

CENTER JOINT UNIFIED SCHOOL DISTRICT

www.centerusd.org

Local Control Accountability Plan Goals:

1. CJUSD Students will be challenged and supported to achieve academic success in a clean, safe environment 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, October 17, 2018 - 6:00 p.m.

STATUS

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

	X. ORGANIZATION REPORTS (3 minutes each)	Info
	1. CUTA - Venessa Mason, President	
	2. CSEA - Marie Huggins, President	
	XI. COMMITTEE UPDATES (8 minutes each)	Info
Facilities & Op.	1. Facilities Update - Craig Deason	
	XII. REPORTS/PRESENTATIONS (8 minutes each)	Info
Curr & Instr	1. Williams Uniform Complaint Quarterly Reporting - Mike Jordan	
↓	2. Local Control Accountability Plan Update - Mike Jordan	
↓	3. 2017-2018 Advanced Placement and Smarter Balanced Assessment Results - Mike Jordan	
↓	4. Spring 2018 California Healthy Kids Survey (CHKS) Results - Mike Jordan	
↓	5. Family Resource Center Homeless & Foster Youth Update - Ryan Miranda & Anne Walters-Cooke	
	XIII. COMMENTS FROM THE AUDIENCE REGARDING ITEMS NOT ON THE AGENDA	Public Comments Invited
	<i>Anyone may address the Board regarding any item that is within the Board's subject matter jurisdiction. However, the Board <u>may not</u> discuss or take action on any item which is not on this agenda except as authorized by Government Code Section 54954.2. A speaker shall be limited to 3 minutes (Board Policy 9323). All public comments on items listed on this agenda will be heard at the time the Board is discussing that item.</i>	
	XIV. BOARD / SUPERINTENDENT REPORTS (10 minutes)	Info
	XV. CONSENT AGENDA (5 minutes)	Action
	<i>NOTE: The Board will be asked to approve all of the following items by a single vote, unless any member of the Board asks that an item be removed from the consent agenda and considered and discussed separately.</i>	
Governance	1. Approve Adoption of Minutes from September 19, 2018 Regular Meeting	
Personnel	2. Approve Classified Personnel Transactions	
↓	3. Approve Certificated Personnel Transactions	
↓	4. Approve Resolution #12/2018-19: Reduction to Classified Employment Due to Lack of Work	
↓	5. Approve Job Description - Transition Partnership Program Assistant	
Student Services	6. Approve Agreement between Sacramento County Office of Education (SCOE) and CJUSD for Vision Services	
↓	7. Approve Memorandum of Understanding Between the Center for Oral Health and CJUSD for Oral Health Services through June 30, 2021	
↓	8. Approve Service Agreement with CHH (Center for Hearing Health) to perform Hearing Screening Tests	
Special Ed	9. Ratify 2018/2019 Master Contract: Sierra School Eastern Extension	
↓	10. Approve Professional Services Agreement: Sara Vicars-Hall, MA, BCBA	
Curr & Instr	11. Approve Professional Services Agreement: Ellevation, Inc.	
↓	12. Approve Memorandum of Understanding Agreement #19012 with SCOE for Math Shadow Class Professional Development	
↓	13. Approve Field Trip: FBLA Annual Leadership Development Institute - CHS	
↓	14. Approve Professional Services Agreement: A Touch of Understanding	
Facilities & Op.	15. Approve Amendment #2 - Center High School Campus Entry Upgrade	
↓	16. Approve Resolution #10/2018-19: Authorizes the Projects and Filing of Applications for Funding Under the State School Facilities Programs	
↓	17. Approve Notice of Completion - Nor-Cal Asphalt Paving & Maintenance Inc. - Repair, Re-seal and Re-stripe Parking Lot at McClellan High School	
Business	18. Approve Payroll Orders: July - September 2018	
↓	19. Approve Supplemental Agenda (Vendor Warrants): September 2018	

XVI. BUSINESS ITEMS

- Governance **A. Local Control and Accountability Plan (LCAP)** Action
In consultation with SCOE, we made a few minor changes to the document.
No funds or goals were changed with these revisions.
- Facilities & Op. **B. Resolution #11/2018-19: Resolution of Emergency Declaration for Approval of Contract Award Without Competitive Bidding** Action
This resolution grants authorization of the Superintendent and/or his designee to take all necessary action to immediately contract for replacement of the gym floor at Wilson C. Riles Middle School without competitive bidding.
- ↓ **C. Agreement between Center Joint Unified School District and Boberg Hardwood Floors** Action
This agreement is for the replacement of the gymnasium floor at Wilson C. Riles Middle School.
- ↓ **D. Resolution #13/2018-19: Authorizing Change Order; and Contractor Change Order #1 - By and Between Bill Litchfield Construction, Inc. and CJUSD** Action
This resolution approves the already negotiated change order to accept the increased cost of the Project without further advertising for, or inviting of, bids and authorizes the Superintendent and designees to take all steps and perform all actions necessary to execute and implement that Change Order. Also included is the change order to the contract by and between Bill Litchfield Construction, Inc. that needs approval.

XVII. BOARD WORKSHOP

1. Facilities Planning & Information Info

XVIII. CONTINUATION OF BUSINESS ITEMS

- Facilities & Op. **E. Contract for Caldwell Flores Winters, Inc.** Action
This contract provides professional services to develop a Facilities Assessment and Implementation Plan.
- ↓ **F. Design-Build Delivery Method** Action
The Facilities Committee at their meeting on September 18, 2018 recommended the Design-Build delivery method be used when constructing the next elementary school in the Center Joint Unified School District.

XIX. ADVANCE PLANNING

- a. *Future Meeting Dates:*
i. *Regular Meeting: Wednesday, November 14, 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:*
- Info

XX. CONTINUATION OF CLOSED SESSION (Item IV) Action

XXI. ADJOURNMENT Action

CJUSD Mission:

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

Agenda Item Number _____

XII-1

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Special Education Department

Date: October 4, 2018

Action Item

To: Board of Trustees

Information Item XX

From: Michael Jordan,
Director of Curriculum & Instruction
and Special Education

Initials: MJ

Attached Pages 2

SUBJECT: Mr. Jordan will present the first quarter data for the Williams Complaint process as required by law.

RECOMMENDATION:

AGENDA ITEM # _____

XII-1

Quarterly District Report: *Williams* Uniform Complaint Process (UCP)

Properly submitting this form to SCOE serves as your district's *Williams* UCP Quarterly Complaint Report per *Education Code* § 35186(d). All fields are required.

SUBMITTER INFORMATION

Mike Jordan

Director of Curr., Instruc. & SpEd

916-339-4697

Name

Person submitting form

mikejordan@centerusd.org

Job Title

Phone Number

Include area code

E-mail Address

DISTRICT INFORMATION

Center Joint U.S.D.



2018-19

Quarter 1 (Jul. — Sept.)



School District

Year Covered by This Report

Quarter Covered by This Report

COMPLAINTS

Sufficiency of Textbooks

Total Number of Textbook Complaints Enter 0 if none.	0
Number of Textbook Complaints <u>Resolved</u> Enter 0 if none.	0
Number of Textbook Complaints <u>Unresolved</u> Enter 0 if none.	0

Emergency School Facilities Issues

Total Number of Emergency Facilities Complaints Enter 0 if none.	0
Number of Emergency Facilities Complaints <u>Resolved</u> Enter 0 if none.	0
Number of Emergency Facilities Complaints <u>Unresolved</u> Enter 0 if none.	0

Vacancy or Misassignment of Teachers

Total Number of Vacancy/Misassignment Complaints Enter 0 if none.	0
Number of Vacancy/Misassignment Complaints <u>Resolved</u> Enter 0 if none.	0
Number of Vacancy/Misassignment Complaints <u>Unresolved</u> Enter 0 if none.	0

RESOLUTION OF COMPLAINTS

Briefly summarize the nature of complaints and how they were resolved.

Enter "N/A" if no complaints were received. If you need more space, enter "sent by e-mail" and send your summary to Shannon Hansen with your report.

REPORT INCLUDES ALL COMPLAINTS FOR THIS QUARTER

The number of UCP complaints (textbooks, facilities, and teachers categories) filed for the quarter being reported *MUST* be entered in this report. Please check the box below confirming this:



Includes All UCP Complaints

All UCP complaints for the indicated quarter are being reported—from my district office and all school sites in my district.

By submitting this form, you certify that the information is complete and accurate, and that you have verified the accuracy of the report information by contacting each school in your district. The report includes *ALL* UCP complaints in the above categories received at school sites in the district, plus the district office.

RETURN INSTRUCTIONS

After completing the form in its entirety, save the file and e-mail it to Shannon Hansen at the Sacramento County Office of Education (SCOE): shannonh@scoe.net.

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Curriculum and Instruction Department

Date: October 2, 2018

Action Item

To: Board of Trustees

Information Item XX

From: Michael Jordan,
Director of Curriculum & Instruction
and Special Education

Initials: MDJ

Attached Pages 0

SUBJECT: Mr. Jordan will facilitate a presentation to the CJUSD board to inform them of the latest progress and information regarding the Local Control Accountability Plan.

RECOMMENDATION:

AGENDA ITEM # _____

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Curriculum and Instruction Department

Date: October 2, 2018

Action Item

To: Board of Trustees

Information Item XX

From: Michael Jordan,
Director of Curriculum & Instruction
and Special Education

Initials: MOJ

Attached Pages 0

SUBJECT: Mr. Jordan will facilitate a presentation to the CJUSD board to inform them of the Advanced Placement and Smarter Balanced Assessment results from the 2017-18 school year.

RECOMMENDATION:

AGENDA ITEM # _____

AGENDA ITEM # X11-4

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Curriculum & Instruction

Date: Sept 27, 2018

To: Board of Trustees

From: Mike Jordan,
Director of C&I

Action Item

Information Item X

Attached Pages

Administrator's Initials: MDJ

SUBJECT: Informational Report-Results of the California
Healthy Kids Survey (CHKS), administered Spring 2018

AGENDA ITEM # X11-4

CALIFORNIA HEALTHY KIDS SURVEY



Center Joint Unified Elementary 2017-2018 Main Report

This report was prepared by WestEd, a research, development, and service agency, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education Coordinated School Health and Safety Office. For contract information, contact:

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California Department of Education
Coordinated School Health and Safety Office
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PREFACE

HYPERLINK FEATURE

The digital version of this report has been hyperlinked. Click on the title of a section or a table in the List of Tables and you will be automatically directed to the actual content section or table in the report.

This report provides the detailed results for each question from this school/district's *2017–2018 California Healthy Kids Survey (CHKS)*, presented in tables organized by topic.

The CHKS, along with its two companion surveys—*California School Staff Survey (CSSS)* for staff and the *California School Parent Survey (CSPS)*—is a service of the California Department of Education (CDE). These three surveys form the *California School Climate, Health, and Learning Survey (CalSCHLS)* System, the largest, most comprehensive state effort in the nation to regularly assess students, staff, and parents at the local level to provide key data on school climate and safety, learning supports and barriers, and stakeholder engagement, as well as youth development, health, and well-being. Exhibit 1, at the end of the Preface, presents the major school-related domains and constructs assessed by CalSCHLS at the elementary level.

These surveys grew out of CDE's commitment to helping schools promote the successful cognitive, social, emotional, and physical development of all students; create more positive, engaging school environments for students, staff, and parents; and ensure college and career readiness. They provide a wealth of information to guide school improvement and **Local Control and Accountability Plan (LCAP)** efforts, particularly in regard to the state priorities of enhancing school climate, pupil engagement, parent involvement, and addressing the needs of vulnerable groups.

Factsheets, guidebooks, and other resources to help in understanding and using CHKS results are available for downloading from the survey website (chks.wested.org), including Helpful Resources for Local Control and Accountability Plans (chks.wested.org/resources/LCAP_Cal_SCHLS.pdf). The California Safe and Supportive Schools website (californias3.wested.org) provides information and tools helpful in implementing effective strategies to address the needs identified by the survey.

The CalSCHLS Technical Assistance Center offers a Data Workshop to help identify local needs and develop action plans to meet those needs (see below).

THE SURVEY

The California Department of Education (CDE) has funded the CHKS since 1997 to provide data to assist schools in: (1) fostering safe and supportive school climates, social-emotional competencies, and engagement in learning; (2) preventing youth health-risk behaviors and other barriers to academic achievement; and (3) promoting positive youth development, resilience, and well-being. A thorough understanding of the scope and nature of these student behaviors, attitudes, experiences, and supports is essential for guiding school improvement and academic, prevention, and health programs.

The CHKS is not just a standalone instrument but a data collection system that districts can customize to meet local needs and interests. The elementary-school CHKS consists of a required general Core Module and a series of optional, supplementary topic-focused modules, including a Social and Emotional Health Module (SEHM), that districts can elect to administer. Districts may also add their own questions of local interest in a custom module. Table 1 indicates the modules administered by the district/school.

Core Module

As outlined in Exhibit 1, the Core Module consists of key questions, identified by an expert advisory committee, that are considered most important for schools to guide improvement of academic, health, and prevention programs and promote student achievement, positive development, and well-being. The primary focus of the survey is assessing student perceptions and experiences related to:

- School climate, connectedness, and learning engagement;
- Perceived school safety and frequency of, and reasons for, harassment and bullying at school;
- The level of which students experience developmentally supportive caring adult relationships, high expectations, and opportunities for meaningful participation at school, three fundamental developmental supports (protective factors) that promote positive academic outcomes;
- Supports for social-emotional learning and positive behavior; and
- Health-related and behavioral learning barriers (e.g., substance use, violence at school, physical health, mental health).

What's New? For 2017-18, the only changes to the survey are the following improvements:

- A new question on the frequency of school attendance;
- An expansion of the scale asking about opportunities for meaningful participation in the school;
- An expansion of the existing marijuana use question to refer to eating or drinking it as well as smoking; and
- A new question on attitudes toward e-cigarette use.

Supplementary Social Emotional Health Module (SEHM)

The SEHM greatly enhances the value of the CHKS as a strength-based assessment of positive emotions, engagement, ability to build and maintain relationships, and other social-emotional competencies linked to student mental health and well-being, academic success, and college and career readiness. It includes 35 items that capture the totality of core adolescent psychological assets.

SURVEY ADMINISTRATION AND SAMPLING

School staff administered the survey, following detailed instructions provided by CDE that were designed to assure the protection of all student and parental rights to privacy and to maintain confidentiality. Students were surveyed only with the consent of parents or guardians. Student participation was voluntary, anonymous, and confidential.

- Table A1.1 gives the target sample of students and the final number and percent of students who completed the survey (the participation response rate).
- The Appendix lists all the elementary schools in the district that were eligible to participate in the survey and the percentage of students enrolled in each of them that completed the survey.

THE REPORT

The survey results are reported in tables, organized by topic, that provide the percentages responding to each question response option by grade level. Because it is just as important to identify the positive behaviors of youth as it is to identify the risks they face, the tables reporting risk-behavior data include the

percentages of youth who responded negatively (did not engage in the behavior). Percentages are rounded off to the nearest whole number.

UNDERSTANDING AND USING THE DATA

Care must be taken to understand the factors that can impact the quality, validity, and generalizability of the results. The following are a few of the key issues that should be kept in mind. A more detailed discussion of these topics can be found in the CHKS Data Use and Dissemination Guidebook (download chks.wested.org/resources/chks_guidebook_3_datause.pdf).

Sample Characteristics

Among the most important factors affecting the quality of survey results is the level of student participation. The validity and representativeness of the results will be adversely affected if the student response rate is lower than 70%. Even if the response rate is low, the results provide an indication of what those students who did respond felt about the school and their experiences and behavior.

Changes Between Survey Administrations

Many factors besides real changes in behavior, attitudes, or experiences among students may account for changes in results from administration to administration. Changes may be due to differences over time in the characteristics or size of the sample of students who completed the survey, changes in the questions themselves, or differences between the time periods in which the survey was administered (e.g., some risk behaviors tend to increase as students age, or may increase during holidays or social events).

RESOURCES

The CHKS website contains numerous guidebooks and other tools for using and understanding survey results.

- *CHKS Guidebook to Data Use and Dissemination* provides step-by-step instructions on how to interpret survey results and effectively disseminate them (download chks.wested.org/resources/chks_guidebook_3_datause.pdf).
- CHKS **factsheets** (chks.wested.org/using-results/factsheets) analyze key topics at the state level, show how data variables are related, and offer suggestions for how data can be analyzed at the local level.
- *Making Sense of School Climate* provides a discussion of all the CalSCHLS survey items that relate to school climate (download californias3.wested.org/resources/S3_schoolclimateguidebook_final.pdf).
- *Helpful Resources for Local Control and Accountability Plans* (chks.wested.org/resources/LCAP_Cal_SCHLS.pdf) describes how survey items align with LCAP priorities and indicators. Also available is an LCAP-related PowerPoint presentation (chks.wested.org/training-support/workshops-presentations).
- The *School Climate Connection Newsletter* provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on the CHKS or CaliforniaS3 websites.
- CDE's **California Safe and Supportive Schools** website (Californias3.wested.org) contains a wealth of information and tools related to school climate improvement and social-emotional learning. It includes factsheets analyzing CalSCHLS data and *What Works Briefs* that provide guidance on strategies to implement.

NEXT STEPS

Receiving this report is just a beginning step in a data-driven decision-making process of continuous quality improvement. The following describes some followup steps you should take and some custom services (additional fees apply) available from the CalSCHLS TA Center to help in fostering effective use of the results and provide additional information to support school and program improvement efforts and the LCAP process.

Engage Students, Staff, and Parents in an Action Planning Process

First and foremost, engage students, staff, parents, and community stakeholders in reviewing and exploring the meaning of the results and obtain their input into how the school might better meet the identified needs and into the development of a detailed action plan. This communicates to stakeholders that you value their input into how to improve the schools and gives them an opportunity for meaningful participation. This helps enhance pupil engagement and parent involvement, two LCAP priorities. Their input, in turn, will help in identifying school needs and developing an effective response. It will also promote higher rates of participation the next time the survey is administered, as stakeholders will see how the data has been used for positive purposes.

Compare Results with Other Data

The value of your CHKS results will be greatly enhanced if examined in the content of the following sources of related data.

- **Staff and Parent Surveys.** The results of this student survey should be compared to those obtained from the CalSCHLS surveys of school staff and parents. It is important to determine how consistent are student, staff, and parent perceptions and experiences. If you did not administer these companion surveys, consider doing so next time.
- **Elementary School Results.** The elementary results should also be compared to the middle and high school results to determine how student strengths and needs develop with age. In particular, results from middle school can help guide engagement, prevention, and health promotion efforts for elementary students that might mitigate future problems when they transition into middle school. Vice versa, making middle schools aware of the results from elementary schools may help them better prepare for future challenges they may face.
- **Other Data.** CHKS results will also be enriched if analyzed in the context of other data typically collected by schools that relate to the variables assessed. For example, are the data self-reported by students consistent with what you know from discipline referrals, school vandalism costs, and behavioral observations in classrooms.

Data Workshop

To assist in your review of the survey results, you can request the CalSCHLS TA Center to conduct a structured, customized Data Workshop. In this workshop, a survey specialist works with district stakeholders to promote better understanding of the results and to identify local needs that need to be addressed. The workshops can also include engaging stakeholders in developing a detailed Action Plan and timetable for meeting those needs using evidence-based strategies.

For more information, contact your CalSCHLS TA Center (call 888.841.7536) or email schoolclimate@wested.org.

Request Additional Reports and Data

As you review your data with stakeholders, you may find that additional data needs emerge. The following custom services (additional fees apply) are available through the CalSCHLS TA Center to help delve more deeply into your survey results and foster more effective use of the results in support of school and program improvement efforts and the LCAP process.

School Reports

If the schools in the district vary significantly in demographics, programs, or other characteristics, consider requesting individual reports for each school (a fee applies).

Disaggregated Report

The staff of the Regional TA Centers can produce reports that show how results vary by subgroups. For example, what are the characteristics of youth who are low in perceived safety, school connectedness, or academic motivation compared those who are high? This is particularly important given the LCAP requirements to address these needs. This helps in understanding the meaning of the results and developing interventions that target groups most in need.

Analyze Dataset

The complete dataset is available electronically for additional analysis (there is a small fee for preparation). The dataset enables analyses of patterns in the results, how they are interrelated, and how they vary by different subgroups of students and across schools within a district. You can also request an analysis from the CalSCHLS TA Center as a custom service.

Add Questions to Your Next Surveys

Determine what additional information is needed to guide school improvement efforts and add questions to your next CHKS, staff, or parent survey. All three surveys are designed so that schools can add additional questions to help them conduct a more individualized and comprehensive assessment.

