student is under 18 years of age, permit the student to stay in school for a fifth year to complete the district's graduation requirements

**Notification and Complaints**

Note: Education Code 51225.1 and 51225.2, as amended by AB 365 (Ch. 739, Statutes of 2017), provide that complaints of noncompliance with specified requirements related to the educational rights of children of military families may be filed in accordance with the uniform complaint procedures specified in 5 CCR 4600-4687. As with other complaints covered under the uniform complaint procedures, a complainant may appeal the district's decision to the CDE and, if the district or CDE finds any merit in the complaint, the district must provide a remedy to the affected student. See BP/AR 1312.3 - Uniform Complaint Procedures.

Information regarding the educational rights of children of military families, as specified in Education Code 51225.1 and 51225.2, shall be included in the annual uniform complaint procedures notification distributed to students, parents/guardians, employees, and other interested parties pursuant to 5 CCR 4622. (Education Code 51225.1, 51225.2)

Any complaint alleging that the district has not complied with requirements regarding the education of children of military families, as specified in Education Code 51225.1 or 51225.2, may be filed in accordance with the district's procedures in AR 1312.3 - Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

(11/09 3/16) 10/17

# **Center USD**

## **Administrative Regulation**

### **Education Of Children Of Military Families**

**AR 6173.2**  
**Instruction**

Children of military families are school-aged children in the household of: (Education Code 49701)

1. Members who are in full-time duty status in the active uniformed service of the United States, including any member of the National Guard and Reserve on active duty order pursuant to 10 USC 1209 or 1211
2. Members or veterans of the uniformed services who are severely injured and medically discharged or retired, for one year after their medical discharge or retirement
3. Members of the uniformed services who have died while on active duty or as a result of injuries sustained on active duty, for one year after their death

#### **Enrollment**

The Superintendent or designee shall facilitate the enrollment of children of military families and ensure that they are not placed at a disadvantage due to difficulty in the transfer of their records from previous school districts and/or variations in entrance or age requirements. (Education Code 49701)

When a child of a military family is transferring into the district, the Superintendent or designee may enroll the child based on the child's placement in the previous district, pending receipt of the child's records. Upon enrollment, the Superintendent or designee shall immediately request the student's records from the student's previous district. The Superintendent or designee shall allow the student 30 days from the date of enrollment to obtain all required immunizations. (Education Code 49701)

(cf. 5111 - Admission)  
(cf. 5125 - Student Records)  
(cf. 5141- Health Care and Emergencies)  
(cf. 5141.31- Immunizations)

When a child of a military family is transferring out of the district, the Superintendent or designee shall provide the student's parents/guardians with a complete set of the student's records or, if the official student record cannot be released, an unofficial or "hand-carried" record. Upon request from the new district, the Superintendent or designee shall provide a copy of the student's record to the new district within 10 days. (Education



Code 49701)

(cf. 5117 - Interdistrict Attendance)

A child of an active military duty parent/guardian shall not be prohibited from transferring out of the district to any district that has declared itself to be a "school district of choice" pursuant to Education Code 48300-48316, if the other school district approves the application for transfer. (Education Code 48301)

#### Placement and Attendance

The Superintendent or designee shall initially honor the placement of any child of a military family in educational courses and programs based on the child's enrollment and/or assessment in his/her previous school. The Superintendent or designee may, to the extent permitted by Board policy, waive course or program prerequisites, preconditions, and/or application deadlines when making decisions regarding placement of children of military families and their eligibility for extracurricular academic, athletic, and social activities. (Education Code 49701)

(cf. 6141.5 - Advanced Placement)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

(cf. 6146.3 - Reciprocity of Academic Credit)

(cf. 6172 - Gifted and Talented Student Program)

(cf. 6174 - Education for English Language Learners)

When a child of a military family transferring into the district has been identified as an individual with a disability pursuant to 20 USC 1400-1482, the Superintendent or designee shall provide comparable services to the student based on his/her current individualized education program. In addition, when the child of a military family transferring into the district is eligible for services under Section 504 of the federal Rehabilitation Act, the Superintendent or designee shall make reasonable accommodations and modifications to address the needs of the student subject to the student's existing Section 504 plan. The district may authorize subsequent evaluations of the student to ensure appropriate placement. (Education Code 49701)