Exhibit 1***Major School-related Domains and Constructs Assessed by CalSCHLS in Elementary Schools***

	Student Core	Student Social Emotional Health	Staff Survey	Parent Survey
Student Well-Being				
Academic mindset		✓		
Academic motivation	✓		✓	✓
Academic performance	✓			
Alcohol, tobacco, and drug use	✓		✓	✓
Attendance	✓		✓	
Collaboration		✓		
Empathy		✓		
Gratitude		✓		
Optimism		✓		
Perceived safety	✓		✓	✓
Persistence		✓		
Problem solving		✓		
School connectedness	✓			
Self-efficacy		✓		
Social-emotional competencies and health		✓	✓	
Violence and victimization (bullying)	✓		✓	✓
Zest		✓		
School Climate				
Academic rigor and norms			✓	✓
High expectations	✓		✓	✓
Meaningful participation and decision-making	✓		✓	✓
Parent involvement	✓		✓	✓
Quality of physical environment			✓	✓
Relationships among staff			✓	
Relationships among students		✓	✓	✓
Relationships between students and staff	✓		✓	✓
Respect for diversity and cultural sensitivity			✓	✓
Teacher and other supports for learning	✓		✓	✓
School Climate Improvement Practices				
Bullying prevention	✓		✓	✓
Conflict resolution	✓		✓	
Discipline and order (policies, enforcement)	✓		✓	✓
Services and policies to address student needs			✓	
Social-emotional/behavioral supports	✓		✓	✓
Staff supports			✓	

ACKNOWLEDGMENTS

The CHKS and this report were developed by WestEd, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education, Coordinated School Health and Safety Office. For more information, call the toll-free helpline at 888.841.7536, or visit the website at chks.wested.org.

Gregory Austin, Ph.D.
Thomas Hanson, Ph.D.
CalSCHLS Co-Directors, WestEd

Tom Herman
Administrator, Coordinated School Health and Safety Office
California Department of Education

Survey Module Administration

Table 1

CHKS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	X
B. Cal-Well Module	
C. District After-School Module (DASM)	
D. Gang Risk Awareness Module (GRAM)	
E. Military Connected School Module	
F. Social Emotional Health Module	
G. Supplemental Health Module	
Z. Custom Questions	

Core Module Results

1. Survey Sample

Table A1.1

Student Sample Characteristics

Grade 5	
<i>Student Sample Size</i>	
Target sample	331
Final number	139
Response Rate	42%

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate and Student Well-Being

	Grade 5 %	Table
School Engagement and Supports		
School connectedness [†]	24	A4.4
Academic motivation [†]	53	A4.4
Caring adult relationships [†]	38	A4.3
High expectations [†]	38	A4.3
Meaningful participation [†]	15	A4.3
School Safety		
Feel safe at school [†]	61	A7.1
Been hit or pushed	50	A7.2
Mean rumors spread about you	63	A7.2
Been called bad names or mean jokes made about you	75	A7.2
Saw a weapon at school [§]	22	A7.4
Disciplinary Environment		
Students well-behaved [†]	28	A6.2
Students treated fairly when break school rules [†]	44	A6.1
Students treated with respect [†]	56	A6.1
Lifetime Substance Use		
Alcohol or drug use	17	A9.1
Cigarette smoking	4	A10.1
E-cigarette	4	A10.1

Notes: Cells are empty if there are less than 10 respondents.

[†]Average percent of respondents reporting "Yes, all of the time."

[‡]Combines "Most of the time" and "All of the time."

[§]Past 12 months.

3. Demographics

Table A3.1

Gender of Sample

	Grade 5 %
Female	51
Male	49

Question ES A.2: Are you female or male?

Note: Cells are empty if there are less than 10 respondents.

Table A3.2

Number of Days Attending After School Program

	Grade 5 %
0 days	68
1 day	10
2 days	5
3 days	7
4 days	1
5 days	9

Question ES A.6: How many days a week do you usually go to your school's after school program?

Note: Cells are empty if there are less than 10 respondents.

4. School Performance, Supports, and Engagements

Table A4.1

Perceived School Performance

	Grade 5 %
One of the best students	21
Better than most students	19
About the same as others	48
Don't do as well as most others	13

Question ES A.21: How well do you do in your schoolwork?

Note: Cells are empty if there are less than 10 respondents.

Table A4.2

Truancy, Past 30 Days

	Grade 5 %
I did not miss any days of school	54
1 day	17
2 days	16
3 or more days	13

Question ES A.4: In the past 30 days, how often did you miss an entire day of school for any reason?

Note: Cells are empty if there are less than 10 respondents.

Table A4.3***School Environment Scales***

	Grade 5 %	Table
Total school supports		
<i>Average Reporting "Yes, all of the time"</i>	30	
High	37	
Moderate	56	
Low	7	
Caring adults in school		
<i>Average Reporting "Yes, all of the time"</i>	38	A4.5
High	42	
Moderate	53	
Low	5	
High expectations-adults in school		
<i>Average Reporting "Yes, all of the time"</i>	38	A4.6
High	46	
Moderate	49	
Low	5	
Meaningful participation at school		
<i>Average Reporting "Yes, all of the time"</i>	15	A4.7
High	7	
Moderate	71	
Low	22	

Notes: Cells are empty if there are less than 10 respondents.

Table numbers refer to tables with item-level results for the survey questions that comprise each scale.

Table A4.4***School Connectedness and Academic Motivation Scales***

	Grade 5 %	Table
School Connectedness		
<i>Average Reporting "Yes, all of the time"</i>	24	A4.8
High	29	
Moderate	64	
Low	7	
Academic Motivation		
<i>Average Reporting "Yes, all of the time"</i>	53	A4.9
High	42	
Moderate	38	
Low	20	

Notes: Cells are empty if there are less than 10 respondents.

Table numbers refer to tables with item-level results for the survey questions that comprise each scale.

Table A4.5***Caring Relationships Scale Questions***

	Grade 5 %
Caring adults in school	
<i>Average Reporting "Yes, all of the time"</i>	38
<i>Do the teachers and other grown-ups at school... care about you?</i>	
No, never	4
Yes, some of the time	20
Yes, most of the time	28
Yes, all of the time	48
<i>listen when you have something to say?</i>	
No, never	7
Yes, some of the time	32
Yes, most of the time	34
Yes, all of the time	28

Question ES A.14, 22: Do the teachers and other grown-ups at school care about you?... Do the teachers and other grown-ups at school listen when you have something to say?

Note: Cells are empty if there are less than 10 respondents.

Table A4.6***High Expectations Scale Questions***

	Grade 5 %
High expectations-adults in school	
<i>Average Reporting "Yes, all of the time"</i>	38
<i>Do the teachers and other grown-ups at school... tell you when you do a good job?</i>	
No, never	4
Yes, some of the time	26
Yes, most of the time	33
Yes, all of the time	36
<i>believe that you can do a good job?</i>	
No, never	4
Yes, some of the time	18
Yes, most of the time	37
Yes, all of the time	41

Question ES A.15, 23: Do the teachers and other grown-ups at school tell you when you do a good job?... Do the teachers and other grown-ups at school believe that you can do a good job?

Note: Cells are empty if there are less than 10 respondents.

Table A4.7
Meaningful Participation Scale Questions

	Grade 5 %
Opportunities for Meaningful Participation	
<i>Average Reporting "Yes, all of the time"</i>	15
Are you given a chance to help decide school activities or rules?	
No, never	37
Yes, some of the time	39
Yes, most of the time	16
Yes, all of the time	8
Are you given a chance to help decide class activities or rules?	
No, never	32
Yes, some of the time	42
Yes, most of the time	22
Yes, all of the time	4
Do you do things to be helpful at school?	
No, never	2
Yes, some of the time	27
Yes, most of the time	38
Yes, all of the time	33

Question ES A.13, 19, 24: Are you given a chance to help decide school activities or rules?... Are you given a chance to help decide class activities or rules?... Do you do things to be helpful at school?

Note: Cells are empty if there are less than 10 respondents.

Table A4.8***School Connectedness Scale Questions***

	Grade 5 %
School Connectedness	
<i>Average Reporting "Yes, all of the time"</i>	24
Do you feel close to people at school?	
No, never	8
Yes, some of the time	46
Yes, most of the time	33
Yes, all of the time	13
Are you happy to be at this school?	
No, never	7
Yes, some of the time	38
Yes, most of the time	34
Yes, all of the time	21
Do you feel like you are part of this school?	
No, never	5
Yes, some of the time	33
Yes, most of the time	30
Yes, all of the time	32
Do teachers treat students fairly at school?	
No, never	6
Yes, some of the time	26
Yes, most of the time	36
Yes, all of the time	33
Do you feel safe at school?	
No, never	6
Yes, some of the time	34
Yes, most of the time	39
Yes, all of the time	21

Question ES A.7-9, 12, 56: Do you feel close to people at school?... Are you happy to be at this school?... Do you feel like you are part of this school?... Do teachers treat students fairly at school?... Do you feel safe at school?

Note: Cells are empty if there are less than 10 respondents.

Table A4.9
Academic Motivation Scale Questions

	Grade 5 %
Academic Motivation	
<i>Average Reporting "Yes, all of the time"</i>	53
Do you finish all your class assignments?	
No, never	2
Yes, some of the time	13
Yes, most of the time	40
Yes, all of the time	45
When you get a bad grade, do you try even harder the next time?	
No, never	5
Yes, some of the time	8
Yes, most of the time	15
Yes, all of the time	71
Do you keep working and working on your schoolwork until you get it right?	
No, never	5
Yes, some of the time	17
Yes, most of the time	35
Yes, all of the time	43
Do you keep doing your classwork even when it's really hard for you?	
No, never	4
Yes, some of the time	16
Yes, most of the time	29
Yes, all of the time	52

Question ES A.39-42: Do you finish all your class assignments?... When you get a bad grade, do you try even harder the next time?... Do you keep working and working on your schoolwork until you get it right?... Do you keep doing your classwork even when it's really hard for you?

Note: Cells are empty if there are less than 10 respondents.

Table A4.10***Positive Staff-Student Relationships and Expectations***

	Grade 5 %
<i>At school, do teachers and other grown-ups... make an effort to get to know you?</i>	
No, never	16
Yes, some of the time	41
Yes, most of the time	21
Yes, all of the time	21
<i>want you to do your best?</i>	
No, never	2
Yes, some of the time	10
Yes, most of the time	13
Yes, all of the time	76

Question ES A.25, 26: Do the teachers and other grown-ups at school make an effort to get to know you?... Do the teachers and other grown-ups at school want you to do your best?

Note: Cells are empty if there are less than 10 respondents.

Table A4.11***School Pride***

	Grade 5 %
<i>Do you feel proud to belong to your school?</i>	
No, never	9
Yes, some of the time	35
Yes, most of the time	28
Yes, all of the time	28

Question ES A.10: Do you feel proud to belong to your school?

Note: Cells are empty if there are less than 10 respondents.

5. Supports for Learning at School

Table A5.1

Supports for Learning

	Grade 5 %
Are the students at your school motivated to learn?	
No, never	10
Yes, some of the time	44
Yes, most of the time	39
Yes, all of the time	7
Do the teachers and other grown-ups at school ask you about your ideas?	
No, never	26
Yes, some of the time	43
Yes, most of the time	20
Yes, all of the time	12
Do the teachers and other grown-ups give you a chance to solve school problems?	
No, never	19
Yes, some of the time	34
Yes, most of the time	25
Yes, all of the time	22
Do you get to do interesting activities at school?	
No, never	3
Yes, some of the time	37
Yes, most of the time	39
Yes, all of the time	21

Question ES A.11, 16-18: Are the students at your school motivated to learn?... Do the teachers and other grown-ups at school ask you about your ideas?... Do the teachers and other grown-ups give you a chance to solve school problems?... Do you get to do interesting activities at school?

Note: Cells are empty if there are less than 10 respondents.

Table A5.1***Supports for Learning - Continued***

	Grade 5 %
Do your teachers ask you what you want to learn about?	
No, never	63
Yes, some of the time	25
Yes, most of the time	7
Yes, all of the time	4

Question ES A.20: Do your teachers ask you what you want to learn about?

Note: Cells are empty if there are less than 10 respondents.

Table A5.2
Supports for Social and Emotional Learning

	Grade 5 %
Does your school...	
help students resolve conflicts with one another?	
No, never	8
Yes, some of the time	24
Yes, most of the time	36
Yes, all of the time	31
teach students to understand how other students think and feel?	
No, never	11
Yes, some of the time	42
Yes, most of the time	26
Yes, all of the time	21
teach students to feel responsible for how they act?	
No, never	5
Yes, some of the time	33
Yes, most of the time	26
Yes, all of the time	36
teach students to care about each other and treat each other with respect?	
No, never	4
Yes, some of the time	26
Yes, most of the time	33
Yes, all of the time	37

Question ESA.32-35: Does your school help students resolve conflicts with one another?... Does your school teach students to understand how other students think and feel?... Does your school teach students to feel responsible for how they act?... Does your school teach students to care about each other and treat each other with respect?

Note: Cells are empty if there are less than 10 respondents.

6. Disciplinary Environment, Fairness, and Respect

Table A6.1

Clarity of Rules and Fairness

	Grade 5 %
Do students know what the rules are?	
No, never	3
Yes, some of the time	19
Yes, most of the time	38
Yes, all of the time	40
Are the school rules fair?	
No, never	12
Yes, some of the time	41
Yes, most of the time	26
Yes, all of the time	20
Are students treated fairly when they break school rules?	
No, never	20
Yes, some of the time	36
Yes, most of the time	21
Yes, all of the time	23
Do teachers and other grown-ups at school treat students with respect?	
No, never	8
Yes, some of the time	36
Yes, most of the time	27
Yes, all of the time	29

Question ES A.27-29, 31: Are the school rules fair?... Do teachers and other grown-ups at school treat students with respect?... Are students treated fairly when they break school rules?... Do students know what the rules are?

Note: Cells are empty if there are less than 10 respondents.

Table A6.2***Student Positive Behavior***

	Grade 5 %
Do you follow the classroom rules?	
No, never	1
Yes, some of the time	11
Yes, most of the time	39
Yes, all of the time	49
Do you follow the playground rules at recess and lunch times?	
No, never	1
Yes, some of the time	15
Yes, most of the time	32
Yes, all of the time	52
Do you listen when your teacher is talking?	
No, never	2
Yes, some of the time	10
Yes, most of the time	52
Yes, all of the time	37
Are students at this school well behaved?	
No, never	14
Yes, some of the time	58
Yes, most of the time	23
Yes, all of the time	5
Are you nice to other students?	
No, never	2
Yes, some of the time	6
Yes, most of the time	46
Yes, all of the time	45

Question ES A.30, 43-46: Are students at this school well behaved? ... Do you follow the classroom rules?... Do you follow the playground rules at recess and lunch times?... Do you listen when your teacher is talking?... Are you nice to other students?

Notes: Cells are empty if there are less than 10 respondents.

7. School Violence, Victimization, and Safety

Table A7.1

Perceived Safety at or Outside of School

	Grade 5 %
Do you feel safe at school?	
No, never	6
Yes, some of the time	34
Yes, most of the time	39
Yes, all of the time	21
Do you feel safe on your way to and from school?	
No, never	7
Yes, some of the time	18
Yes, most of the time	28
Yes, all of the time	47

Question ES A.56, 57: Do you feel safe at school?... Do you feel safe on your way to and from school?

Note: Cells are empty if there are less than 10 respondents.

Table A7.2***Frequency of Being Harassed on School Property***

	Grade 5 %
Been hit or pushed	
No, never	50
Yes, some of the time	35
Yes, most of the time	11
Yes, all of the time	4
Mean rumors spread about you	
No, never	37
Yes, some of the time	34
Yes, most of the time	13
Yes, all of the time	16
Been called bad names or mean jokes made about you	
No, never	25
Yes, some of the time	46
Yes, most of the time	18
Yes, all of the time	10

Question ES A.50, 51, 53: Do other kids hit or push you at school when they are not just playing around?... Do other kids at school spread mean rumors or lies about you?... Do other kids at school call you bad names or make mean jokes about you?

Notes: Cells are empty if there are less than 10 respondents.

Table A7.3***Frequency of Harassing on School Property, Past Year***

	Grade 5 %
Have hit or pushed other kids	
0 times	53
1 time	23
2 times	13
3 or more times	11
Have said mean things about other students or called them bad names	
0 times	45
1 time	21
2 times	14
3 or more times	20
Have spread mean rumors about other kids	
0 times	74
1 time	17
2 times	2
3 or more times	6

Question ES A.47-49: During the past year, how many times have you hit or pushed other kids at school when you were not playing around?... During the past year, how many times have you spread mean rumors or lies about other kids at school?... During the past year, how many times at school have you said mean things about other students or called them bad names?

Notes: Cells are empty if there are less than 10 respondents.

Table A7.4***Weapons (Gun or Knife) on School Property, Past Year***

	Grade 5 %
Brought a gun or knife to school	
No	97
Yes	3
Saw another kid with a gun or knife at school	
No	78
Yes	22

Question ES A.52, 54: During the past year, did you ever bring a gun or knife to school?... During the past year, have you ever seen another kid with a gun or knife at school?

Notes: Cells are empty if there are less than 10 respondents.

Table A7.5***School Responses to Bullying***

	Grade 5 %
Teachers and other grown-ups make it clear that bullying is not allowed.	
No, never	5
Yes, some of the time	16
Yes, most of the time	17
Yes, all of the time	62
If you tell a teacher that you've been bullied, the teacher will do something to help.	
No, never	8
Yes, some of the time	18
Yes, most of the time	31
Yes, all of the time	43
Students at your school try to stop bullying when they see it happening.	
No, never	20
Yes, some of the time	35
Yes, most of the time	28
Yes, all of the time	17

Question ES A.36-38: Do the teachers and other grown-ups make it clear that bullying is not allowed?... If you tell a teacher that you've been bullied, will the teacher do something to help?... Do students at your school try to stop bullying when they see it happening?

Notes: Cells are empty if there are less than 10 respondents.

Table A7.6***Frequency of Being Home Alone***

	Grade 5 %
No, never	55
Yes, some of the time	29
Yes, most of the time	8
Yes, all of the time	7

Question ES A.55: Are you home alone after school?

Note: Cells are empty if there are less than 10 respondents.

8. Home Supports and Involvement in Schooling

Table A8.1

High Expectations at Home

	Grade 5 %
<i>Does a parent or some other grown-up at home... believe that you can do a good job?</i>	
No, never	2
Yes, some of the time	2
Yes, most of the time	16
Yes, all of the time	79
<i>want you to do your best?</i>	
No, never	2
Yes, some of the time	2
Yes, most of the time	7
Yes, all of the time	90

Question ES A.69, 70: Does a parent or some other grown-up at home believe that you can do a good job?... Does a parent or some other grown-up at home want you to do your best?

Note: Cells are empty if there are less than 10 respondents.

Table A8.2***Parent/Adult Involvement in Schoolwork***

	Grade 5 %
<i>Does a parent or some other grown-up at home...</i>	
<i>care about your schoolwork?</i>	
No, never	2
Yes, some of the time	6
Yes, most of the time	17
Yes, all of the time	76
<i>ask if you did your homework?</i>	
No, never	3
Yes, some of the time	14
Yes, most of the time	22
Yes, all of the time	61
<i>check your homework.</i>	
No, never	22
Yes, some of the time	26
Yes, most of the time	22
Yes, all of the time	30
<i>ask you about school?</i>	
No, never	5
Yes, some of the time	19
Yes, most of the time	24
Yes, all of the time	53
<i>ask you about your grades?</i>	
No, never	9
Yes, some of the time	21
Yes, most of the time	20
Yes, all of the time	50

Question ES A.68, 71-74: Does a parent or some other grown-up at home care about your schoolwork?... Does a parent or some other grown-up at home ask if you did your homework?... Does a parent or some other grown-up at home check your homework?... Does a parent or some other grown-up at home ask you about school?... Does a parent or some other grown-up at home ask you about your grades?

Note: Cells are empty if there are less than 10 respondents.

9. Alcohol and Other Drug (AOD) Use

Table A9.1

Use of Alcohol or Other Drugs, Lifetime

	Grade 5 %
Alcohol, one or two sips	13
Alcohol, a full glass	3
Inhalants (to get high)	3
Marijuana	3
None of the above	83
Any of the above	17

Question ES A.61-63: Have you ever drunk beer, wine, or other alcohol?... Have you ever sniffed something through your nose to get "high?"... Have you ever used any marijuana (smoke, eat, or drink)?

Note: Cells are empty if there are less than 10 respondents.

Table A9.2

Perception of Health Risk of Alcohol and Marijuana Use

	Grade 5 %
Alcohol	
No, not bad	7
Yes, a little bad	39
Yes, very bad	54
Marijuana	
No, not bad	3
Yes, a little bad	7
Yes, very bad	62
I don't know what marijuana is	28

Question ES A.66, 67: Do you think drinking alcohol (beer, wine, liquor) is bad for a person's health?... Do you think using marijuana (smoke, eat, or drink) is bad for a person's health?

Note: Cells are empty if there are less than 10 respondents.

10. Tobacco Use

Table A10.1

Use of Cigarettes and E-Cigarettes, Lifetime

	Grade 5 %
Ever smoked a cigarette	4
Part of a cigarette, like one or two puffs	2
A whole cigarette	2
Ever used an electronic cigarette, e-cigarette, or other vaping device	4

Question ES A.59, 60: Have you ever smoked a cigarette?... Have you ever used an electronic cigarette, e-cigarette, hookah pen, or other vaping device?

Note: Cells are empty if there are less than 10 respondents.

Table A10.2

Perception of Health Risk of Cigarette and Electronic Cigarette Use

	Grade 5 %
Do you think smoking cigarettes is bad for a person's health?	
No, not bad	1
Yes, a little bad	6
Yes, very bad	93
Do you think using an electronic cigarette, e-cigarette, hookah pen, or other vaping device is bad for a person's health?	
No, not bad	2
Yes, a little bad	21
Yes, very bad	77

Question ES A.64, 65: Do you think smoking cigarettes is bad for a person's health?... Do you think using an electronic cigarette, e-cigarette, hookah pen, or other vaping device is bad for a person's health?

Note: Cells are empty if there are less than 10 respondents.

11. Physical Health

Table A11.1

Breakfast Consumption

	Grade 5 %
No	17
Yes	83

Question ES A.5: Did you eat breakfast this morning?

Note: Cells are empty if there are less than 10 respondents.

Table A11.2

Body Image

	Grade 5 %
Ever been teased about your body at school	
No	52
Yes	48

Question ES A.58: Have other kids at school ever teased you about what your body looks like?

Note: Cells are empty if there are less than 10 respondents.

12. Gender Breakdowns

Table A12.1

School Developmental Supports, Connectedness, and Academic Motivation by Gender

	Grade 5	
	Female %	Male %
<i>School Environment</i>		
Total school supports [†]	33	27
Caring adults in school [†]	39	35
High expectations-adults in school [†]	41	34
Meaningful participation at school [†]	17	13
<i>School Connectedness</i> [†]	24	25
<i>Academic Motivation</i> [†]	54	52

Notes: Cells are empty if there are less than 10 respondents.

[†]Average percent of respondents reporting "Yes, all of the time."

Table A12.2

Student Positive Behavior by Gender

	Grade 5	
	Female %	Male %
Follow classroom rules ^A	92	88
Listen when teacher is talking ^A	87	89
Nice to other students ^A	89	94

Notes: Cells are empty if there are less than 10 respondents.

^ACombines "Most of the time" and "All of the time."

Table A12.3
School Safety-Related Indicators by Gender

	Grade 5	
	Female	Male
	%	%
<i>Been Harassed on School Property^B</i>		
Been hit or pushed	44	55
Mean rumors spread about you	61	64
Been called bad names/mean jokes made about you	77	71
Feels safe at school most/all of the time	62	61

Notes: Cells are empty if there are less than 10 respondents.

^B Combines "Some of the time," "Most of the time," and "All of the time."

Table A12.4
Selected Alcohol and Drug Use Measures by Gender

	Grade 5	
	Female	Male
	%	%
Lifetime AOD Use		
Alcohol, one or two sips	13	14
Alcohol, a full glass	3	3
Inhalants (to get high)	3	3
Marijuana	2	5
Any of the above	18	17
Perceived Health Risk^C		
Alcohol	93	92
Marijuana ^D	100	92

Notes: Cells are empty if there are less than 10 respondents.

^C Combines "A little bad" and "Very bad."

^D Students who responded that they didn't know what marijuana was were excluded from calculation.

Table A12.5
Selected Tobacco Measures by Gender

	Grade 5	
	Female	Male
	%	%
Ever smoked a cigarette	3	5
Part of a cigarette, like one or two puffs	3	2
A whole cigarette	0	3
Electronic cigarette, e-cigarette, or other vaping device	3	5
Perceived health risk of cigarette smoking ^C	100	98
Perceived health risk of electronic cigarette use ^C	100	95

Notes: Cells are empty if there are less than 10 respondents.

^C *Combines "A little bad" and "Very bad."*

Appendix

2017-18 CHKS Elementary Survey Response Rates

Eligible Schools	5th %
Arthur S. Dudley Elementary	30
Cyril Spinelli Elementary	43
North Country Elementary	57
Oak Hill Elementary	43

Notes: Response rates are presented by grade level. Eligible schools listed are based on CBEDS 2017-18 public school and 2016-17 enrollment data files. Directly funded charter schools have been excluded from the list.

CALIFORNIA HEALTHY KIDS SURVEY



Center Joint Unified Secondary 2017-2018 Main Report

This report was prepared by WestEd, a research, development, and service agency, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education Coordinated School Health and Safety Office. For contract information, contact:

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PREFACE

HYPERLINK FEATURE

The digital version of this report has been hyperlinked. Click on the title of a section or a table in the List of Tables and you will be automatically directed to the actual content section or table in the report.

This report provides the detailed results for each question from this school/district's 2017-18 *California Healthy Kids Survey* (CHKS), presented in tables organized by topic.

The CHKS, along with its two companion surveys—*California School Staff Survey* (CSSS) for staff and the *California School Parent Survey* (CSPS)—is a service of the California Department of Education (CDE). These three surveys form the *California School Climate, Health, and Learning Surveys* (CalSCHLS) System, the largest, most comprehensive state effort in the nation to regularly assess students, staff, and parents at the local level to provide key data on school climate and safety, learning supports and barriers, and stakeholder engagement, as well as youth development, health, and well-being. Exhibit 1, at the end of the Preface, presents the major school-related domains and constructs assessed by CalSCHLS.

These surveys grew out of CDE's commitment to helping schools promote the successful cognitive, social, emotional, and physical development of all students; create more positive, engaging school environments for students, staff, and parents; and ensure college and career readiness. They provide a wealth of information to guide school improvement and **Local Control and Accountability Plan** (LCAP) efforts, particularly in regard to the state priorities of enhancing school climate, pupil engagement, parent involvement, and addressing the needs of vulnerable groups.

Factsheets, guidebooks, and other resources to help in understanding and using CHKS results are available for downloading from the survey website (chks.wested.org), including *Helpful Resources for Local Control and Accountability Plans* (chks.wested.org/resources/LCAP-CalSCHLS.pdf). The California Safe and Supportive Schools website (CaliforniaS3.wested.org) provides information and tools helpful in implementing effective strategies to address the needs identified by the survey.

The CalSCHLS Technical Assistance Center offers a Data Workshop to help identify local needs and develop action plans to meet those needs, including a *Listening to Students Workshop* for involving student voice in the process (see below).

THE SURVEY

The California Department of Education (CDE) has funded the CHKS since 1997 to provide data to assist schools in: (1) fostering safe and supportive school climates, social-emotional competencies, and engagement in learning; (2) preventing youth health-risk behaviors and other barriers to academic achievement; and (3) promoting positive youth development, resilience, and well-being. A thorough understanding of the scope and nature of these student behaviors, attitudes, experiences, and supports is essential for guiding school improvement and academic, prevention, and health programs.

The CHKS is not just a standalone instrument but a data collection system that districts can customize to meet local needs and interests. The secondary-school CHKS consists of a required general Core Module

and a series of optional, supplementary topic-focused modules that districts can elect to administer. Districts may also add their own questions of local interest in a custom module. Table 1 indicates the modules administered by the district/school.

Core Module

As outlined in Exhibit 1, the Core Module consists of key questions, identified by an expert advisory committee, that are considered most important for schools to guide improvement of academic, health, and prevention programs and promote student achievement, college and career readiness, positive development, and well-being. The great majority of the questions are school-specific, including the following indicators:

- Student grades, truancy, attendance rate and reasons for missing school, academic motivation, and school connectedness, as indicators of engagement;
- The levels of students' three fundamental developmental supports (protective factors) that promote positive academic, social, and emotional outcomes: experiences of caring adult relationships, high expectations, and opportunities for meaningful participation at school;
- Perceived safety and the frequency and type of harassment and bullying at school; and
- Levels of violence, substance use, and crime-related behavior (e.g., weapons possession) at school.

The Core Module also includes a wide range of demographic questions to help districts identify and address the needs of significant and vulnerable student subgroups, including those required to be included in the LCAP efforts. These include race/ethnicity, gender, and socioeconomic status; homeless, migrant, and foster status; and English language proficiency.

What's New? For 2017-18, the following improvements are made to the Core Module:

- Added questions assessing frequency of school absences; lifetime frequency of heroin use, and vaping, eating, or drinking marijuana; perceived harm and availability of e-cigarettes; being an immigrant as a reason for being harassed or bullied;
- Modified sexual orientation question to better assess gender identity; and
- Expanded Opportunities for Meaningful Participation scale questions for better reliability.

Supplemental School Climate Module

To further support school improvement efforts and the LCAP process, a supplementary School Climate Module is available. It provides additional data on student academic mindset, school academic supports, discipline/order, supports for social-emotional learning, bullying prevention and positive peer relationships, respect for diversity, and the quality of the physical environment (download from chks.wested.org/administer/download/supplemental/#clim). These questions are also included in the staff survey, so you can compare staff and student perceptions on the same constructs.

Supplemental Social Emotional Health Module (SEHM)

The SEHM greatly enhances the value of the CHKS as a strength-based assessment of positive emotions, engagement, ability to build and maintain relationships, and other social-emotional competencies linked to student mental health and well-being, academic success, and college and career readiness. It includes 56 items that capture the totality of core adolescent psychological assets.

SURVEY ADMINISTRATION AND SAMPLING

School staff administered the survey, following detailed instructions provided by CDE that were designed to assure the protection of all student and parental rights to privacy and to maintain confidentiality. Students were surveyed only with the consent of parents or guardians. Student participation was voluntary, anonymous, and confidential.

- Table A1.1 gives the target sample of students and the final number and percent of students who completed the survey (the participation response rate).
- Appendix I lists all the secondary schools in the district that were eligible to participate in the survey and the percentage of students enrolled in each of them that completed the survey (included in the district report).
- Appendix II provides detailed information about the survey content areas (included in the district report).

THE REPORT

The survey results are reported in tables, organized by topic, that provide the percentages responding to each question response option by grade level. Because it is just as important to identify the positive behaviors of youth as it is to identify the risks they face, the tables reporting risk-behavior data include the percentages of youth who responded negatively (did not engage in the behavior).

Racial/Ethnic and Gender Results

Summary tables provide key findings (e.g., safety, harassment, developmental supports, school connectedness) disaggregated by race/ethnic categories and gender (see Sections 9 and 10). Schools can request supplementary reports disaggregating all their CHKS results by the race/ethnicity or gender of students or by other demographic categories (see Next Steps below).

UNDERSTANDING THE DATA

Care must be taken to understand the factors that can impact the quality, validity, and generalizability of the results, such as changes that occur in survey content, administration, and/or sample characteristics between administrations. The following are a few of the key issues that should be kept in mind. A more detailed discussion of these topics can be found in the *CHKS Guidebook to Data Use and Dissemination* (download chks.wested.org/resources/chks_guidebook_3_datause.pdf).

Sample Characteristics.

Among the most important factors affecting the quality of survey results is the level and type of student participation. The validity and representativeness of the results will be adversely affected if the student response rate is lower than 70%. One indication of the survey's representativeness is how accurately the sample reflects the gender and ethnic composition of the student enrollment. Even if the response rate is low, the results provide an indication of what those students who did respond felt about the school and their experiences and behavior.

Changes Between Survey Administrations.

Many factors besides real changes in behavior, attitudes, or experiences among students may account for changes in results from administration to administration. Changes may be due to differences over time in

the characteristics or size of the sample of students who completed the survey, changes in the questions themselves, or differences between time periods in which the survey was administered (e.g., some risk behaviors tend to increase as students age, or may increase during holidays or social events).

RESOURCES

The CHKS website contains numerous guidebooks and other resources for using and understanding survey results.

- ***CHKS Guidebook to Data Use and Dissemination*** provides step-by-step instructions on how to interpret survey results and effectively disseminate them (download chks.wested.org/resources/chks_guidebook_3_datause.pdf).
- **CHKS factsheets** (chks.wested.org/using-results/factsheets) analyze key topics at the state level, show how data variables are related, and offer suggestions for how data can be analyzed at the local level.
- ***Making Sense of School Climate*** provides a discussion of all the CalSCHLS survey items that relate to school climate (download californiaS3.wested.org/resources/S3_schoolclimateguidebook_final.pdf).
- ***Helpful Resources for Local Control and Accountability Plans*** (chks.wested.org/resources/LCAP_Cal_SCHLS.pdf) describes how survey items align with LCAP priorities and indicators. Also available is an LCAP-related PowerPoint presentation (chks.wested.org/training-support/workshops-presentations).
- The ***School Climate Connection Newsletter*** provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on the CHKS or CaliforniaS3 websites.
- CDE's **California Safe and Supportive Schools** website (CaliforniaS3.wested.org) contains a wealth of information and tools related to school climate improvement and social-emotional learning. It includes factsheets analyzing CalSCHLS data and *What Works Briefs* that provide guidance on strategies to implement.

NEXT STEPS

Receiving this report is just a beginning step in a data-driven decision-making process of continuous improvement. The following describes some followup steps you should take and some custom services (additional fees apply) available from the CalSCHLS TA Center to help in fostering effective use of the results and provide additional information to support school and program improvement efforts and the LCAP process.

Engage Students, Staff, and Parents in Reviewing the Results and Action Planning

First and foremost, engage students, staff, parents, and community stakeholders in reviewing and exploring the meaning of the results and obtain their input into how the school might better meet the identified needs and into the development of a detailed action plan. This communicates to stakeholders that you value their input into how to improve the schools and gives them an opportunity for meaningful participation. This helps enhance pupil engagement and parent involvement, two LCAP priorities. Their input, in turn, will help in identifying school needs and developing an effective response. It will also promote higher

rates of participation the next time the survey is administered, as stakeholders will see how the data has been used for positive purposes.

As part of this process, it is highly recommended that you conduct a structured *Listening to Students Workshop* in which you explore with students, as adults observe, the meaning of survey results and obtain their input on how to address the needs identified by the survey and school improvement in general. These workshops were found to be a highly effective in fostering school climate improvements as part of CDE's Safe and Supportive School Projects (see CaliforniaS3.wested.org). For more information, email schoolclimate@wested.org.

Compare Results with Other Data

The value of your CHKS results will be greatly enhanced if examined in the content of the following sources of related data.

- **Staff and Parent Surveys.** The results of this student survey should be compared to those obtained from the CalSCHLS surveys of school staff and parents. It is important to determine how consistent are student, staff, and parent perceptions and experiences. If you did not administer these companion surveys, consider doing so next time.
- **Elementary CHKS Results.** Examine how the results from 7th, 9th, and 11th graders compare with those from 5th graders on common indicators to see the developmental trajectory in the results and explore what programs at the elementary level might help mitigate problems that are evident among older students.
- **Other Data.** Examine how the results compare with other data typically collected by schools that relate to the variables assessed, such as discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.

Data Workshop

To assist in your review of the survey results, you can request the CalSCHLS TA Center to conduct a structured, customized Data Workshop. In this workshop, a survey specialist works with district stakeholders to promote better understanding of the results and to identify local needs that need to be addressed. The workshops can also include engaging stakeholders in developing a detailed Action Plan and timetable for meeting those needs using evidence-based strategies.

For more information, contact your CalSCHLS TA Center (call 888.841.7536) or email schoolclimate@wested.org.

Request Additional Reports and Data

As you review your data with stakeholders, you may find that additional data needs emerge. The following custom services (additional fees apply) are available through the CalSCHLS TA Center to help delve more deeply into your survey results and foster more effective use of the results in support of school and program improvement efforts and the LCAP process.

School Reports and School Climate Report Cards

If the schools in the district vary significantly in demographics, programs, or other characteristics, consider requesting individual reports for each school (a fee applies). Two types of reports are available:

- A full report with all the survey results; and

- A short, user-friendly, graphic **School Climate Report Card** that provides results across eight domains of school climate and provides an overall **School Climate Index** score based on those domains. (View a sample report: visit californiaS3.wested.org/resources/California_State_SCRC_1314.pdf).

District School Climate Report Card

For districts that survey all their schools, a district-level School Climate Report Card can be requested. This is a powerful, useful tool for guiding efforts to meet the school climate and pupil engagement priorities for the Local Control and Accountability Plan.

Disaggregated Reports

The staff of the Regional TA Centers can produce full reports that look at how results vary by demographic subgroups (e.g., race/ethnicity as discussed above, or by youth who are low in academic motivation compared those who are high). This is particularly important given the LCAP requirement that districts identify and address the needs of underserved, vulnerable subgroups. This helps in understanding the meaning of the results and developing interventions that target groups most in need.

Analyze Dataset

The complete dataset is available electronically for additional analysis (there is a small fee for preparation). The dataset enables analyses of patterns in the results, how they are interrelated, and how they vary by different subgroups of students and across schools within a district. You can also request an analysis from the CalSCHLS TA Center as a custom service.

Add Questions to Your Next Surveys

Determine what additional information is needed from students to guide school improvement efforts and add questions to your next CHKS, staff, or parent surveys. All three surveys are designed so that schools can add additional questions to help them conduct a more individualized and comprehensive assessment.

Exhibit 1***Major School-related Domains and Constructs Assessed by CalSCHLS in Secondary Schools***

	Student Core	Student School Climate	Student Social Emotional Health	Staff Survey	Parent Survey
Student Well-Being					
Academic mindset			✓		
Academic motivation	✓	✓		✓	✓
Academic performance (grades)	✓				
Alcohol, tobacco, and drug use	✓			✓	✓
Attendance (absences, truancy, reasons absent)	✓			✓	
Behavioral self-control			✓		
Collaboration			✓		
Emotional self-regulation			✓		
Empathy			✓		
Gratitude			✓		
Optimism			✓		
Perceived safety	✓			✓	✓
Persistence			✓		
Problem Solving			✓		
School connectedness	✓				
Self-awareness			✓		
Self-efficacy			✓		
Social-emotional competencies and health			✓	✓	
Social emotional distress			✓		
Violence and victimization (bullying)	✓			✓	✓
Zest			✓		
School Climate					
Academic rigor and norms				✓	✓
College and career supports		✓		✓	✓
Family support			✓		
High expectations	✓			✓	✓
Meaningful participation and decision-making	✓			✓	✓
Parent involvement	✓			✓	✓
Quality of physical environment	✓	✓		✓	✓
Relationships among staff				✓	
Relationships among students		✓	✓	✓	✓
Relationships between students and staff	✓			✓	✓
Respect for diversity and cultural sensitivity		✓		✓	✓
Teacher and other supports for learning		✓		✓	✓
School Climate Improvement Practices					
Bullying prevention		✓		✓	✓
Discipline and order (policies, enforcement)		✓		✓	✓
Services and policies to address student needs				✓	
Social-emotional/behavioral supports		✓		✓	✓
Staff supports				✓	

ACKNOWLEDGMENTS

The CHKS and this report were developed by WestEd, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education Coordinated School Health and Safety Office. For more information, call the toll-free helpline at 888.841.7536, or visit the website at chks.wested.org.

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Survey Module Administration

Table 1

CHKS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	X
B. Alcohol and Other Drugs (AOD) Module	
C. Building Healthy Communities (BHC) Module	
D. Cal-Well Module	
E. Closing the Achievement Gap (CTAG) Module	
F. District Afterschool Module (DASM)	
G. Drug Free Communities (DFC) Module	
H. Gang Risk Awareness Module	
I. Gender & Sex-Based Harassment Module	
J. Military Connected School Module	
K. Physical Health & Nutrition Module	
L. Resilience & Youth Development Module	
M. Safety & Violence Module	
N. School Climate Module	
O. Sexual Behavior Module	
P. Social Emotional Health Module	
Q. Tobacco Module	
Z. Custom Questions	

Core Module Results

1. Survey Sample

Table A1.1

Student Sample for Core Module

	Grade 7	Grade 9	Grade 11	NT ^A
<i>Student Sample Size</i>				
Target sample	336	242	237	61
Final number	272	242	229	48
Response Rate	81%	100%	97%	79%

Note: ^ANT includes continuation, community day, and other alternative school types.

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate and Student Well-Being

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
School Engagement and Supports					
School connectedness [†]	19	12	10	29	A4.6
Academic motivation [†]	35	32	19	23	A4.6
Chronic truancy (twice a month or more often) [§]	4	6	9	11	A4.2
Caring adult relationships [‡]	24	21	21	46	A4.5
High expectations [‡]	40	29	27	52	A4.5
Meaningful participation [‡]	12	9	10	5	A4.5
Facilities upkeep	14	3	4	38	A4.13
School Safety and Substance Use					
School perceived as very safe or safe	52	55	57	67	A5.1
Experienced any harassment or bullying [§]	49	39	30	28	A5.2
Had mean rumors or lies spread about you [§]	41	33	27	35	A5.3
Been afraid of being beaten up [§]	28	16	9	4	A5.4
Been in a physical fight [§]	22	11	8	7	A5.4
Seen a weapon on campus [§]	23	15	12	11	A5.6
Been drunk or “high” on drugs at school, ever	4	8	11	34	A6.9
Mental and Physical Health					
Current alcohol or drug use [¶]	10	17	19	52	A6.5
Current binge drinking [¶]	1	5	5	22	A6.5
Very drunk or “high” 7 or more times	2	6	13	60	A6.7
Current cigarette smoking [¶]	1	1	1	11	A7.3
Current electronic cigarette use [¶]	4	6	7	18	A7.3
Experienced chronic sadness/hopelessness [§]	34	41	35	63	A8.4
Considered suicide [§]	na	21	19	30	A8.5

Notes: Cells are empty if there are less than 10 respondents.

[†] Average percent of respondents reporting “Strongly agree.”

[‡] Average percent of respondents reporting “Very much true.”

[§] Past 12 months.

[¶] Past 30 days.

na—Not asked of middle school students.

3. Demographics

Table A3.1

Gender of Sample

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Male	48	50	52	56
Female	52	50	48	44

Question HS/MS A.3: What is your sex?

Note: Cells are empty if there are less than 10 respondents.

Table A3.2

Hispanic or Latino

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	67	70	73	58
Yes	33	30	27	42

Question HS/MS A.5: Are you of Hispanic or Latino origin?

Note: Cells are empty if there are less than 10 respondents.

Table A3.3

Race

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
American Indian or Alaska Native	3	3	2	5
Asian	7	8	8	7
Black or African American	8	10	13	7
Native Hawaiian or Pacific Islander	2	0	3	0
White	28	38	35	32
Mixed (two or more) races	52	41	39	50

Question HS/MS A.6: What is your race?