(cf. 6159 - Individualized Education Program)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. 6164.6 - Identification and Education Under Section 504)

When a student's parent/guardian is an active duty member and is called to duty, is on leave from, or is immediately returned from deployment to a combat zone or to combat support posting, the Superintendent or designee may grant additional excused absences to the student to visit with his/her parent/guardian. (Education Code 49701)

(cf. 5113 - Absences and Excuses)

## Graduation

The Superintendent or designee shall facilitate the on-time graduation of children of military families by providing supplemental instruction to incoming students as necessary to enable them to meet the district's graduation requirements. (Education Code 49701)

The Superintendent or designee may also waive specific district course requirements for graduation if similar coursework has been satisfactorily completed by the student in his/her previous school. (Education Code 49701)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6162.52 - High School Exit Examination)

(cf. 6179 - Supplemental Instruction)

If after considering all alternatives, the Superintendent or designee believes that a student who has transferred into the district in grade 12 will not be able to satisfy the district's graduation requirements in time to graduate with his/her class, the Superintendent or designee shall work with the sending district to have the sending district issue the student its diploma, provided the student satisfies that sending district's graduation requirements. (Education Code 49701)

Upon request of a school district to which a former district student has transferred, the Superintendent or designee shall issue the district's diploma of graduation to the former student, provided the student has satisfactorily completed the district's graduation requirements, including the passage of the high school exit examination.



# CSBA Sample

## Board Bylaw

Board Bylaws

BB 9150(a)

### STUDENT BOARD MEMBERS

Note: The following optional Board bylaw is for use by any district maintaining one or more high schools. Pursuant to Education Code 35160, the Governing Board may, on its own authority, elect to include one or more student members on the Board. In districts that do not have a student Board member, When petitioned by the district's high school students pursuant to Education Code 35012, the Governing Board is required may petition the Board, pursuant to Education Code 35012, to include at least one student on the Board and, at its discretion, may include more than one student Board member. In the absence of any such petition, the Board may, on its own authority, order the inclusion of a student member on the Board. See section on "Petition" below for additional information regarding student petitions.

In order to enhance communication and collaboration between the Governing Board and the student body and to engage students in the district's educational programs and operations teach students the importance of civic involvement, the Board encourages the involvement supports the participation of high school students in district governance.

#### Petition

Note: If petitioned by the district's high school students pursuant to Education Code 35012, the Board is required to include at least one student on the Board and, at its discretion, may include more than one student Board member. Districts that have already established student Board member position(s) should delete the following section.

Education Code 35012, as amended AB 261 (Ch. 257, Statutes of 2017) and SB 468 (Ch. 283, Statutes of 2017), grants preferential voting rights to student Board members without requiring students to submit a petition to the Board for such rights. See "Role and Responsibilities of Student Board Members" below for additional information regarding preferential voting.

High school students may submit a petition to the Board requesting the appointment of at least one student Board member. This petition, or a separate petition submitted after students have been appointed to the Board, also may include a request to allow preferential voting for student Board members. (Education Code 35012)

*Preferential voting* means a formal expression of opinion that is recorded in the minutes and cast before the official vote of the Board. (Education Code 35012)

To be eligible for consideration by the Board qualify for Board consideration, the petition for student representation or the petition for preferential voting shall contain the signatures of no less than 500 regularly enrolled high school students; or no less than 10 percent of the number of regularly enrolled high school students, whichever is less. (Education Code 35012)

Note: Education Code 35012, as amended by SB 532 (Ch. 317, Statutes of 2015), requires that the Board take action within 60 days of receiving a petition for either student representation or preferential voting.



## STUDENT BOARD MEMBERS (continued)

Within 60 days of receiving a student petition, or at the next regularly scheduled Board meeting if no meeting is held within those 60 days, the Board shall order the inclusion of **a at least one** student member on the Board. (Education Code 35012)

### **Selection Election of Student Board Member**

Note: The following section may be revised to reflect district practice. ~~Although Pursuant to Education Code 35012, when student representation is established in response to a student petition, requires that student Board members must be elected by the students enrolled in high school(s), that requirement applies when student representation is established in response to a student petition, as described below, and may not necessarily apply when the Board has established such a position at its own discretion. It is recommended that the district apply the same process when a student Board member position is established at the Board's discretion. The following paragraph may be revised accordingly.~~

Student Board members ~~shall be elected by the~~ **positions shall be filled by a vote of** students enrolled in the high school(s) in accordance with procedures prescribed by the Board. (Education Code 35012)

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*  
*(cf. 5121 - Grades/Evaluation of Student Achievement)*  
*(cf. 6145 - Extracurricular and Cocurricular Activities)*

### **Role and Responsibilities of Student Board Members**

The term of **a** student Board member(s) shall be one year, commencing on July 1. (Education Code 35012)

### **Role and Responsibilities of Student Board Members**

~~A~~**s** Student Board member(s) shall have the right to attend all Board meetings except closed (executive) sessions. (Education Code 35012)

*(cf. 9321 - Closed Session Purposes and Agendas)*

Note: Education Code 35012, as amended by SB 468 (Ch. 283, Statutes of 2017), requires that student Board members receive meeting materials and staff briefings at the same time as other Board members. Any briefings presented to the Board need to comply with Brown Act requirements.

**All materials presented to Board members, except those related to closed sessions, shall be presented to student Board members at the same time they are presented to voting Board members. Student Board member(s) shall also be invited to attend staff briefings or be provided with a separate staff briefing within the same timeframe as the briefing of other Board members. (Education Code 35012)**

*(cf. 9322 - Agenda/Meeting Materials)*

## STUDENT BOARD MEMBERS (continued)

A ~~s~~Student Board member(s) shall be recognized at Board meetings as a full member(s), and shall be seated with other members of the Board. ~~In addition, a student Board member shall receive all materials presented to other Board members except those related to closed sessions, and he/she may and shall be allowed to participate in questioning witnesses and discussing issues.~~ (Education Code 35012)

Note: ~~The following paragraph is optional. Education Code 35012 requires the Board to give student Board members preferential voting rights if the district's high school students petition for those rights, as provided in the section "Petition" above. In the absence of such a petition, the Board may voluntarily grant preferential voting rights to its student Board member(s). Education Code 35012, as amended by AB 261 (Ch. 257, Statutes of 2017) and SB 468 (Ch. 283, Statutes of 2017), grants preferential voting rights to student Board members.~~

~~When a student petition has requested preferential voting rights for student Board members or when the Board has granted preferential voting rights, a~~ ~~s~~Student Board member(s) ~~may~~ shall be allowed to cast preferential votes on all matters except those subject to closed session discussion. **Preferential voting means a formal expression of opinion that is recorded in the minutes and cast before the official vote of the Board.** Preferential votes shall not affect the final numerical outcome of a vote. (Education Code 35012)

(cf. 9324 - Minutes and Recordings)

Note: Pursuant to Education Code 35012, the Board may adopt a resolution authorizing its student Board member(s) to make motions that may be acted upon by the Board, except on matters dealing with employer-employee relations pursuant to Government Code 3540-3549.3. The following optional paragraph is for use by districts that ~~wish to allow their student Board members such authority have adopted a resolution granting such authority.~~

A ~~s~~Student Board member(s) may make motions that may be acted upon by the Board, except on matters dealing with employer-employee relations pursuant to Government Code 3540-3549.3. (Education Code 35012)

A student Board member shall not be liable for any acts of the Board. (Education Code 35012)

(cf. 9323.2 - Actions by the Board)

A ~~s~~Student Board member(s) shall be entitled to be reimbursed for mileage to the same extent as other members of the Board but shall not receive compensation for attendance at Board meetings. (Education Code 35012)

(cf. 3350 - Travel Expenses)

(cf. 9250 - Remuneration, Reimbursement and Other Benefits)

## STUDENT BOARD MEMBERS (continued)

### Student Board Member Development

Note: The following section is optional. Trainings for student Board members development are available through CSBA's Annual Education Conference and statewide associations such as the California Association of Student Councils and California Association of Student Leaders.

~~As necessary,~~ The Superintendent or designee ~~shall~~ **may**, at district expense, provide learning opportunities to student Board members, through trainings, workshops, and conferences, **such as those offered by the California School Boards Association and other organizations**, to enhance their knowledge, understanding, and performance of their Board responsibilities.

*(cf. 9240 - Board Training)*

The Superintendent or designee may periodically provide an orientation for student Board member candidates to give them an understanding of the responsibilities and expectations of Board service.