Note: Cells are empty if there are less than 10 respondents.

Table A3.4***Living Situation***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A home with one or more parent or guardian	87	94	94	81
Other relative's home	3	2	1	6
A home with more than one family	3	3	3	6
Friend's home	0	0	0	0
Foster home, group care, or waiting placement	1	0	0	0
Hotel or motel	0	0	0	0
Shelter, car, campground, or other transitional or temporary housing	0	0	0	0
Other living arrangement	5	0	3	6

Question HS/MS A.8: What best describes where you live? A home includes a house, apartment, trailer, or mobile home.

Note: Cells are empty if there are less than 10 respondents.

Table A3.5***Highest Education of Parents***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Did not finish high school	4	10	12	33
Graduated from high school	18	19	24	17
Attended college but did not complete four-year degree	9	22	20	13
Graduated from college	38	33	32	23
Don't know	30	16	12	15

Question HS/MS A.9: What is the highest level of education your parents or guardians completed? (Mark the educational level of the parent or guardian who went the furthest in school.)

Note: Cells are empty if there are less than 10 respondents.

Table A3.6***Free or Reduced Price Meals Eligibility***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	33	38	45	17
Yes	48	52	50	72
Don't know	19	11	5	11

Question HS/MS A.10: Do you receive free or reduced-price lunches at school? (Receiving free or reduced-price lunches means that lunch at school is provided to you for free or you pay less for it.)

Note: Cells are empty if there are less than 10 respondents.

Table A3.7***Participation in Migrant Education Program, Past 3 Years***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	62	88	90	77
Yes	2	0	1	4
Don't know	37	12	9	19

Question HS/MS A.11: In the past three years, were you part of the Migrant Education Program or did your family move to find seasonal or temporary work in agriculture or fishing?

Note: Cells are empty if there are less than 10 respondents.

Table A3.8***Language Spoken at Home***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
English	73	73	73	85
Spanish	10	11	12	13
Mandarin	0	0	1	0
Cantonese	0	0	0	0
Taiwanese	0	0	0	0
Tagalog	3	1	0	0
Vietnamese	1	0	0	0
Korean	0	0	0	0
Other	13	16	13	2

Question HS/MS A.12: What language is spoken most of the time in your home?

Note: Cells are empty if there are less than 10 respondents.

Table A3.9
English Language Proficiency – All Students

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
How well do you...				
understand English?				
Very well	90	92	96	94
Well	10	8	4	6
Not well	0	0	0	0
Not at all	0	0	0	0
speak English?				
Very well	84	89	91	94
Well	15	11	8	6
Not well	0	0	1	0
Not at all	1	0	0	0
read English?				
Very well	82	88	90	81
Well	17	11	9	19
Not well	1	1	0	0
Not at all	0	0	0	0
write English?				
Very well	79	81	86	69
Well	18	18	13	31
Not well	3	0	1	0
Not at all	0	0	0	0
English Language Proficiency Status				
Proficient	79	86	89	79
Not proficient	21	14	11	21

Question HS/MS A.13-16: How well do you understand, speak, read, and write English?... Understand English... Speak English... Read English... Write English.

Notes: Cells are empty if there are less than 10 respondents.

English Language Proficiency was determined by creating a scale score using four survey questions - how well do you understand... speak... read... and write English. Response options are reverse coded so higher values indicate higher English proficiency level ("Not at all" (1); "Not well" (2); "Well" (3); and "Very well" (4)). The scale score was computed by averaging the survey responses. Respondents are categorized as "Proficient" or "Not Proficient" based on the English language proficiency scale.

Proficient: students with average item response > 3.5; and

Not Proficient: students with average item response ≤ 3.5.

Table A3.10**English Language Proficiency – Students Speaking a Language Other Than English at Home**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
How well do you... understand English?				
Very well	82	89	90	
Well	17	11	10	
Not well	1	0	0	
Not at all	0	0	0	
speak English?				
Very well	71	82	85	
Well	27	18	12	
Not well	0	0	3	
Not at all	1	0	0	
read English?				
Very well	79	80	82	
Well	18	19	18	
Not well	3	2	0	
Not at all	0	0	0	
write English?				
Very well	67	69	77	
Well	32	30	22	
Not well	1	2	2	
Not at all	0	0	0	
English Language Proficiency Status				
Proficient	69	78	82	
Not proficient	31	22	18	

Question HS/MS A.13-16: What language is spoken most of the time in your home?... How well do you understand, speak, read, and write English?... Understand English... Speak English... Read English... Write English.

Notes: Cells are empty if there are less than 10 respondents.

English Language Proficiency was determined by creating a scale score using four survey questions - how well do you understand... speak... read... and write English. Response options are reverse coded so higher values indicate higher English proficiency level ("Not at all" (1); "Not well" (2); "Well" (3); and "Very well" (4)). The scale score was computed by averaging the survey responses. Respondents are categorized as "Proficient" or "Not Proficient" based on the English language proficiency scale.

Proficient: students with average item response > 3.5; and

Not Proficient: students with average item response ≤ 3.5.

Table A3.11***Number of Days Attending Afterschool Program***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 days	70	74	73	85
1 day	8	9	6	0
2 days	6	5	6	0
3 days	4	3	3	10
4 days	6	2	3	0
5 days	6	7	8	4

Question HS/MS A.17: How many days a week do you usually go to your school's afterschool program?

Note: Cells are empty if there are less than 10 respondents.

Table A3.12***Military Connections***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	89	92	94	98
Yes	7	5	5	0
Don't know	4	3	1	2

Question HS A.128/MS A.117: Is your father, mother, or guardian currently in the military (Army, Navy, Marines, Air Force, National Guard, or Reserves)?

Note: Cells are empty if there are less than 10 respondents.

Table A3.13***Sexual Orientation***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Straight (not gay)	82	85	79	67
Gay or Lesbian	2	2	4	0
Bisexual	6	6	9	15
I am not sure yet	5	3	2	4
Something else	1	3	3	2
Decline to respond	5	1	4	11

Question HS A.129/MS A.118: Which of the following best describes you?

Note: Cells are empty if there are less than 10 respondents.

Table A3.14***Gender Identity***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No, I am not transgender	93	97	95	98
Yes, I am transgender	2	1	1	0
I am not sure if I am transgender	2	1	2	0
Decline to respond	3	1	2	2

Question HS A.130/MS A.119: Some people describe themselves as transgender when their sex at birth does not match the way they think or feel about their gender. Are you transgender?

Note: Cells are empty if there are less than 10 respondents.

4. School Performance, Supports, and Engagement

Table A4.1

Grades, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Mostly A's	17	16	8	4
A's and B's	25	31	29	23
Mostly B's	5	10	11	13
B's and C's	23	26	32	17
Mostly C's	6	5	11	15
C's and D's	14	10	8	13
Mostly D's	3	3	0	6
Mostly F's	6	0	0	10

Question HS/MS A.18: During the past 12 months, how would you describe the grades you mostly received in school?

Notes: Cells are empty if there are less than 10 respondents.

Table A4.2

Truancy, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times	73	69	65	68
1-2 times	12	12	15	4
A few times	10	12	10	17
Once a month	0	1	0	0
Twice a month	2	1	3	2
Once a week	1	2	3	0
More than once a week	2	3	4	9

Question HS/MS A.21: During the past 12 months, about how many times did you skip school or cut classes?

Notes: Cells are empty if there are less than 10 respondents.

Table A4.3***Absences, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I did not miss any days of school in the past 30 days	44	45	40	19
1 day	22	18	25	13
2 days	16	20	18	27
3 or more days	18	17	17	42

Question HS/MS A.19: In the past 30 days, how often did you miss an entire day of school for any reason?

Notes: Cells are empty if there are less than 10 respondents.

Table A4.4***Reasons for Absence, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply; I didn't miss any school	43	41	37	23
Illness (feeling physically sick), including problems with breathing or your teeth	39	43	46	62
Were being bullied or mistreated at school	4	1	0	0
Felt very sad, hopeless, anxious, stressed, or angry	8	9	11	21
Didn't get enough sleep	12	16	18	36
Didn't feel safe at school or going to and from school	2	3	2	0
Had to take care of or help a family member or friend	6	7	8	17
Wanted to spend time with friends	0	3	2	0
Use alcohol or drugs	0	0	1	0
Were behind in schoolwork or weren't prepared for a test or class assignment	2	6	15	9
Were bored or uninterested in school	3	7	7	6
Had no transportation to school	5	4	5	11
Other reason	17	13	13	19

Question HS/MS A.20: In the past 30 days, did you miss a day of school for any of the following reasons? (Mark All That Apply.)

Notes: Cells are empty if there are less than 10 respondents. Total percentages may exceed 100% for "mark all that apply" items.

Table A4.5***School Environment Scales (Developmental Supports)***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Total school supports					
<i>Average Reporting "Very much true"</i>	26	20	19	35	
High	27	20	21	39	
Moderate	48	48	51	48	
Low	25	32	28	13	
Caring adults in school					
<i>Average Reporting "Very much true"</i>	24	21	21	46	A4.7
High	27	23	25	51	
Moderate	52	57	59	43	
Low	20	20	16	6	
High expectations-adults in school					
<i>Average Reporting "Very much true"</i>	40	29	27	52	A4.8
High	46	36	30	57	
Moderate	41	49	55	36	
Low	12	14	15	6	
Meaningful participation at school					
<i>Average Reporting "Very much true"</i>	12	9	10	5	A4.9
High	9	6	8	7	
Moderate	37	27	36	26	
Low	54	66	57	67	

Notes: Cells are empty if there are less than 10 respondents.

Table numbers refer to tables with item-level results for the survey questions that comprise each scale.

Table A4.6***School Connectedness, Academic Motivation, and Parent Involvement Scales***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
School Connectedness					
<i>Average Reporting "Strongly agree"</i>	19	12	10	29	A4.10
High	41	43	33	57	
Moderate	44	48	55	40	
Low	15	9	12	2	
Academic Motivation					
<i>Average Reporting "Strongly agree"</i>	35	32	19	23	A4.11
High	34	31	15	23	
Moderate	38	47	54	32	
Low	28	22	30	45	
Parent Involvement in School					
<i>Average Reporting "Strongly agree"</i>	16	9	6	28	A4.12
High	32	27	16	53	
Moderate	40	45	50	43	
Low	28	28	34	4	

Notes: Cells are empty if there are less than 10 respondents.

Table numbers refer to tables with item-level results for the survey questions that comprise each scale.

Table A4.7***Caring Relationships Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Caring adults in school				
<i>Average Reporting "Very much true"</i>	24	21	21	46
<i>At my school, there is a teacher or some other adult... who really cares about me.</i>				
Not at all true	14	17	12	9
A little true	37	34	29	9
Pretty much true	29	30	38	40
Very much true	20	18	20	43
<i>who notices when I'm not there.</i>				
Not at all true	22	17	19	2
A little true	26	37	27	17
Pretty much true	26	25	33	34
Very much true	26	21	21	47
<i>who listens to me when I have something to say.</i>				
Not at all true	15	13	9	7
A little true	26	28	27	13
Pretty much true	31	35	41	30
Very much true	28	23	23	50

*Question HS/MS A.35, 37, 39: At my school, there is a teacher or some other adult... who really cares about me...
who notices when I am not there... who listens to me when I have something to say.*

Notes: Cells are empty if there are less than 10 respondents.

Table A4.8***High Expectations Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
High expectations-adults in school				
<i>Average Reporting "Very much true"</i>	40	29	27	52
<i>At my school, there is a teacher or some other adult... who tells me when I do a good job.</i>				
Not at all true	12	12	14	2
A little true	24	27	26	15
Pretty much true	32	40	36	34
Very much true	32	22	24	49
<i>who always wants me to do my best.</i>				
Not at all true	7	6	8	2
A little true	20	26	23	15
Pretty much true	24	33	40	28
Very much true	49	35	29	55
<i>who believes that I will be a success.</i>				
Not at all true	14	12	12	4
A little true	22	28	23	17
Pretty much true	26	29	38	26
Very much true	39	31	27	52

Question HS/MS A.36, 38, 40: At my school, there is a teacher or some other adult... who tells me when I do a good job... who always wants me to do my best... who believes that I will be a success.

Notes: Cells are empty if there are less than 10 respondents.

Table A4.9***Meaningful Participation Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Meaningful participation at school				
<i>Average Reporting "Very much true"</i>	12	9	10	5
<i>At school...</i>				
I do interesting activities.				
Not at all true	19	21	18	24
A little true	29	35	31	43
Pretty much true	26	24	28	24
Very much true	26	20	22	9
I help decide things like class activities or rules.				
Not at all true	48	64	53	52
A little true	30	23	26	37
Pretty much true	14	9	13	9
Very much true	8	5	9	2
I do things that make a difference.				
Not at all true	28	40	34	52
A little true	39	40	42	28
Pretty much true	21	11	17	15
Very much true	12	9	7	4
I have a say in how things work.				
Not at all true	49	54	48	59
A little true	26	29	30	28
Pretty much true	16	12	14	9
Very much true	9	5	8	4
I help decide school activities or rules.				
Not at all true	69	78	67	67
A little true	19	13	21	22
Pretty much true	7	5	6	4
Very much true	4	3	6	7

Question HS/MS A.41-45: At school... I do interesting activities... I help decide things like class activities or rules... I do things that make a difference... I have a say in how things work... I help decide school activities or rules.

Notes: Cells are empty if there are less than 10 respondents.

Table A4.10***School Connectedness Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School Connectedness				
<i>Average Reporting "Strongly agree"</i>	19	12	10	29
I feel close to people at this school.				
Strongly disagree	5	5	4	8
Disagree	6	9	14	15
Neither disagree nor agree	22	26	30	29
Agree	41	48	40	31
Strongly agree	26	13	12	17
I am happy to be at this school.				
Strongly disagree	9	7	7	2
Disagree	10	9	10	9
Neither disagree nor agree	26	31	37	32
Agree	34	39	36	30
Strongly agree	21	14	9	28
I feel like I am part of this school.				
Strongly disagree	14	6	8	4
Disagree	10	11	15	6
Neither disagree nor agree	26	32	31	23
Agree	35	41	36	40
Strongly agree	16	10	11	26
The teachers at this school treat students fairly.				
Strongly disagree	11	4	6	0
Disagree	18	11	9	0
Neither disagree nor agree	28	33	30	13
Agree	28	42	45	45
Strongly agree	14	10	10	43
I feel safe in my school.				
Strongly disagree	8	5	5	2
Disagree	14	6	7	2
Neither disagree nor agree	24	29	35	23
Agree	37	51	44	43
Strongly agree	18	10	8	30

Question HS/MS A.22-26: How strongly do you agree or disagree with the following statements?... I feel close to people at this school... I am happy to be at this school... I feel like I am part of this school... The teachers at this school treat students fairly... I feel safe in my school.

Note: Cells are empty if there are less than 10 respondents.

Table A4.11

Academic Motivation Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Academic Motivation				
<i>Average Reporting "Strongly agree"</i>	35	32	19	23
I try hard to make sure that I am good at my schoolwork.				
Strongly disagree	4	2	2	0
Disagree	6	4	7	4
Neither disagree nor agree	11	12	16	30
Agree	33	43	49	32
Strongly agree	47	39	26	34
I try hard at school because I am interested in my work.				
Strongly disagree	10	7	6	4
Disagree	17	8	18	17
Neither disagree nor agree	25	30	30	43
Agree	27	32	33	23
Strongly agree	21	22	12	13
I work hard to try to understand new things at school.				
Strongly disagree	4	3	3	2
Disagree	10	3	10	4
Neither disagree nor agree	18	23	25	38
Agree	38	43	47	36
Strongly agree	29	28	15	19
I am always trying to do better in my schoolwork.				
Strongly disagree	3	3	2	0
Disagree	4	2	7	4
Neither disagree nor agree	14	16	19	38
Agree	35	40	50	32
Strongly agree	44	39	22	26

Question HS/MS A.31-34: How strongly do you agree or disagree with the following statements?... I try hard to make sure that I am good at my schoolwork... I try hard at school because I am interested in my work... I work hard to try to understand new things at school... I am always trying to do better in my schoolwork.

Notes: Cells are empty if there are less than 10 respondents.

Table A4.12***Parent Involvement Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Parent Involvement in School				
<i>Average Reporting "Strongly agree"</i>	16	9	6	28
Teachers at this school communicate with parents about what students are expected to learn in class.				
Strongly disagree	9	8	6	2
Disagree	17	17	27	2
Neither disagree nor agree	29	33	41	23
Agree	28	33	20	40
Strongly agree	17	9	5	32
Parents feel welcome to participate at this school.				
Strongly disagree	9	1	7	2
Disagree	9	9	9	2
Neither disagree nor agree	37	49	49	44
Agree	30	30	28	29
Strongly agree	16	10	7	22
School staff takes parent concerns seriously.				
Strongly disagree	9	5	9	0
Disagree	14	11	11	2
Neither disagree nor agree	32	42	47	19
Agree	29	32	27	49
Strongly agree	15	9	5	30

Question HS/MS A.28-30: How strongly do you agree or disagree with the following statements?... Teachers at this school communicate with parents about what students are expected to learn in class... Parents feel welcome to participate at this school... School staff takes parent concerns seriously.

Notes: Cells are empty if there are less than 10 respondents.

Table A4.13***Quality of School Physical Environment***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
My school is usually clean and tidy.				
Strongly disagree	10	8	10	0
Disagree	16	18	22	2
Neither disagree nor agree	28	33	33	15
Agree	31	38	31	45
Strongly agree	14	3	4	38

Question HS/MS A.27: How strongly do you agree or disagree with the following statements?... My school is usually clean and tidy.

Notes: Cells are empty if there are less than 10 respondents.

5. School Violence, Victimization, and Safety

Table A5.1

Perceived Safety at School

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very safe	12	10	11	30
Safe	40	45	46	37
Neither safe nor unsafe	36	38	36	28
Unsafe	8	5	4	2
Very unsafe	4	2	3	2

Question HS A.99/MS A.88: How safe do you feel when you are at school?

Notes: Cells are empty if there are less than 10 respondents.

Table A5.2**Reasons for Harassment on School Property, Past 12 Months**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Race, ethnicity, or national origin				
0 times	74	82	84	91
1 time	11	5	6	2
2 or more times	15	13	10	7
Religion				
0 times	86	93	93	96
1 time	5	4	4	2
2 or more times	9	3	3	2
Gender (being male or female)				
0 times	87	92	96	93
1 time	7	3	0	4
2 or more times	7	5	4	2
Because you are gay or lesbian or someone thought you were				
0 times	81	92	92	91
1 time	5	2	4	2
2 or more times	13	7	5	7
A physical or mental disability				
0 times	91	96	97	98
1 time	3	1	2	0
2 or more times	6	3	0	2
You are an immigrant or someone thought you were				
0 times	93	93	96	96
1 time	3	2	2	2
2 or more times	5	5	2	2
Any of the above six reasons	43	27	26	17

Question HS A.115-120/MS A.105-110: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Your race, ethnicity, or national origin... Your religion... Your gender... Because you are gay or lesbian or someone thought you were... A physical or mental disability... You are an immigrant or someone thought you were.

Notes: Cells are empty if there are less than 10 respondents.

Table A5.2***Reasons for Harassment on School Property, Past 12 Months – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Any other reason				
0 times	73	78	87	80
1 time	10	8	5	2
2 or more times	16	14	8	17
Any harassment	49	39	30	28

Question HS A.115-121/MS A.105-111: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Your race, ethnicity, or national origin... Your religion... Your gender... Because you are gay or lesbian or someone thought you were... A physical or mental disability... You are an immigrant or someone thought you were... Any other reason.

Notes: Cells are empty if there are less than 10 respondents.

Table A5.3***Verbal Harassment at School, Past 12 Months***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>During the past 12 months, how many times on school property have you...</i>				
had mean rumors or lies spread about you?				
0 times	59	67	73	65
1 time	17	15	9	15
2 to 3 times	8	8	8	13
4 or more times	16	10	9	7
had sexual jokes, comments, or gestures made to you?				
0 times	60	63	72	73
1 time	13	15	8	4
2 to 3 times	10	7	6	9
4 or more times	16	14	13	13
been made fun of because of your looks or the way you talk?				
0 times	52	62	76	73
1 time	18	14	6	4
2 to 3 times	10	12	7	2
4 or more times	20	12	11	20
been made fun of, insulted, or called names?				
0 times	48	61	76	73
1 time	11	14	7	2
2 to 3 times	14	11	5	9
4 or more times	26	15	12	16

Question HS A.103-105, 114/MS A.93-95, 104: During the past 12 months, how many times on school property have you... had mean rumors or lies spread about you... had sexual jokes, comments, or gestures made to you... been made fun of because of your looks or the way you talk... been made fun of, insulted, or called names?

Notes: Cells are empty if there are less than 10 respondents.