### Elimination of Position

Note: Education Code 35012, ~~as amended by SB 532 (Ch. 317, Statutes of 2015)~~, requires a majority vote of all voting members of the Board in order to eliminate a student Board member position that was established in response to a student petition. ~~The motion must be listed as a public agenda item for a Board meeting prior to the motion being voted upon.~~ It is recommended that the district apply the same requirement when the position is established at the Board's discretion. The following paragraph may be revised accordingly.

Once established, the student Board member position shall ~~remain in effect~~ **continue to exist** until the Board, by majority vote of all voting Board members, approves a motion to eliminate the position. **Such a motion shall be listed as a public agenda item for a Board meeting prior to the motion being voted upon.** (Education Code 35012)

*Legal Reference: (see next page)*

## STUDENT BOARD MEMBERS (continued)

*Legal Reference:*

EDUCATION CODE

33000.5 Appointment of student member to State Board of Education

35012 Board members; number, election and terms; student members

**35160 Authority of governing boards**

GOVERNMENT CODE

3540-3549.3 Educational Employment Relations Act

*Management Resources:*

WEB SITES

CSBA: <http://www.csba.org>

California Association of Student Councils: <http://www.casc.net>

California Association of Student Leaders: <http://www.caslboard.com>

National School Boards Association: <http://www.nsba.org>

(7/11 12/15) 12/17



# **Center Unified SD**

## **Board Bylaw**

### **Student Board Members**

BB 9150

#### **Board Bylaws**

The Board believes it is important to seek out and consider students' ideas, viewpoints and reactions to the educational program. In order to provide student input and involvement, the Board shall include a student Board member, selected in accordance with procedures approved by the Board, from each school serving any grades nine through twelve.

The term of student Board members shall be one calendar year, commencing on July 1. Student Board members shall have the right to attend all Board meetings except closed sessions. (Education Code 35012)

Student Board members shall be seated with regular Board members and be recognized at meetings. They may participate in discussion of all issues except those related to closed sessions. (Education Code 35012)

Student Board members shall not receive compensation for attendance at Board meetings. (Education Code 35012)

1. Intent:

The Board recognizes that the participation of students in the activities of the district's governance may be mutually beneficial to the students and the Board and thereby establishes the position of student member of the Board.

The Board encourages the participation of its student member by proposing that the student member provide input, including advisory recommendations, to the Board on any items.

2. Selection:

One student shall be selected from each school serving any grades nine through twelve to serve as a student member to the Board

3. Purpose:

The member shall try to represent ideas of the students to the Board in matters of concern to the students.

4. Qualifications:

- a. Students must be upper classmen within the last two years of the grades served within the school.
- b. Students shall comply with standards set up in the Student Handbook for extra curricular eligibility.

5. Terms:

The student member of the Board shall serve one school year beginning July 1.

6. Duties:

- a. The student member of the Board has the responsibility to attend the first regular Board Meeting of each month, except closed sessions.
- b. They will read and become familiar with the agenda provided prior to each meeting.
- c. They will consider requesting the movement of agenda items to be discussed earlier in the meeting in order to facilitate their participation.
- d. To act as a liaison between students, student council and the Board, and to provide substantive comments on the direction, climate, and culture of their school.
- e. To establish communications with district students.
- f. To provide input on Board items.
- g. The student member does not vote on Board items.
- h. Propose agenda changes

7. Allowances:

The student member of the Board may receive out-of-district travel and conference allowance, when approved in advance by the Board, but shall not receive compensation for attendance at Board meetings.

8. Termination of Office:

The student member of the Board:

- a. May be released if the student misses three meetings with three unexcused absences.



- b. Will no longer hold office upon termination of enrollment, i.e., change of residence, mid-year graduation.
- c. May be terminated by a majority vote of the Board upon infraction of school rules and/or district policies.
- d. May be released if site authorization that placed them in to office is removed.

**Legal Reference:**

**EDUCATION CODE**

33000.5 Appointment of student members to State Board of Education

35012 Board members; number, election and terms; pupil members

**GOVERNMENT CODE**

3540-3549.3 Meeting and Negotiating in Public Educational Employment

**Bylaw CENTER UNIFIED SCHOOL DISTRICT**

adopted: October 4, 1993     Antelope, California

revised: May 2, 2007