Table A5.4

Violence and Victimization on School Property, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>During the past 12 months, how many times on school property have you...</i>				
<i>been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around?</i>				
0 times	65	80	89	89
1 time	14	8	6	9
2 to 3 times	9	5	2	2
4 or more times	12	7	3	0
<i>been afraid of being beaten up?</i>				
0 times	72	84	91	96
1 time	16	10	6	2
2 to 3 times	5	4	1	2
4 or more times	8	2	2	0
<i>been threatened with harm or injury?</i>				
0 times	83	87	93	96
1 time	9	7	3	4
2 to 3 times	5	2	2	0
4 or more times	3	3	3	0
<i>been in a physical fight?</i>				
0 times	78	89	92	93
1 time	10	6	4	2
2 to 3 times	8	4	3	4
4 or more times	4	2	0	0
<i>been threatened or injured with a weapon (gun, knife, club, etc.)?</i>				
0 times	92	95	96	98
1 time	4	3	0	0
2 to 3 times	3	1	2	0
4 or more times	1	0	1	2
<i>been offered, sold, or given an illegal drug?</i>				
0 times	87	78	84	87
1 time	6	9	7	2
2 to 3 times	5	8	5	2
4 or more times	3	5	4	9

Question HS A.100-102, 107, 111, 113/MS A.90-92, 97, 101, 103: During the past 12 months, how many times on school property have you... been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around... been afraid of being beaten up... been in a physical fight... been offered, sold, or given an illegal drug... been threatened or injured with a weapon (gun, knife, club, etc.) ... been threatened with harm or injury?

Note: Cells are empty if there are less than 10 respondents.

Table A5.5***Property Damage on School Property, Past 12 Months***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Had your property stolen or deliberately damaged				
0 times	74	80	86	93
1 time	13	14	7	2
2 to 3 times	5	4	3	0
4 or more times	8	2	4	4
Damaged school property on purpose				
0 times	91	97	95	98
1 time	7	2	3	0
2 to 3 times	1	0	1	2
4 or more times	2	1	0	0

Question HS A.106, 108/MS A.96, 98: During the past 12 months, how many times on school property have you... had your property stolen or deliberately damaged, such as your car, clothing, or books... damaged school property on purpose?

Note: Cells are empty if there are less than 10 respondents.

Table A5.6***Weapons Possession on School Property, Past 12 Months***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Carried a gun				
0 times	98	98	99	100
1 time	0	1	0	0
2 to 3 times	0	0	0	0
4 or more times	1	1	1	0
Carried any other weapon (such as a knife or club)				
0 times	92	94	95	96
1 time	4	2	2	2
2 to 3 times	2	2	1	0
4 or more times	2	2	1	2
Seen someone carrying a gun, knife, or other weapon				
0 times	77	85	88	89
1 time	14	6	7	11
2 to 3 times	4	5	2	0
4 or more times	5	4	2	0

Question HS A.109, 110, 112/MS A.99, 100, 102: During the past 12 months, how many times on school property have you... carried a gun... carried any other weapon (such as a knife or club)... seen someone carrying a gun, knife, or other weapon?

Note: Cells are empty if there are less than 10 respondents.

6. Alcohol and Other Drug Use

Table A6.1

Summary Measures of Level of AOD Use and Perceptions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Lifetime illicit AOD use to get “high” [†]	24	34	44	85	A6.2
Lifetime alcohol or drugs (any use)	24	38	47	85	A6.2
Lifetime very drunk or high (7 or more times)	2	6	13	60	A6.7
Lifetime drinking and driving involvement	31	15	13	35	A6.11
Current alcohol or drugs	10	17	19	52	A6.5
Current heavy drug uses	3	5	8	39	A6.5
Current heavy alcohol use (binge drinking)	1	5	5	22	A6.5
Current alcohol or drug use on school property	4	4	4	7	A6.8
Harmfulness of occasional marijuana use [‡]	35	30	24	20	A6.12
Difficulty of obtaining marijuana [§]	13	6	6	2	A6.13

Notes: Cells are empty if there are less than 10 respondents.

[†]*Excludes prescription pain medication, Diet Pills, and prescription stimulant.*

[‡]*Great harm.*

[§]*Very difficult.*

Table A6.2***Summary of AOD Lifetime Use***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol	17	30	34	72
Marijuana	10	19	32	80
Inhalants	7	2	1	2
Cocaine, Methamphetamine, or any amphetamines	na	2	0	15
Heroin	na	1	0	0
Ecstasy, LSD, or other psychedelics	na	3	2	24
Prescription pain killers, Diet Pills, or other prescription stimulant	na	13	11	34
Cold/Cough Medicines or other over-the-counter medicines to get “high”	na	6	6	24
Any other drug, pill, or medicine to get “high”	3	2	3	15
<i>Any of the above AOD use</i>	24	38	47	85
<i>Any illicit AOD use to get “high”[†]</i>	24	34	44	85

Notes: Cells are empty if there are less than 10 respondents.

[†]*Excludes prescription pain medication, Diet Pills, and prescription stimulant.*

na—Not asked of middle school students.

Table A6.3***Lifetime AOD Use***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one full drink)				
0 times	83	70	66	28
1 time	10	9	6	11
2 to 3 times	5	10	8	13
4 or more times	2	11	19	49
Marijuana (smoke, vape, eat, or drink)				
0 times	90	81	68	20
1 time	4	5	7	11
2 to 3 times	2	6	6	4
4 or more times	5	8	19	65
Inhalants				
0 times	93	98	99	98
1 time	3	1	0	0
2 to 3 times	1	0	1	0
4 or more times	3	0	0	2
Cocaine, Methamphetamine, or any amphetamines				
0 times	na	98	100	85
1 time	na	1	0	9
2 to 3 times	na	0	0	2
4 or more times	na	0	0	4
Heroin				
0 times	na	99	100	100
1 time	na	0	0	0
2 to 3 times	na	0	0	0
4 or more times	na	0	0	0
Ecstasy, LSD, or other psychedelics				
0 times	na	97	98	76
1 time	na	0	1	11
2 to 3 times	na	2	0	2
4 or more times	na	0	1	11

Question HS A.49-52, 54, 55/MS A.50-52: During your life, how many times have you used the following? One full drink of alcohol (such as a can of beer, glass of wine, wine cooler, or shot of liquor)... Marijuana (smoke, vape, eat, or drink)... Inhalants (things you sniff, huff, or breathe to get "high" such as glue, paint, aerosol sprays, gasoline, poppers, gases)... Cocaine, Methamphetamine, or any amphetamines (meth, speed, crystal, crank, ice)... Heroin... Ecstasy, LSD, or other psychedelics (acid, mescaline, peyote, mushrooms).

Notes: Cells are empty if there are less than 10 respondents.

na—Not asked of middle school students.

Table A6.3

Lifetime AOD Use – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Prescription pain medication or opioids, tranquilizers, or sedatives				
0 times	na	92	92	72
1 time	na	3	2	4
2 to 3 times	na	2	2	11
4 or more times	na	3	3	13
Diet Pills				
0 times	na	95	98	98
1 time	na	1	0	0
2 to 3 times	na	0	0	0
4 or more times	na	3	2	2
Ritalin™ or Adderall™ or other prescription stimulant				
0 times	na	98	99	79
1 time	na	0	1	9
2 to 3 times	na	0	0	4
4 or more times	na	2	0	9
Cold/Cough Medicines or other over-the-counter medicines to get “high”				
0 times	na	94	94	76
1 time	na	3	1	4
2 to 3 times	na	3	3	7
4 or more times	na	1	2	13
Any other drug, pill, or medicine to get “high” or for other than medical reasons				
0 times	97	98	97	85
1 time	2	0	0	2
2 to 3 times	1	0	1	4
4 or more times	1	1	2	9

Question HS A.56-60/MS A.54: During your life, how many times have you used the following?... Prescription pain medication or opioids (Vicodin™, OxyContin™, Percodan™, Lortab™), tranquilizers, or sedatives (Xanax™, Ativan™)... Diet Pills (Didrex, Dexedrine, Zinadrine, Skittles, M&M's)... Ritalin™ or Adderall™ or other prescription stimulant... Cold/Cough Medicines or other over-the-counter medicines to get “high”... Any other drug, pill, or medicine to get “high” or for other than medical reasons.

Notes: Cells are empty if there are less than 10 respondents.

na—Not asked of middle school students.

Table A6.4***Lifetime Marijuana Consumption***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>During your life, how many times have you used marijuana in any of the following ways...</i>				
Smoke it?				
0 times	92	80	71	22
1 time	3	7	6	7
2 to 3 times	1	4	5	4
4 or more times	4	9	18	67
In an electronic or e-cigarette or other vaping device?				
0 times	90	87	86	67
1 time	4	3	6	2
2 to 3 times	3	4	2	4
4 or more times	3	5	6	26
Eat or drink it in products made with marijuana?				
0 times	96	88	82	35
1 time	1	5	6	15
2 to 3 times	2	4	6	4
4 or more times	1	3	6	46

Question HS A.64-66/MS A.58-60: During your life, how many times have you used marijuana in any of the following ways... Smoke it?... In an electronic or e-cigarette or other vaping device?... Eat or drink it in products made with marijuana?

Note: Cells are empty if there are less than 10 respondents.

Table A6.5***Current AOD Use, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one or more drinks of alcohol)	6	13	12	40
Binge drinking (5 or more drinks in a row)	1	5	5	22
Marijuana (smoke, vape, eat, or drink)	6	8	15	42
Inhalants	2	0	0	0
Prescription drugs to get “high” or for reasons other than prescribed	na	1	1	2
Other drug, pill, or medicine to get “high” or for reasons other than medical	1	1	1	9
<i>Any drug use</i>	7	10	15	42
<i>Heavy drug use</i>	3	5	8	39
<i>Any AOD Use</i>	10	17	19	52
Two or more substances at the same time	na	2	3	11

Question HS A.70-76/MS A.64-68: During the past 30 days, on how many days did you use... one or more drinks of alcohol... five or more drinks of alcohol in a row, that is, within a couple of hours... marijuana (smoke, vape, eat, or drink)... inhalants (things you sniff, huff, or breathe to get “high”)... prescription drugs to get “high” or for reasons other than prescribed ... any other drug, pill, or medicine to get “high” or for reasons other than medical... two or more substances at the same time (for example, alcohol with marijuana, ecstasy with mushrooms)?

Notes: Cells are empty if there are less than 10 respondents.

Heavy drug use was calculated based on pattern of combined current drug use on three or more days (marijuana, inhalants, prescription pain medicine to get “high” (high school only) and any other illegal drug/pill to get “high”).

na—Not asked of middle school students.

Table A6.6***Frequency of Current AOD Use, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one or more drinks)				
0 days	94	87	88	60
1 or 2 days	6	9	10	19
3 to 9 days	1	3	1	16
10 to 19 days	0	0	0	2
20 or more days	0	0	0	2
Binge drinking (5 or more drinks in a row)				
0 days	99	95	95	78
1 or 2 days	1	4	4	17
3 to 9 days	0	1	1	4
10 to 19 days	0	0	0	0
20 or more days	0	0	0	0
Marijuana (smoke, vape, eat, or drink)				
0 days	94	92	85	58
1 or 2 days	3	3	7	4
3 to 9 days	1	1	4	9
10 to 19 days	0	2	3	7
20 or more days	0	2	1	22

Question HS A.70-72/MS A.64-66: During the past 30 days, on how many days did you use... one or more drinks of alcohol... five or more drinks of alcohol in a row, that is, within a couple of hours... marijuana (smoke, vape, eat, or drink)?

Note: Cells are empty if there are less than 10 respondents.

Table A6.7***Lifetime Drunk or “High”***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very drunk or sick after drinking alcohol				
0 times	96	88	83	43
1 to 2 times	3	9	13	17
3 to 6 times	0	2	3	19
7 or more times	1	1	1	21
“High” (loaded, stoned, or wasted) from using drugs				
0 times	94	83	73	26
1 to 2 times	2	8	6	7
3 to 6 times	2	4	7	7
7 or more times	1	6	13	61
Very drunk or “high” 7 or more times	2	6	13	60

Question HS A.61, 62/MS A.55, 56: During your life, how many times have you been... very drunk or sick after drinking alcohol... “high” (loaded, stoned, or wasted) from using drugs?

Note: Cells are empty if there are less than 10 respondents.

Table A6.8***Current AOD Use on School Property, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
0 days	97	97	97	96
1 to 2 days	3	1	2	4
3 or more days	0	2	1	0
Marijuana (smoke, vape, eat, or drink)				
0 days	98	97	98	96
1 to 2 days	1	2	0	2
3 or more days	1	1	1	2
Any other drug, pill, or medicine to get “high” or for reasons other than medical?				
0 days	100	100	99	100
1 to 2 days	0	0	0	0
3 or more days	0	0	0	0
Any of the above	4	4	4	7

Question HS A.80-82/MS A.72-74: During the past 30 days, on how many days on school property did you use... at least one drink of alcohol... marijuana (smoke, vape, eat, or drink)... any other drug, pill, or medicine to get “high” or for reasons other than medical?

Note: Cells are empty if there are less than 10 respondents.

Table A6.9***Lifetime Drunk or “High” on School Property***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times	96	92	89	66
1 to 2 times	3	6	6	4
3 to 6 times	1	1	3	6
7 or more times	0	1	2	23

Question HS A.63/MS A.57: During your life, how many times have you been... drunk on alcohol or “high” on drugs on school property?

Note: Cells are empty if there are less than 10 respondents.

Table A6.10
Cessation Attempts

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
Does not apply, don't use	na	88	80	49
0 times	na	9	16	33
1 time	na	3	2	11
2 to 3 times	na	0	1	4
4 or more times	na	0	0	2
Marijuana				
Does not apply, don't use	na	87	77	37
0 times	na	7	14	30
1 time	na	4	6	9
2 to 3 times	na	1	1	11
4 or more times	na	0	1	13

Question HS A.96, 97: How many times have you tried to quit or stop using... alcohol... marijuana?

Notes: Cells are empty if there are less than 10 respondents.

na—Not asked of middle school students.

Table A6.11***Drinking While Driving, Lifetime***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Driven a car when you had been using alcohol or drugs, or been in a car driven by a friend who had been using				
Never	na	85	87	65
1 time	na	5	4	0
2 times	na	4	2	4
3 to 6 times	na	2	3	13
7 or more times	na	3	4	17
Have ridden in a car driven by someone who had been using alcohol or drugs				
Never	69	na	na	na
1 time	8	na	na	na
2 times	6	na	na	na
3 to 6 times	3	na	na	na
7 or more times	14	na	na	na

Question HS A.98/MS A.87: During your life, how many times have you ever driven a car when you had been using alcohol or drugs, or been in a car driven by a friend when he or she had been using?... In your life, how many times have you ridden in a car driven by someone who had been using alcohol or drugs?

Notes: Cells are empty if there are less than 10 respondents.

na—Not asked of middle/high school students.

Table A6.12
Perceived Harm of AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol - drink occasionally				
Great	29	27	27	32
Moderate	26	31	30	28
Slight	18	32	23	34
None	28	10	20	6
Alcohol - 5 or more drinks once or twice a week				
Great	47	59	55	48
Moderate	17	22	22	37
Slight	9	9	5	11
None	26	11	18	4
Marijuana - use occasionally				
Great	35	30	24	20
Moderate	23	33	21	22
Slight	14	21	21	27
None	28	17	35	31
Marijuana - use daily				
Great	53	58	43	33
Moderate	11	20	18	22
Slight	8	9	11	22
None	27	13	27	24

Question HS A.87-90/MS A.79-82: How much do people risk harming themselves physically and in other ways when they do the following?... Drink alcohol (beer, wine, liquor) occasionally... Have five or more drinks of alcohol once or twice a week... Use marijuana occasionally (smoke, eat, or drink) ... Use marijuana daily.

Note: Cells are empty if there are less than 10 respondents.

Table A6.13***Perceived Difficulty of Obtaining Alcohol and Marijuana***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
Very difficult	13	4	7	2
Fairly difficult	11	8	8	9
Fairly easy	18	24	27	26
Very easy	17	39	32	43
Don't know	41	25	25	20
Marijuana				
Very difficult	13	6	6	2
Fairly difficult	9	6	6	4
Fairly easy	16	25	25	20
Very easy	22	40	39	59
Don't know	41	24	24	15

Question HS A.93, 94/MS A.85, 86: How difficult is it for students in your grade to get any of the following if they really want them?... Alcohol... Marijuana.

Note: Cells are empty if there are less than 10 respondents.

7. Tobacco Use

Table A7.1

Summary of Key CHKS Tobacco Indicators

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Use Prevalence and Patterns					
Ever smoked a whole cigarette	3	7	4	33	A7.2
Current cigarette smoking [†]	1	1	1	11	A7.3
Current cigarette smoking at school [†]	1	0	0	0	A7.4
Ever tried smokeless tobacco	3	2	2	13	A7.2
Current smokeless tobacco use [†]	1	0	0	5	A7.3
Current smokeless tobacco use at school [†]	1	0	0	2	A7.4
Ever used electronic cigarettes	12	20	29	52	A7.2
Current use of electronic cigarettes [†]	4	6	7	18	A7.3
Current use of electronic cigarettes at school [†]	1	2	2	0	A7.4
Cessation Attempts					
Tried to quit or stop using cigarettes	na	2	4	15	A7.5
Attitudes and Correlates					
Harmfulness of occasional cigarette smoking [‡]	31	37	39	35	A7.6
Harmfulness of smoking 1 or more packs/day [‡]	56	71	72	76	A7.6
Difficulty of obtaining cigarettes [§]	12	6	8	4	A7.8

Notes: Cells are empty if there are less than 10 respondents.

[†]Past 30 days.

[‡]Great harm.

[§]Very difficult.

na—Not asked of middle school students.

Table A7.2***Lifetime Tobacco Use***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A cigarette, even one or two puffs				
0 times	93	na	na	na
1 time	4	na	na	na
2 to 3 times	1	na	na	na
4 or more times	1	na	na	na
A whole cigarette				
0 times	97	93	96	67
1 time	1	3	0	7
2 to 3 times	1	1	1	2
4 or more times	0	2	3	24
Smokeless tobacco				
0 times	97	98	98	87
1 time	1	1	1	2
2 to 3 times	2	0	1	0
4 or more times	0	0	0	11
An electronic cigarette or other vaping device				
0 times	88	80	71	48
1 time	6	8	10	4
2 to 3 times	3	6	8	7
4 or more times	3	6	12	41

Question HS A.46-48/MS A.46-49: During your life, how many times have you used the following? A cigarette, even one or two puffs... A whole cigarette... Smokeless tobacco (dip, chew, or snuff)... Electronic cigarettes, e-cigarettes, or other vaping device such as e-hookah, hookah pens, or vape pens.

Notes: Cells are empty if there are less than 10 respondents.

na—Not asked of middle school students.

Table A7.3***Any Current Use and Daily Use***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
Any	1	1	1	11
Daily (20 or more days)	0	0	0	2
Smokeless tobacco				
Any	1	0	0	5
Daily (20 or more days)	0	0	0	0
Electronic cigarettes or other vaping device				
Any	4	6	7	18
Daily (20 or more days)	0	0	1	0

Question HS A.67-69/MS A.61-63: During the past 30 days, on how many days did you use... cigarettes... smokeless tobacco (dip, chew, or snuff)... electronic cigarettes, e-cigarettes, or other vaping device such as e-hookah, hookah pens, or vape pens?

Note: Cells are empty if there are less than 10 respondents.

Table A7.4***Current Smoking on School Property, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
0 days	99	100	100	100
1 or 2 days	1	0	0	0
3 to 9 days	0	0	0	0
10 to 19 days	0	0	0	0
20 or more days	0	0	0	0
Smokeless tobacco				
0 days	99	100	100	98
1 or 2 days	1	0	0	2
3 to 9 days	0	0	0	0
10 to 19 days	0	0	0	0
20 or more days	0	0	0	0
Electronic cigarettes or other vaping device				
0 days	99	98	98	100
1 or 2 days	1	2	0	0
3 to 9 days	0	0	0	0
10 to 19 days	0	0	0	0
20 or more days	0	0	1	0

Question HS A.77-79/MS A.69-71: During the past 30 days, on how many days on school property did you use... cigarettes... smokeless tobacco (dip, chew, or snuff)... electronic cigarettes, e-cigarettes, or other vaping device such as e-hookah, hookah pens, or vape pens?

Note: Cells are empty if there are less than 10 respondents.

Table A7.5***Cigarette Smoking Cessation Attempts***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply, don't use	na	95	93	74
0 times	na	3	4	11
1 time	na	2	2	7
2 to 3 times	na	0	1	7
4 or more times	na	0	1	2

Question HS A.95: How many times have you tried to quit or stop using cigarettes?

Notes: Cells are empty if there are less than 10 respondents.

na—Not asked of middle school students.

Table A7.6***Perceived Harm of Cigarette Smoking***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoke cigarettes occasionally				
Great	31	37	39	35
Moderate	21	39	32	26
Slight	21	13	10	28
None	27	11	19	11
Smoke 1 or more packs of cigarettes each day				
Great	56	71	72	76
Moderate	11	12	7	9
Slight	6	6	2	9
None	27	11	18	7

Question HS A.83, 84/MS A.75, 76: How much do people risk harming themselves physically and in other ways when they do the following?... Smoke cigarettes occasionally... Smoke 1 or more packs of cigarettes each day.

Note: Cells are empty if there are less than 10 respondents.

Table A7.7***Perceived Harm of E-Cigarette Use Compared to Smoking***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Use e-cigarettes or vaping device occasionally compared to smoking cigarettes				
Great	25	28	24	24
Moderate	25	35	31	30
Slight	20	24	23	33
None	30	12	22	13
Use e-cigarettes or vaping devices several times a day compared to smoking cigarettes				
Great	38	46	37	30
Moderate	21	30	29	35
Slight	15	14	15	22
None	27	11	19	13

Question HS A.85, 86/MS A.77, 78: How much do people risk harming themselves physically and in other ways when they do the following?... Use e-cigarettes (electronic) or vaping device occasionally compared to smoking cigarettes... Use e-cigarettes or vaping devices several times a day compared to smoking cigarettes.

Note: Cells are empty if there are less than 10 respondents.

Table A7.8***Perceived Difficulty of Obtaining Cigarettes and E-Cigarettes***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
Very difficult	12	6	8	4
Fairly difficult	12	14	11	7
Fairly easy	18	32	27	17
Very easy	12	16	23	43
Don't know	47	32	31	28
E-Cigarettes or vaping device				
Very difficult	9	5	5	4
Fairly difficult	14	8	8	9
Fairly easy	19	29	30	15
Very easy	14	34	25	46
Don't know	45	25	32	26

Question HS A.91, 92/MS A.83, 84: How difficult is it for students in your grade to get any of the following if they really want them?... Cigarettes.... E-cigarettes (electronic) or vaping device

Note: Cells are empty if there are less than 10 respondents.

8. Other Physical and Mental Health Risks

Table A8.1

Cyber Bullying, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times (never)	68	77	81	85
1 time	14	11	9	4
2 to 3 times	8	5	6	4
4 or more times	10	7	3	7

Question HS A.122/MS A.112: During the past 12 months, how many times did other students spread mean rumors or lies, or hurtful pictures, about you online, on social media, or on a cell phone?

Note: Cells are empty if there are less than 10 respondents.

Table A8.2

Alone After School

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Never	39	na	na	na
1 day	14	na	na	na
2 days	9	na	na	na
3 days	5	na	na	na
4 days	2	na	na	na
5 days	31	na	na	na

Question MS A.89: In a normal week, how many days are you home after school for at least one hour without an adult there?

Notes: Cells are empty if there are less than 10 respondents.

na—Not asked of high school students.

Table A8.3***Eating of Breakfast***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	37	43	47	60
Yes	63	57	53	40

Question HS A.126/MS A.115: Did you eat breakfast today?

Note: Cells are empty if there are less than 10 respondents.

Table A8.4***Chronic Sad or Hopeless Feelings, Past 12 Months***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	66	59	65	37
Yes	34	41	35	63

Question HS A.124/MS A.114: During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?

Note: Cells are empty if there are less than 10 respondents.

Table A8.5***Seriously Considered Attempting Suicide, Past 12 Months***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	na	79	81	70
Yes	na	21	19	30

Question HS A.125: During the past 12 months, did you ever seriously consider attempting suicide?

Notes: Cells are empty if there are less than 10 respondents.

na—Not asked of middle school students.

Table A8.6***Gang Involvement***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	95	96	96	91
Yes	5	4	4	9

Question HS A.123/MS A.113: Do you consider yourself a member of a gang?

Note: Cells are empty if there are less than 10 respondents.

9. Race/Ethnic Breakdowns

Table A9.1

School Supports and Engagement by Race/Ethnicity - 7th Grade

Percent of Students (%)	Grade 7						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
School Environment							
Total school supports [†]	24		30	27		24	26
Caring adults in school [†]	23		33	30		18	26
High expectations-adults in school [†]	38		42	35		40	42
Meaningful participation at school [†]	11		13	15		12	11
School Connectedness[†]	21		28	10		14	20
Academic Motivation[†]	32		56	31		33	35
Parent Involvement in School[†]	19		28	6		14	17

Notes: Cells are empty if there are less than 10 respondents. H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; Mixed: Mixed (two or more) races. [†] Average percent of respondents reporting "Strongly agree." [‡] Average percent of respondents reporting "Very much true."

Table A9.2

School Supports and Engagement by Race/Ethnicity - 9th Grade

Percent of Students (%)	Grade 9						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
School Environment							
Total school supports [†]	23		16	18		16	24
Caring adults in school [†]	25		21	24		16	25
High expectations-adults in school [†]	33		25	23		27	33
Meaningful participation at school [†]	11		1	7		5	15
School Connectedness[†]	13		5	11		10	16
Academic Motivation[†]	37		44	35		23	34
Parent Involvement in School[†]	12		6	17		4	13

Notes: Cells are empty if there are less than 10 respondents. H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; Mixed: Mixed (two or more) races. [†] Average percent of respondents reporting "Strongly agree." [‡] Average percent of respondents reporting "Very much true."

Table A9.3

School Supports and Engagement by Race/Ethnicity - 11th Grade

Percent of Students (%)	Grade 11						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
School Environment							
Total school supports [†]	20		20	23		18	19
Caring adults in school [†]	23		14	25		20	22
High expectations-adults in school [†]	27		31	29		27	23
Meaningful participation at school [†]	11		15	14		8	11
School Connectedness[†]	12		14	10		11	9
Academic Motivation[†]	21		26	14		14	20
Parent Involvement in School[†]	5		10	6		4	7

Notes: Cells are empty if there are less than 10 respondents. H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; Mixed: Mixed (two or more) races. [†]Average percent of respondents reporting "Strongly agree." [‡]Average percent of respondents reporting "Very much true."

Table A9.4

School Supports and Engagement by Race/Ethnicity - Non-Traditional

Percent of Students (%)	NT						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
School Environment							
Total school supports [†]	38					35	39
Caring adults in school [†]	55					44	53
High expectations-adults in school [†]	55					51	59
Meaningful participation at school [†]	4					2	4
School Connectedness[†]	40					18	30
Academic Motivation[†]	29					10	26
Parent Involvement in School[†]	37					15	35

Notes: Cells are empty if there are less than 10 respondents. H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; Mixed: Mixed (two or more) races. [†]Average percent of respondents reporting "Strongly agree." [‡]Average percent of respondents reporting "Very much true."

Table A9.5***Feeling Safe or Very Safe at School by Race/Ethnicity***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	50	57	58	74
American Indian or Alaska Native				
Asian	63	53	44	
Black or African American	58	36	64	
Native Hawaiian or Pacific Islander				
White	46	57	65	62
Mixed (two or more) races	51	60	48	71

Note: Cells are empty if there are less than 10 respondents.

Table A9.6***Harassment Due to Six Reasons at School in the Past 12 Months by Race/Ethnicity***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	45	29	24	11
American Indian or Alaska Native				
Asian	58	41	35	
Black or African American	30	18	38	
Native Hawaiian or Pacific Islander				
White	43	26	25	36
Mixed (two or more) races	43	24	27	5

Notes: Cells are empty if there are less than 10 respondents.

The six reasons include race, ethnicity or national origin; religion; gender (being male or female); sexual orientation; a physical or mental disability; and immigrant status.

Table A9.7***Any Harassment or Bullying at School in the Past 12 Months by Race/Ethnicity***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	48	40	28	21
American Indian or Alaska Native				
Asian	63	53	35	
Black or African American	30	27	38	
Native Hawaiian or Pacific Islander				
White	54	38	29	57
Mixed (two or more) races	48	37	32	10

Note: Cells are empty if there are less than 10 respondents.

Table A9.8***Any Alcohol Use at School in the Past 30 Days by Race/Ethnicity***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	4	6	7	11
American Indian or Alaska Native				
Asian	5	0	0	
Black or African American	0	5	0	
Native Hawaiian or Pacific Islander				
White	3	1	4	0
Mixed (two or more) races	3	5	4	10

Notes: Cells are empty if there are less than 10 respondents.

Table A9.9***Cigarette Smoking in the Past 30 Days by Race/Ethnicity***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	2	1	0	5
American Indian or Alaska Native				
Asian	0	0	0	
Black or African American	0	0	0	
Native Hawaiian or Pacific Islander				
White	1	0	1	17
Mixed (two or more) races	1	1	0	10

Notes: Cells are empty if there are less than 10 respondents.

Table A9.10***Any Alcohol Use in the Past 30 Days by Race/Ethnicity***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	10	15	10	33
American Indian or Alaska Native				
Asian	5	6	6	
Black or African American	10	9	12	
Native Hawaiian or Pacific Islander				
White	8	14	10	50
Mixed (two or more) races	5	14	16	40

Note: Cells are empty if there are less than 10 respondents.

Table A9.11***Any Marijuana Use in the Past 30 Days by Race/Ethnicity***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	7	6	15	53
American Indian or Alaska Native				
Asian	0	6	0	
Black or African American	15	5	12	
Native Hawaiian or Pacific Islander				
White	4	10	14	42
Mixed (two or more) races	6	8	23	38

Notes: Cells are empty if there are less than 10 respondents.

Table A9.12***Chronic Sad or Hopeless Feelings in the Past 12 Months by Race/Ethnicity***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	38	47	32	58
American Indian or Alaska Native				
Asian	53	38	47	
Black or African American	28	19	30	
Native Hawaiian or Pacific Islander				
White	38	40	34	69
Mixed (two or more) races	30	52	40	52

Note: Cells are empty if there are less than 10 respondents.

10. Gender Breakdowns

Table A10.1

School Supports and Engagement by Gender

	Grade 7		Grade 9		Grade 11		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
<i>School Environment</i>								
Total school supports [†]	23	28	22	18	21	17	29	40
Caring adults in school [‡]	20	29	24	18	23	18	40	51
High expectations-adults in school [‡]	37	43	31	27	28	25	48	55
Meaningful participation at school [‡]	11	12	10	7	12	9	0	10
<i>School Connectedness</i> [†]	17	21	11	12	10	9	26	31
<i>Academic Motivation</i> [†]	39	32	36	27	22	15	26	20
<i>Parent Involvement in School</i> [†]	16	17	8	10	6	5	29	27

Notes: Cells are empty if there are less than 10 respondents.

[†]Average percent of respondents reporting "Strongly agree."

[‡]Average percent of respondents reporting "Very much true."

Table A10.2

Select Perceived Safety, Harassment, Alcohol and Other Drug Use, and Mental Health Measures by Gender

	Grade 7		Grade 9		Grade 11		NT	
	Female	Male	Female	Male	Female	Male	Female	Male
	%	%	%	%	%	%	%	%
Perceived Safety at School								
Feel safe or very safe at school	47	58	53	57	54	59	55	77
Harassment/Bullying at School								
<i>During the past 12 month at school, have you been...</i>								
harassed/bullied for any of the six reasons	46	38	34	19	31	22	20	15
harassed/bullied for any reasons	56	40	47	31	38	23	35	22
Current ATOD Use								
<i>During the past 30 days, did you...</i>								
have at least one drink of alcohol at school	5	0	3	4	1	5	5	4
smoke cigarettes	1	0	2	0	0	2	10	12
have at least one drink of alcohol	11	1	16	10	8	15	30	48
use marijuana	6	5	8	9	12	18	40	44
Mental Health								
Chronic sad or hopeless feelings, past 12 months	42	24	56	27	47	24	65	62

Note: Cells are empty if there are less than 10 respondents.

Appendix I

2017-18 CHKS Secondary Survey Response Rates

Eligible Schools	7th %	9th %	11th %	NT %
Center High		100	97	
McClellan High (Continuation)				79
Wilson C. Riles Middle	81			

Notes: Response rates are presented by grade level. Eligible schools listed are based on CBEDS 2017-18 public school and enrollment data files. Directly funded charter schools have been excluded from the list.

Appendix II

California Healthy Kids Survey Content Overview

This brief guide to key CHKS Core Module indicators is designed to help survey users more easily understand and interpret their findings.¹ References are provided to the tables in CHKS reports where results for the indicators discussed can be found. References are also made to relevant CHKS reports and factsheets and What Works Briefs (guides to best practices) that provide further information. These valuable resources can be downloaded, respectively, from the CHKS and California Safe and Supportive Schools websites (chks.wested.org/using-results/factsheets; californias3.wested.org/tools/research; californias3.wested.org/tools/wwb).

Special attention is directed toward indicators related to the requirements of California's Local Control and Accountability Plans (LCAP).² For a summary of state-level LCAP-related baseline data, see CHKS Factsheet #15.

MAIN CONTENT FOCUS: SCHOOL CLIMATE AND THE NEEDS OF THE WHOLE CHILD

The main purpose of the CHKS Core Module is to assess indicators of school climate, pupil engagement, and student supports, all three key priorities required of Local Control and Accountability Plans. It seeks to provide schools with essential data to determine the degree to which they provide the conditions and supports that all youth need to succeed in school and developmentally thrive. Twenty-nine items assessing seven domains are used to calculate a School Climate Index (SCI) score that is included in a *School Climate Report Card* that districts can request at the district and school level. The items used in the SCI assess school connectedness, developmental supports (e.g., caring adult relationships), perceived safety, bullying, and victimization.

School climate, as measured by the CHKS, is strongly related to student performance on standardized academic tests. Data show that, for high school students, as CHKS School Climate Index (SCI) scores increased—as the schools became safer, more supportive, and more engaging—test performance as measured by the state's Academic Performance Index (API) increased as well (School Climate Factsheet #3).

In a ground-breaking analysis, a positive school climate was a distinguishing characteristic of California secondary schools that “beat the odds” and consistently performed better on the state's standardized tests than *would be predicted* based on the characteristics of their students (i.e., comparing schools with similar student demographics). The higher (more positive) the CHKS School Climate Index score, the greater the probability there was for beating the odds. School climate was more strongly associated with beating the odds than a school's level of personnel resources (School Climate Factsheet #6).³

¹ To see how local results compare with state averages in California, download a copy of the latest Biennial Statewide CHKS report (chks.wested.org/reports). The Biennial report provides results from a randomly-selected, representative state sample. County level reports are also available on the CHKS website.

² For a guide to how CalSCHLS survey items align with LCAP indicator requirements, download *Helpful Resources for Local Control and Accountability Plans* at surveydata.wested.org/resources/LCAP_Cal_SCHLS.pdf.

³ Voight, Austin, & Hanson, (2013). Download www.wested.org/online_pubs/hd-13-10.pdf

More generally, the CHKS Core Module provides data to help understand the degree to which schools address the needs of the Whole Child. CHKS data show that California secondary schools made greater progress in raising standardized test scores over a one-year period when they had higher percentages of students who: (1) were less engaged in risky behaviors such as substance use and violence; (2) were more likely to eat nutritiously and exercise; and (3) reported experiencing caring adult relationships and high expectations at school. These results suggest that addressing the health and developmental needs of youth is a critical component of a comprehensive strategy for meeting accountability demands for improved academic performance (CHKS Factsheet #3).

GRADE-LEVEL PATTERNS

More than twenty years of survey administration has demonstrated that as youth progress through secondary school, they become: (1) less likely to feel connected to school and be academically motivated; and (2) more likely to report truancy, involvement in substance use, and chronic sadness and hopelessness.

- **Seventh graders** report the highest rates of harassment and victimization, as well as participation in a physical fight and seeing a weapon on campus.
- **Ninth graders** report the lowest rates of developmental support and perceived safety.
- In interpreting the results for **11th graders** take into consideration that many youth who are most disengaged and involved in high risk behaviors may have already dropped out of school or did not participate in the survey because of truancy or absenteeism.
- Across risk behaviors and problem indicators, **nontraditional (continuation school) students** reported prevalence rates at least twice those of 11th graders in a comprehensive school setting. They also exhibited lower perceived school safety, school connectedness, and developmental supports. Continuation school students are a highly vulnerable population in need of a wide range of academic, social, emotional, and behavioral supports and intervention services (CHKS Factsheet #7).

DEMOGRAPHIC CHARACTERISTICS AND POPULATION SUBGROUP DIFFERENCES

Demographic Characteristics (Tables A3.1-3.14)

A wide range of data on the demographic and background characteristics of the survey respondents is provided (in 14 tables) to help users gain a better sense of how representative the survey sample is compared to the student population overall. This also enables users to analyze their data to determine how survey results vary by important subgroups in the school and help them identify, and target programs at, the youth most in need. School districts can use these data to meet the Local Control and Accountability Plan (LCAP) requirement to demonstrate actions across state priorities in regard to six numerically significant subgroups: ethnicity, socioeconomically (SES) disadvantaged, English learners, pupils with disabilities, foster youth, and homeless youth—all categories assessed by the CHKS. In the standard CHKS report, and in the Query CHKS system, breakdowns for selected key indicators are provided by race/ethnicity and gender. Districts/schools

can request reports disaggregating all their results by demographic characteristics from their Regional CHKS Technical Assistance Center.

Racial-Ethnic Identification (Tables A3.2-3.3)

Respondents self-report their identification with six racial/ethnic groups plus mixed (two or more) race. Comparing these data with other evidence of the racial-ethnic composition of student enrollment provides insight into how representative are the survey results. In one study of CHKS data, both academic performance and school well-being—the degree to which students feel safe at, supported by, and connected to the school—varied consistently and persistently across schools by racial/ethnic groupings. They were lowest in schools with large proportions of African American and Hispanic students, as well as in low-income schools. Controlling for socioeconomic status and other school demographic characteristics reduced these racial/ethnic group differences, but they still remained. This suggests that school climate factors related to student well-being may also play a role in the racial-ethnic achievement gap. One strategy to close the gap thus may be to enhance learning supports that foster caring adult relationships, high expectations, meaningful participation, safety, and connectedness in schools serving large proportions of low-income African American and Hispanic students (CHKS Factsheet #8).

In the majority of cases, with notable exceptions for Asians, *the racial/ethnic gaps in performance, engagement, perceived support, and safety are greater within-schools than between-schools*. African American, Latino, and Asian students feel less safe, engaged, and supported than their White peers *within the same school*. Inequities in these factors, for the various racial/ethnic groups, can possibly contribute to the achievement gap. Further, these findings suggest that practices designed to ensure equal access to academic resources, opportunities, learning supports, and promotion of common experiences may be effective in ameliorating the gap (CHKS Factsheet #13).

Foster Care Youth (Table A3.4)

Compared to youth who live with their parents, foster care youth report much higher rates of substance abuse, poor school attendance and grades, more violence-related behaviors, more harassment, and higher depression risk. They were also more likely to be low in caring adult relationships and total environmental assets (CHKS Factsheet #6).

SPECIFIC CONTENT AREAS

Self-Reported Grades (Table A4.1)

The CHKS asks students to indicate what grades they mostly received in school in the past 12 months. Although self-reports are not as accurate as actual report card data, they provide a general sense of the school performance of the survey respondents from their self-perception. To learn more about the factors that might be causing poor performance, request a CHKS report showing how all the survey results vary by level of performance.

Absenteeism and Truancy (Tables A4.2-4.3)

Before top teachers with quality curriculums and engaging activities can even attempt to improve academic performance, the students have to show up. The CHKS report provides data to identify what proportion of respondents are at risk of chronic absenteeism (missed 3 or more of the past 30

school days), what were the reasons for absences, and the level of truancy. Users can request reports looking at the characteristics of youth based on the absenteeism and truancy to guide efforts to improve the LCAP pupil engagement priority.

Poor attendance is a marker of a wider variety of other problems, including low school connectedness and learning engagement. Both the US Department of Education and the California Office of the Attorney General have launched initiatives designed to raise awareness about and combat chronic absenteeism, generally defined as missing 10% of school days. According to a report by Attendance Works, the nation's large and persistent education achievement gaps are rooted in a largely hidden crisis of chronic absenteeism, especially among low-income and minority children.⁴ Biennial State CHKS data (Table A4.3) indicate that generally, after illness, the most important reasons for being absent in secondary school are not getting enough sleep and anxiety or stress, followed by being behind in school work, and being bored or uninterested in school.

Among high school staff statewide, truancy is the top-rated of fourteen potential school problems assessed by the California School Staff Survey (Table A8.4). Truancy has been identified as one of the most powerful predictors of both poor achievement and delinquency.⁵ Truants are also more likely to use drugs and have deviant friends.

Developmental Supports (Tables A4.5, A4.7-4.9)

Research shows that when schools (or families or communities) provide three developmental supports measured by the CHKS—**caring adult relationships, high expectations, and opportunities for meaningful participation**—students are more likely to report more positive academic, social-emotional, and health outcomes, including higher grades, school connectedness, attendance, and perceived safety. CHKS results overall suggest that the great majority of students do not receive sufficient levels of support and that the supports received are lower in high school than in middle school, even though student need for them is arguably higher (CHKS Factsheets #1 and #3; School Climate Factsheets #1 and #2, What Works Briefs #1 and #2).

School Connectedness (Table A4.6)

School connectedness is one of the indicators of school climate that a California school district must address in its LCAP. Research shows that school connectedness is associated with multiple positive academic, social-emotional, and health outcomes. The CHKS five-item School Connectedness Scale is an important differentiator between low-performing and high-performing high schools and has value as an indicator of school quality. School connectedness appears to have increased in California in the second half of the last decade, but it still declines markedly after elementary school. A substantial majority of high school students are not highly connected to their schools. This may be related at least in part to their lower levels of developmental support. The lowest rates of both connectedness and test scores are in low-income schools. The online Query

⁴ Attendance Works & Everyone Graduates Center. (2017, September). *Portraits of Change: Aligning School and Community Resources to Reduce Chronic Absence*. Available at www.attendanceworks.org/research/attendance-works-reports

⁵ Robins & Ratcliff, (1978). *Long Range Outcomes Associated With School Truancy*. Rockville, MD: Public Health Service (DHEW). Garry, E. M., & Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention. (1996). *Truancy: First Step to a Lifetime of Problems*. Cairns, R. B., Cairns, B. D., & Neckerman, H. J. (1989). Early school dropout: Configurations and determinants. *Child Dev*, 60(6), 1437-52.

CHKS system shows how key survey indicators vary by school connectedness (see School Climate Factsheet #5, What Works Brief #4).

Perceived Safety (Table A5.1)

Perceived safety is another indicator districts/schools are required to monitor as part of their LCAP. Perceived school safety is more than the antithesis of violence. Perceived school safety is psychological as well as physical. Feelings of insecurity can have multiple sources, not all of which correctly reflect the level of danger and violence on a school campus, such as verbal bullying. Both physical and psychological safety are essential for high quality teaching and learning. If students report low levels of perceived school safety, pay close attention to all the indicators related to bullying and victimization, as well as mental health. Schools may want to request comparisons of students' perceptions of their own safety with the actual level of violence and other safety-related indicators self-reported by students. A follow-up focus group or Student Listening Circle asking why students do not feel safe is recommended (see School Climate What Works Brief #3).

Violent and Nonviolent Misbehavior on School Property (Tables A5.2-5.6)

The CHKS asks students a wide range of questions to ascertain the scope and nature of physical and verbal violence and victimization that occurs on campus, as well as vandalism. Physical violence and weapons on campus (Tables A5.4, A5.6) have long been a major public concern. Equally disruptive are the uncounted acts of bullying, teasing, and other nonviolent misbehavior among youth, such as substance use and sales on campus.⁶ These behaviors adversely affect not only students' ability to learn and willingness to attend school, but also the overall school environment, the ability of teachers to teach, and the willingness of adults to enter the teaching profession⁷ (see School Climate What Works Briefs #5 and #6).

Harassment (Tables A5.2-5.3)

Nonviolent harassment in any form—threats, intimidation, rumors, and ostracism—can instill a sense of vulnerability, isolation, frustration, and fear among its victims, leading to engagement in health risk behaviors or avoidance behaviors such as missing school and social isolation. This type of misbehavior, vastly more common than any other, ruins the school day for many students. In *Bruised Inside* (2000), the National Association of Attorneys General describes harassment by peers as one of the two causes for kids to express anger using guns, knives, and fists.⁸

The CHKS asks about the frequency with which students experienced any bullying/harassment related to six bias-related categories (gender, race/ethnicity, disability, sexual identity, religion, immigrant status), as well as for any other reason. Analysis of this data show that victims of harassment are more likely to not feel safe at, and connected to, school; to have higher truancy; and to experience lower developmental (resilience) supports at school. They report higher rates of fighting and weapons possession at school, as well as risk of depression. Students who report bias-related harassment, particularly for disability and sexual orientation, have poorer well-being than

⁶ Juvonen, J., & Graham, S. (2001). *Peer harassment in school: The plight of the vulnerable and victimized*. New York: Guilford Press.

⁷ Barton, P. E. (2001). *Facing the hard facts in education reform*. Princeton, NJ: Educational Testing Service.

⁸ Horn, D. M., National Association of Attorneys General., & Washington (State). (2000). *Bruised inside: What our children say about youth violence, what causes it, and what we need to do about it: A report of the National Association of Attorneys General (NAAG)*. Washington, DC: National Association of Attorneys General.

students who were only harassed for other reasons (CHKS Factsheets #4 and #10; see also School Climate What Works Brief #7).

Substance Abuse (Tables A6.1-6.11)

The misuse of alcohol and other drugs continues to be among the most important issues confronting the nation. For schools, the problem is particularly relevant. Years of research have shown that adolescent substance use is closely connected to academic performance and contributes to raising the level of truancy and absenteeism, special education, disciplinary problems, disengagement and dropout rates, teacher turnover, and property damage. Reflecting this, on the California School Staff Survey (Table A9.12), high school staff statewide are more likely to perceive alcohol and drug use as moderate to severe problems at their schools than all of seven violence-related indicators (49% for both alcohol and drugs in 2004-06), ranking them among the top 3 of 14 problem indicators.

Use at school is especially troubling (Tables A6.8-6.9). It reflects a level of drug involvement so pervasive that the potential repercussions for violation of school rules are disregarded by these youths. This is behavior that threatens not only the user's learning ability but also school efforts to educate all youth. An analysis of CHKS data found that that substance use and intoxication at school, being offered drugs at school, and lifetime intoxication, were significantly related to changes in California achievement test scores one year later. Schools with proportionately large numbers of students who reported these behaviors exhibited smaller gains in test scores than other schools⁹ (CHKS Factsheet #3; see also School Climate What Works Brief #8).

Cigarette Smoking (Tables A7.1-7.4)

Current smokers are significantly more likely than nonsmokers to engage in alcohol and other drug use, be involved in violence and gang membership, and experience school-related problems and disengagement. To a lesser extent, current smokers are also more likely than nonsmokers to be victims of violence and harassment, feel unsafe at school, and experience incapacitating sadness and loneliness. These results suggest that efforts to reduce student smoking may be more successful if embedded in approaches that address a broad range of risk behaviors and problems (CHKS Factsheet #2 and #5).

Mental Health (Tables A8.4-8.5)

The CHKS Core provides two measures for assessing mental health among students: (1) whether they experience chronic, incapacitating sadness or hopelessness; and (2) whether they ever contemplated suicide. Students who experience chronic sadness, compared to their peers who do not, are at elevated risk of a wide range of educational, health, social, and emotional problems, including lower school attendance, performance, and connectedness. They also report lower levels of the developmental supports in their schools and communities that have been shown to mitigate these problems. Similar findings are found among youth who have contemplated suicide (CHKS Factsheets #11 and #12).

⁹ Hanson, T. L., Austin, G. A., & Lee-Bayha, J. (2004). *Ensuring that No Child is Left Behind: How are Student Health Risks & Resilience Related to the Academic Progress of Schools*. San Francisco: WestEd.

Center Unified School District

AGENDA REQUEST FOR:

Dept./Site: Family Resource Center

Action Item

To: Board of Trustees

Information Item X

Date: 10/5/2018

Attached Pages 7

From: Ryan Miranda

Principal's Initials: 

SUBJECT

Family Resource Center update

RECOMMENDATION:

AGENDA ITEM #



CJUSD Family Resource Center Homeless & Foster Youth Update



PRESENTED BY:

RYAN MIRANDA, Program Coordinator & Homeless & Foster Liaison

ANNE WALTERS-COOKE, Integrated Services Technician



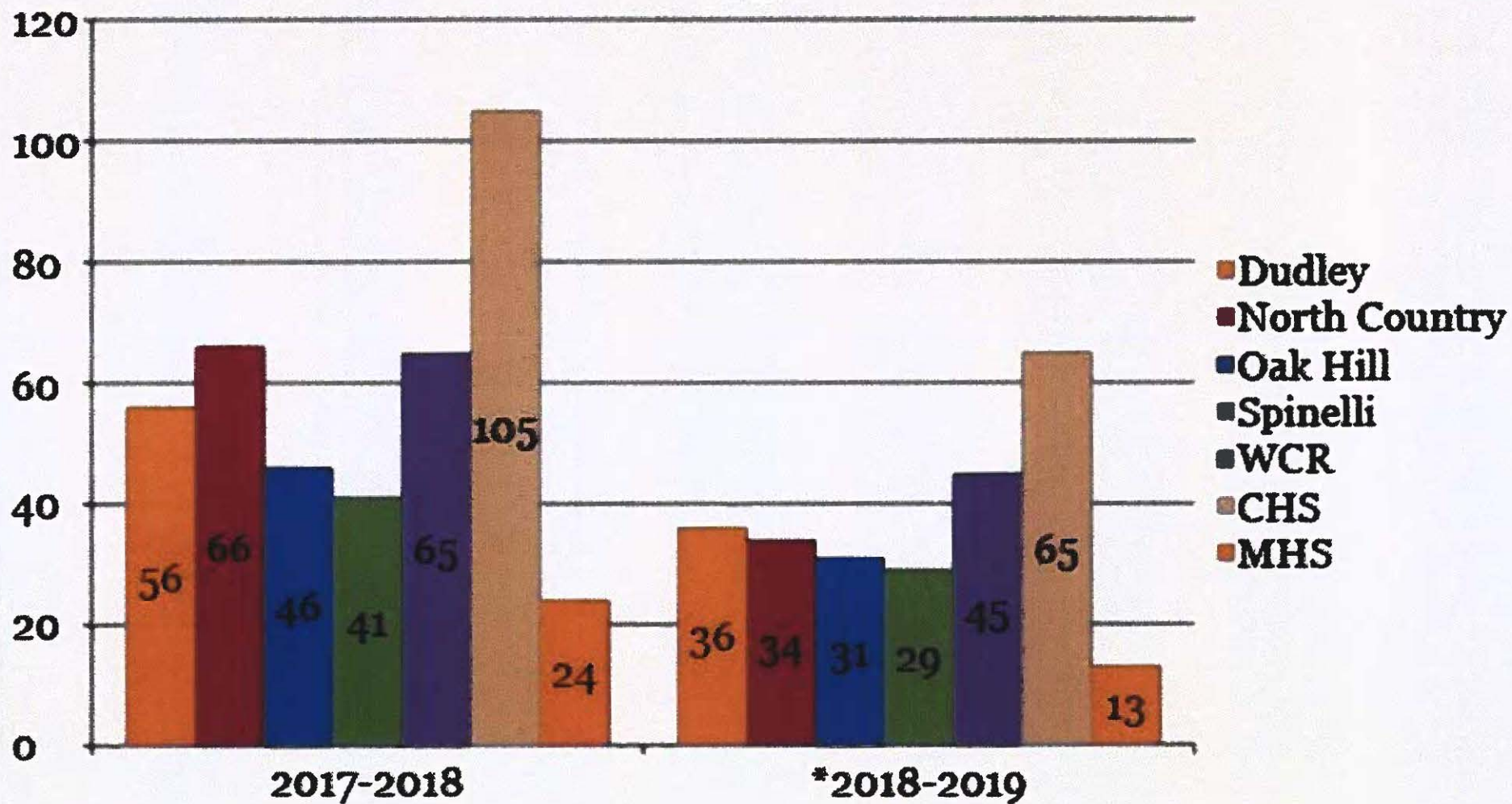
Programs and Services



- **Students and Families in Transition & Foster Youth Services**
 - Education for Homeless Children and Youths Program Grant (2018-2021) , Title I, and LCAP funding streams
 - Creating a seamless transition
 - Support and resources may vary
 - Technical support for school sites
 - Mentoring
 - Individual counseling support
 - Community collaboration



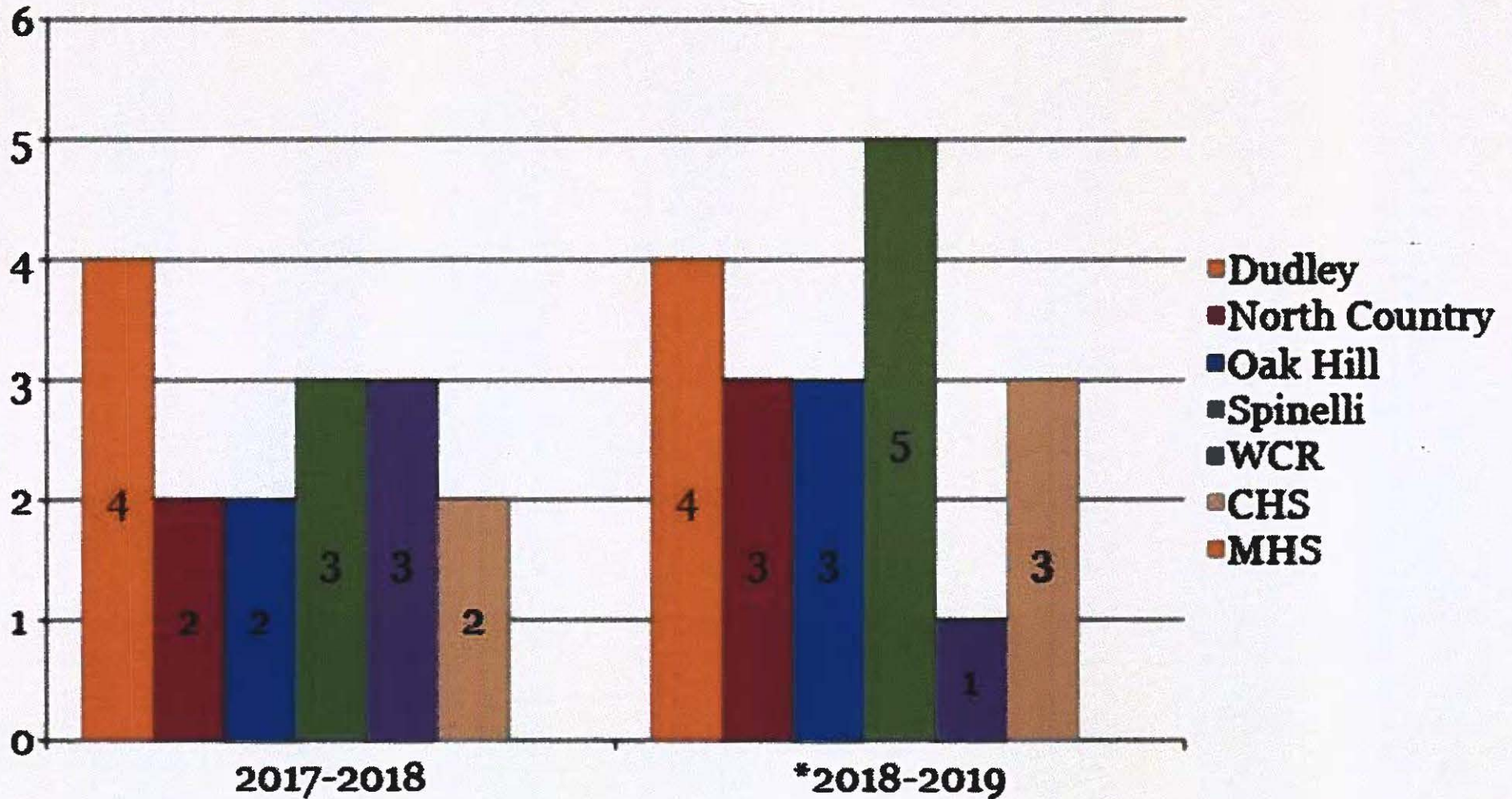
Homeless Count



Data as of 10/5/2018



Foster Count



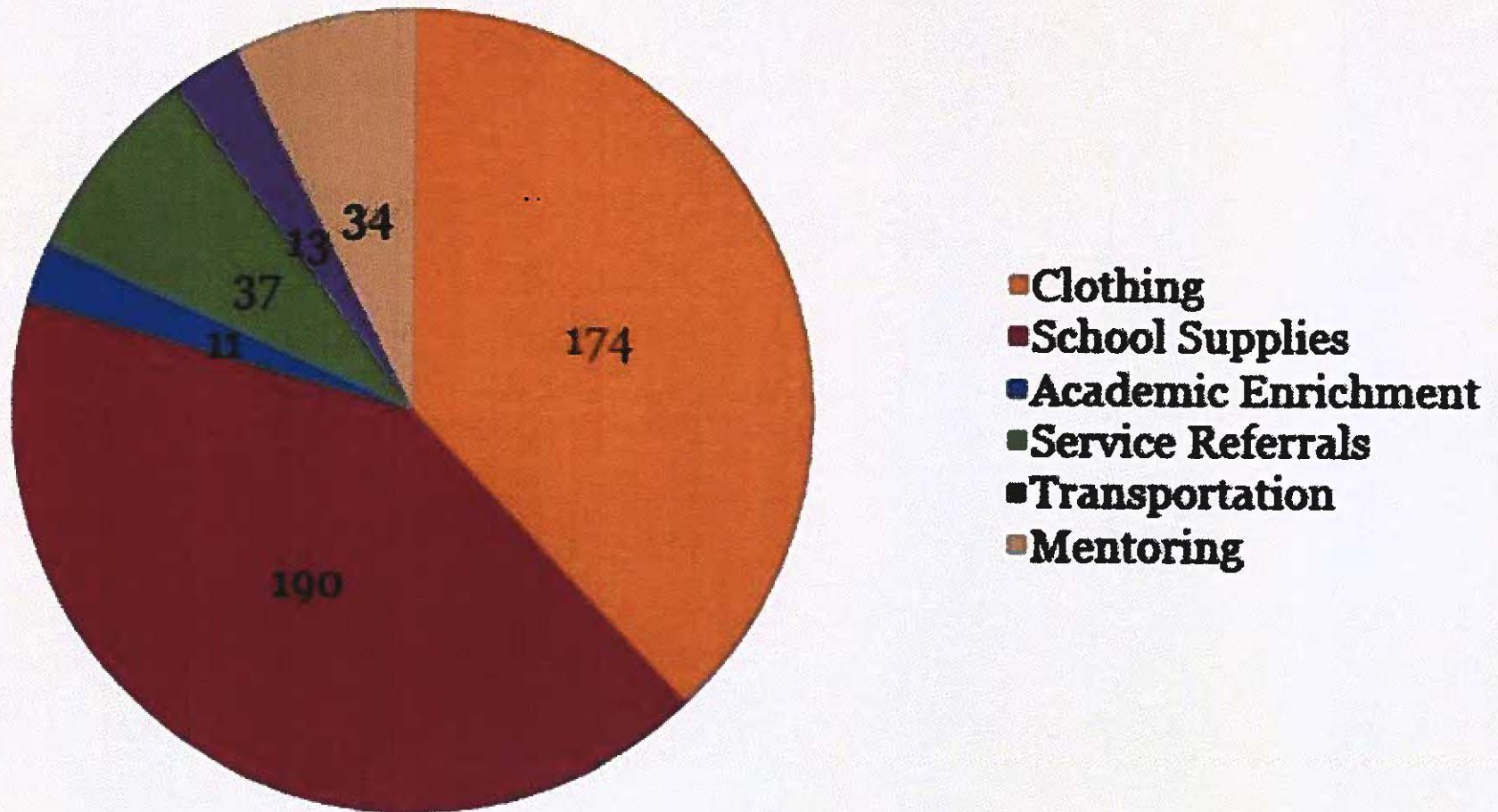
Data as 10/5/2018



Services Provided



2017-2018





“I’m Not Just a Homeless Kid”





Services in Action



- **Mentoring**
 - Academic support
 - Life skills development
 - Transition planning for life after high school
- **McKinney-Vento Site Representatives**
 - School site liaison
 - Provide student Support
 - Monitor attendance, grades, and behavior
- **Community Collaboration**
 - Antelope Lions Club
 - Sacramento County Office of Education
 - Taste of Tuscany

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Superintendent's Office
To: Board of Trustees
Date: October 17, 2018
From: Scott A. Loehr, Superintendent
Principal's Initials: _____

Action Item X
Information Item _____
Attached Pages _____

SUBJECT: Adoption of Minutes

The minutes from the following meeting are being presented:

September 19, 2018 Regular Meeting

CONSENT AGENDA

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

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, September 19, 2018

M I N U T E S

OPEN SESSION - CALL TO ORDER - Trustee Anderson 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 Curriculum/Instruction/Special Ed.

ANNOUNCEMENT OF ITEMS TO BE DISCUSSED IN CLOSED SESSION

1. Conference with Labor Negotiators, (David Grimes), Re: CSEA and CUTA (G.C. §54957.6)

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

CLOSED SESSION - 5:30 p.m.

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

FLAG SALUTE - led by Trustee Hunt

ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION – the Board met in Closed Session and it was announced that the following action was taken during Closed Session:

ADOPTION OF AGENDA - There was a motion to approve the adoption of the agenda as amended/proposed: pull Consent Agenda Item 4 for next month.

Motion: Hunt
Second: Kelley

Vote: General Consent

STUDENT BOARD REPRESENTATIVE REPORTS

2. McClellan High School – Chris Sill
 - there are 61 students enrolled so far this year.
 - Back to School Night was held on August 21st. Staff called all families to invite them, 18 families attended, and there was a Nacho Bar with a Meet and Greet with teachers and staff.
 - first grading period ended on September 14th; 15 students earned recognition for outstanding attendance, 21 students earned honor roll, and the awards assembly will be held on September 26th.
 - have college field trips scheduled to Sierra College and American River College.
 - there are several guest speakers scheduled this year:

* National Health Institute – career advice in general, opportunities, and physical therapy.

STUDENT BOARD REPRESENTATIVE REPORTS (continued)

- * United States Marine Corps – opportunities with US Marine Corps
- * US Army

- ASVAB test will be given to students on October 2nd
- starting Senior Group Projects this year; this will include resumes, budgets, ASVAB, college admissions test, etc. Completion of this project will be noted on their diploma.

1. Center High School – Maximus Gomez

- the football team is undefeated; next week they play against Bear River.
- the Homecoming theme is Tim Burton movies: Seniors have selected Charlie and the Chocolate Factory, Juniors have Nightmare Before Christmas, Sophmores have Alice in Wonderland, and Freshmen have Corps Bride. Decorations will open up on October 5th as well as the Homecoming game that evening, and the 6th will be the dance.
- everyone is very eager for the plaza to open.

ORGANIZATION REPORTS

1. CUTA - Venessa Mason, President, gave a shout out to all of the Riles staff, custodians, music teacher Michael Johnson, Scott Loehr, Craig Deason, Chris Borasi, and Brett Homesley who all cleaned up the damage caused by vandals. It's her understanding that there has been a lot of vandalism going on and it is the wishes of the Center staff and teachers that we get a handle on the vandalism; we will all do whatever it takes to make that happen.

2. CSEA - Marie Huggins, President, thanked the board for their consideration in pulling the one agenda item until next month

COMMITTEE UPDATES

Facilities Committee Update - Craig Deason, Assistant Superintendent of Operations & Facilities, noted that the Facilities Committee met yesterday. Project Updates: The district has started the first steps to OPSC (Office of Public School Construction) approvals for funding modernization projects. That first step is to turn in to CDE the approval forms and those will be submitted CDE on Friday. Completed plans are going in to DSA (Department of State Architect) for Oak Hill and North Country on November 18th. We just received an email confirmation that this date has been accepted. 2018 Summer Projects: we still have gates and basketball hoops to get up at Spinelli and Dudley. Those should be completed during the October break. The plaza project is waiting for light poles. The projected opening is Tuesday morning. Sierra Vista project: we've been able to cut about 6 months off of the time schedule, with a new completion date of September 2021. Next Summer's Projects: we are still planning to do our technology infrastructure upgrade using e-Rate funds, and our stadium turf replacement for the high school using our cell tower money. If the board approves the item tonight, Mr. Loehr will be able to sign the escrow papers to complete the SMUD property sale from us to SMUD.

Next Mr. Deason reported on the delivery methods for building schools. The Board is aware of the Design-Bid-Build - That is where we hire an architect, they design the school, we go out to bid, and hire a contractor. They come in and build based on the drawings that the architect did. The problems that we have with the delivery method is that the architect tells the contractor that they are not doing they way that the drawing shows and the contractors say that you don't have it in the plans so we don't have to do it. It is an arguing match and there are a lot of change orders in that process. The Plaza Project is an example of that; The Spinelli & Dudley Project has had some change orders as well. Some of the change orders are because of unforeseen conditions, others because of finger pointing. There is a lot of risk for the district, which means the district has to pay for all of those. Lease-Leaseback - This is the method that the district used to build the stadium. The district hires an architect and hires a contractor at the beginning of the design process, and the architect and contractor work together. There is a lot

COMMITTEE UPDATES (continued)

more collaboration. With this method the district has less risk, but there could still be a high number of change orders. Mr. Deason believes this is a method the district could still use. Design-Build: The district would hire a contractor and an architect as one entity. The architect technically works for the contractor; this reduces the change orders and reduces the risk for the district. Mr. Loehr and Mr. Deason spoke with folks at the San Juan and Roseville districts about their experience with Design-Build and they both were very positive. The plan is to bring items to the next meeting for approval, but we will also hold a workshop during the meeting and talk about those items before voting on those.

Facility Master Plan and Implementation Plan - this would be a contract with Caldwell Flores Winters and they would help the district with design specifications, which are basically all of the things that you want in a school. They would also help us with the education specs and program, like what are we going to teach, how are we going to teach it, and how does that make the facility look - how do we design the facility around what we are doing. They will help us develop a funding plan, an implementation timeline, and do demographic studies. This will be a 5 year plan that will be able to be extended into another 5 year period and then another 5 year period, with a lot of it staying the same. Some of the demographics and times will change. This will be the road map that is going to drive us to where we are going with building our facilities and when we are going to be building them. Mr. Loehr noted that the district has had such a great relationship with CFW over the years. Mike Winters is retired, but we are asking them to help us with the things that Mike used to do for us back in the 1980s with a plan. Mr. Deason noted that Kushroo will do a workshop on that and we will want to get approvals on that. Mr. Loehr noted that the development is coming. We have to be prepared and we want to get moving as quickly as we can and get it done right. Trustee Wilson noted that he had mentioned that Design-Build should decrease the number of change orders. He asked why it would not be eliminating change orders. Mr. Deason noted that there could be some unforeseen conditions or something catastrophic. Trustee Wilson noted that they used "Design Build" to build the Veterans homes. Trustee Kelley noted that there was a problem with using the Design-Build method when Natomas USD built Inderkum HS. They used a design for a smart building built in Washington state so some of the HVAC, solar, and grass roof didn't necessarily fit with our climate. Mr. Loehr noted that we can spell all of that out, like "we don't want reused plans" or if we do we could say "we want plans from within a 50 mile geographical area".

REPORTS/PRESENTATIONS

1. **AVID CJUSD Update** - Jennifer Slay, AVID District Director, and Center High School Students Madison Odusola, Kathryn DeGeorge, Myles McKinnon, and Jasiah Arrington were in attendance to give the AVID Update. Mrs. Slay noted that the district is celebrating its 25th anniversary with AVID this year. Center High completed its 25 year with AVID this last year and Center Junior High, which became Wilson C. Riles Middle School, will have its 25th year with AVID this year. Center Junior High School was a National Demonstration Site from 1996 to 2013. In 2013 AVID changed the requirements, which didn't quite fit with what we thought was the best educational policies for our students. They have come to our way of thinking, and with possible changes at Riles MS with the bell schedule, she is hoping that they might be able to get that distinction back. Center HS this year has grown to 1 full class per grade level, and have 3 elective teachers. Last spring they received a certification level as being a certified site. In the past they have been an affiliate site. This last summer, for the first time, we had a student attend the Sacramento AVID Summer Institute. Mrs. Slay was a staff developer the last 2 summers for AVID. She noted that it is important to show that AVID contributes to the whole school and district wide so next week at Riles they will be holding their AVID College Awareness Week. Center High School has 2 programs that their students do that benefit all their students: Cougars to College Program and the College Fair. The students spoke about both of these programs.

COMMENTS FROM THE AUDIENCE REGARDING ITEMS NOT ON THE AGENDA

Maximus Gomez, student at Center HS, noted that WASC is coming to CHS. Videos have been made and they are posted on Cougar Connection 25 if you would like to view those.

BOARD/SUPERINTENDENT REPORTS

Mr. Wilson – had nothing to report

Mr. Hunt – had nothing to report

Mrs. Kelley – had nothing to report

Mrs. Pope – had nothing to report

Mr. Loehr

- noted that the WASC visitation is coming up Asked if the board would be available this Sunday night at 5:30 p.m.
- read a letter from the Sacramento County Elections Office; the letter noted that no election was needed for this year due to the number of people running. He announced that Donald Wilson, Jeremy Hunt, and Milad J'Beily will be seated for the upcoming term. Mrs. Kelley noted that she did not run because she may be moving.
- received a call from Mr. Borasi Monday morning. Mr. Loehr stopped by the site to find water everywhere. He was amazed at what happened, but was more amazed at the staff members that were all rallying together to make it work, and get it cleaned up.

Mrs. Anderson

- noted that there was lots of damage to the gym floor; if anyone knows anything to please let us know.

CONSENT AGENDA

1. Approved Adoption of Minutes from August 15, 2018 Regular Meeting
2. Approved Classified Personnel Transactions
3. Approved Certificated Personnel Transactions
4. *This item was pulled from the agenda.*
5. Approved Memorandum of Understanding with SCOE Agreement #8 CJUSD-BPP
6. Approved Professional Services Agreement: Andrew McKenzie, Sorren Bennick Productions Incorporated
7. Ratified 2018/2019 Master Contracts:
 - Aldar Academy
 - Bright Start Therapy
 - C.C.H.A.T. Center
 - C.T.E.C. Supported Life Institute
 - Capitol Academy
 - Easter Seal Society of CA
 - Guiding Hands School
 - Jabbergym
 - Maxim Healthcare Services
 - Northern CA Preparatory School
 - Occupational Therapy
 - Placer Learning Center
 - Sierra Foothills Academy

CONSENT AGENDA (continued)

8. Ratified 2018/2019 Individual Service Agreements:
 - 2018/19-01 Aldar Academy
 - 2018/19-02-03 Bright Start Therapy
 - 2018/19-04-10 C.C.H.A.T. Center
 - 2018/19-11-12 C.T.E.C. Supported Life Institute
 - 2018/19-13 Capitol Academy
 - 2018/19-15-21 Easter Seal Society of CA
 - 2018/19-22 Guiding Hands School
 - 2018/19-24-124 Jabbergym
 - 2018/19-125 Maxim Healthcare Services
 - 2018/19-126-136 Meladee McCarty
 - 2018/19-137 Northern CA Preparatory School
 - 2018/19-138 Occupational Therapy
 - 2018/19-139-142 Placer Learning Center
 - 2018/19-143 Sierra Foothills Academy
9. Approved Memorandum of Understanding with Twin Rivers Unified School District for Special Education Services
10. Approved Memorandum of Understanding with Practi-Cal, Inc.
11. Approved Professional Services Agreement: Steve Laughter, 806 Technologies
12. Approved Professional Services Agreement: Camfel Productions
13. Approved Field Trip: Historically Black College Tour, along the East Coast - CHS
14. Approved Field Trip: Center High School AVID to California State University Fresno
15. Approved Field Trip: Center High School MCA to Hawaii
16. Approved 2018-2019 Single Plan for Student Achievement - CHS
17. Approved Memorandum of Understanding Agreement # 7809300-19/22-145M with Sacramento County Department of Child, Family and Adult Services
18. Approved Maxim Healthcare Services
19. Approved Renewal of Memorandum of Understanding Between United Way California Capital Region and CJUSD to Operate the Experience Corps Tutoring Program in Selected Schools for 2018/19 and 2019/20
20. Approved Resolution #5/2018-19: Child Development Contract - CCTR-8179
21. Approved Amendment #1 to Contract with MHL Enterprises for the Non-DSA Campus Fencing Upgrades and Basketball Court Replacement Projects at Dudley and Spinelli Elementary
22. Approved Agreement between Center Joint Unified School District and Michael's Transportation Service, Inc.
23. Approved Final Change Order with Biondi Paving, Inc. for the Dudley/Spinelli Campus Fencing Upgrades and Spinelli Basketball Replacement Projects
24. Approved Resolution #6/2018-19: Center Unified School District Approving Sale of Real Property
25. Approved Professional Services Agreement: STLR Corp dba Ryland SBC
26. Approved Payroll Orders: July - August 2018
27. Approved Supplemental Agenda (Vendor Warrants): August 2018

Motion: Kelley
Second: Wilson

Vote: General Consent

BUSINESS ITEMS

A. APPROVED - Second Reading: Board Policies/Regulations/Exhibits

BP 1020 - Youth Services
BP/AR 1330 - Use of School Facilities
BP 1400 - Relations Between Other Governmental Agencies and the Schools
BP 2210 - Administrative Discretion Regarding Board Policy
BP/AR 3320 - Claims and Actions Against the District
BP 4140/4240/4340 - Bargaining Units
BP/AR 4161.3 - Professional Leaves
BP/AR 4261.3 - Professional Leaves
BP/AR 5112.5 - Open/Closed Campus
AR 5141.32 - Health Screening for School Entry
BP/AR 6174 - Education for English Learners
BB 9310 - Board Policies

Motion: Kelley
Second: Pope

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

B. TABLED - District's Vote for the School and Community College District Representative on the 2018 Ballot

Mr. Loehr noted that there is one person nominated from Los Rios. No one knew this person and chose to table this item.

Motion: Kelley
Second: Hunt

Vote: General Consent

PUBLIC HEARING: Notification of Compliance With Education Code §60119 for Funds Received under Pupil Textbook and Instructional Materials Incentive Program.

President Anderson opened the public hearing at 6:40 p.m. There were no other public comments. The public hearing was closed at 6:41 p.m.

C. APPROVED - Certification of Provision of Standards-Aligned Instructional Materials

Motion: Kelley
Second: Pope

Vote: General Consent

D. APPROVED - Resolution #8/2018-19: Statement of Assurances Instructional Materials Fund

Motion: Kelley
Second: Wilson

Vote: General Consent

E. APPROVED - 2017-2018 Unaudited Actuals Report

Lisa Coronado, Director of Fiscal Services, shared several slides that covered the total unrestricted revenue vs. expenditures/contributions (15/16, 16/17, 17/18), general fund unrestricted unassigned/unappropriated ending fund balance, discretionary one-time funds, 2017-18 general fund expenditures, other funds (fund 09, fund 13, fund 21, fund 25), looking ahead (special education, supplemental/concentration funds (must target unduplicated pupils), enrollment), and enrollment

BUSINESS ITEMS (continued)

numbers. Trustee Wilson asked if we have done a study as to whether or not once all of those new homes we will still meet those percentages to qualify as Title I schools, and lose funding for that. Mr. Loehr and Mrs. Coronado noted that we will still be Title I; that is not taken away. Mr. Loehr noted that what will change is our percentage rate. He complimented Lisa and the Board for keeping a conservative approach and staying fiscally conservative, which has saved us.

Motion: Kelley
Second: Wilson

Vote: General Consent

F. APPROVED - Resolution #7/2018-19: Gann Limit Resolution

Lisa Coronado, Director of Fiscal Services, noted that in 1979 Proposition 4 was passed that put this into place. This means that our annual revenue can't increase at a rate higher than state revenues. The calculation makes it so that this never happens. This is just a formality

Motion: Kelley
Second: Wilson

Vote: General Consent

ADVANCE PLANNING

a. *Future Meeting Dates:*

i. *Regular Meeting: Wednesday, October 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: Mr. Loehr noted that the October meeting may be a little longer, with a Workshop added to the agenda.*

Trustee Wilson noted that when Milad J'Beily is seated on the Board, the majority of the Board will be CHS alumni.

ADJOURNMENT – 6:57 p.m.

Motion: Kelley
Second: Hunt

Vote: General Consent

Respectfully submitted,

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

Kelly Kelley, Clerk
Board of Trustees

Adoption Date

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site:	Personnel Department	Action Item	<u>X</u>
Date:	October 17, 2018	Information Item	<u>-</u>
To:	Board of Trustees	# Attached Pages	<u>1</u>
From:	David Grimes, Director of Personnel and Student Services		

CONSENT AGENDA

Subject: Classified Personnel Transactions

New Hire

Paige Burdick, Instructional Specialist
 Jerry Cotton Jr., Campus Monitor
 Elizabeth Elliott, Noon Duty
 Karen Henry, Bus Driver
 Kelly Leonard, Instructional Assistant
 Brandon Rohm, Mechanic
 Yo Yang, Instructional Assistant

Promotion

Rebekah Garcia, Library Technician

Resignation

Ana Peterson, Noon Duty
 Kylee Stahr, IS/PH
 Ashleigh Torres, Library Technician

Recommendation: Approve Classified Personnel Transactions as Submitted

XV-2

Paige Burdick has been hired as an Instructional Specialist at Wilson Riles Middle School effective September 17, 2018.

Jerry Cotton Jr. has been hired as a Campus Monitor at McClellan High School effective September 24, 2018.

Elizabeth Elliott has been hired as a Noon Duty at North Country Elementary School effective October 1, 2018.

Karen Henry has been hired as a Bus Driver for the Transportation Department effective September 17, 2018.

Kelly Leonard has been hired as an Instructional Assistant at North Country Elementary School effective September 19, 2018.

Brandon Rohm has been hired as a Mechanic for the Transportation Department effective September 20, 2018.

Yo Yang has been hired as an Instructional Assistant at Oak Hill Elementary School effective September 17, 2018.

Rebekah Garcia has been promoted to the position of Library Technician at Center High School effective date to be announced.

Ana Peterson has resigned from her position as Noon Duty at Oak Hill Elementary School effective September 28, 2018.

Kylee Stahr has resigned from her position as IS/PH at Dudley Elementary School effective September 18, 2018.

Ashleigh Torres has resigned from her position as Library Technician at Center High School effective September 28, 2018.

***Center Joint Unified School
District***

AGENDA REQUEST FOR:

Dept./Site: Personnel Department

Action Item **X**

Date: **October 17, 2018**

Information Item

To: Board of Trustees

Attached Pages 1

From: David Grimes, Director of Personnel and Student Services

Subject: Certificated Personnel Transactions

New Hires

Marla Bowen, Oak Hill Elementary School
Mark Petersen Jr., Center High School

CONSENT AGENDA

Recommendation: Approve Certificated Personnel Transactions as Submitted

New Hires

Marla Bowen has been hired as a part time Counselor, Oak Hill Elementary School, effective September 18, 2018.

Mark Petersen Jr., has been hired as a Physical Education Teacher, Center High School, effective October 15, 2018.

Center Unified School District

AGENDA REQUEST FOR:

Dept./Site: Personnel

Date: October 4, 2018

To: Board of Trustees

From: David Grimes, Director of Personnel

Action Item X# Attached Pages 3**SUBJECT: Resolution #12/2018-19 - Reduction to Classified Employment Due to Lack of Work**

After consultation with Center High School administration and an analysis by personnel in the Workability Program, the District proposes a reduction in the position of Transition Partnership Program Assistant from 1 FTE (8 hours) to .750 FTE (6 hours), time considered sufficient to perform the duties required of the position.

The position is currently vacant so there is no need for a reduction in hours of any current employee. Rather, the position will be advertised and filled as a 6 hour position.

The decision and effects were negotiated at CSEA's request on September 26, 2018, and the attached MOU was signed between the parties on October 2, 2018.

Recommendation: Approve the reduction in hours of the position of Transition Partnership Program Assistant due to lack of work.

CONSENT AGENDA

**BEFORE THE BOARD OF TRUSTEES OF THE
CENTER JOINT UNIFIED SCHOOL DISTRICT
SACRAMENTO COUNTY, CALIFORNIA**

RESOLUTION NO. #12/2018-19

**RESOLUTION OF THE CENTER JOINT UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES RELATING TO THE REDUCTION OR ELIMINATION
OF PARTICULAR KINDS OF CLASSIFIED SERVICES**

WHEAREAS, Education Code sections 45114 and 45308 provide that classified employees shall be subject to layoff for lack of work or lack of funds; and

WHEAREAS, the Superintendent has recommended to the Board of Trustees of the Center Joint Unified School District that program needs for the District's Workability Program require that the classified position of Transition Partnership Program Assistant be reduced from 8 hours per day to 6 hours per day (180 day work year remains the same) due to lack of work; and

WHEREAS, the classified position of Transition Partnership Program Assistant is currently vacant; and

WHEAREAS, the District is mindful of its statutory duty to meet and negotiate with California School Employees Association, Chapter 610 ("CSEA"), regarding the effects and impacts of a decision to eliminate and/or reduce classified services; and

WHEREAS, the District met with CSEA, Chapter 610, on September 26, 2018 and negotiated the decision and effects per the Collective Bargaining Agreement.

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of the Center Joint Unified School District hereby determines that position in the classified service shall be reduced for lack of work as follows:

Transition Partnership Program Assistant

.750 FTE

BE IT FURTHER RESOLVED by the Board of Trustees of the Center Joint Unified School District, as follows:

1. The Superintendent is authorized to meet and negotiate with CSEA regarding the effects and impacts of the foregoing decision to reduce classified services, as necessary.

APPROVED, PASSED AND ADOPTED by the Board of Trustees of the Center Joint Unified School District of Sacramento County, State of California, this 17th day of October 2018, by the following vote:

AYES:
NOES:
ABSENT OR NOT VOTING:

President of the Governing Board
of the Center Joint Unified School District

CERTIFICATION

STATE OF CALIFORNIA)
) SS.
COUNTY OF SACRAMENTO)

I certify the above is a true copy of a resolution adopted by the Board of Trustees of the Center Joint Unified School District at a meeting held on October 17, 2018.

BOARD OF TRUSTEES OF CENTER JOINT
UNIFIED SCHOOL DISTRICT, COUNTY OF
SACRAMENTO, STATE OF CALIFORNIA

BY: _____
Scott Loehr
Superintendent

MEMORANDUM OF UNDERSTANDING
between the
CENTER JOINT UNIFIED SCHOOL DISTRICT
and
CSEA CHAPTER #610
(Reduction in Hours of Transition Partnership Program Assistant)

The District currently maintains a vacant eight (8) hour Transition Partnership Program Assistant position. The current needs of the District and the Workability program require a reduction in hours in this position due to lack of work.

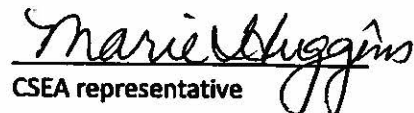
The parties agree that:

1. The Transition Partnership Program Assistant position is reduced from an eight (8) hour position to a six (6) hour position.

This is a one-time non-precedent setting agreement and shall resolve all bargaining related to the impact and effects of this reduction.


District Representative

10/2/18
Date


CSEA representative

10-2-18
Date

Center Unified School District

AGENDA REQUEST FOR:

Dept./Site: Personnel

Date: October 5, 2018

To: Board of Trustees

From: David Grimes, Director of Personnel

Action Item X

Attached Pages 2

SUBJECT: JOB DESCRIPTION – TRANSITION PARTNERSHIP PROGRAM ASSISTANT

Attached is the job description for Transition Partnership Program Assistant. It was developed in line with state recommendations and through a collaborative effort of the Workability Program staff, Personnel Department, and CSEA Contract Team.

We request Board approval of the job description.

CONSENT AGENDA

CENTER JOINT UNIFIED SCHOOL DISTRICT

JOB TITLE: Transition Partnership Program Assistant

DESCRIPTION OF BASIC RESPONSIBILITIES

Assists TPP staff and Department of Rehabilitation Vocational Rehabilitation Team (DRVRT) in providing pertinent TPP student/consumer information, employment preparation and placement activities, follow-up, and NSE job coaching services.

SUPERVISOR: Principal

TYPICAL DUTIES:

1. May assist in gathering educational, psychological and functional information upon request by the Department of Rehabilitation Vocational Rehabilitation Team.
2. Assists the TPP Employment Specialist with the Transition Vocational Evaluation process and share findings and recommendations with the DRVRT.
3. Assists the Employment Specialist with follow-up of post-secondary TPP student/clients in post-secondary training and /or adult vocational training.
4. Provides short-term NSE job coaching for TPP student/clients in community training and competitive employment sites.
5. Answers phone, provides requested information, and takes messages for TPP.
6. Provides monthly progress reports for the TPP Program Coordinator.
7. Assists the Employment Specialist in providing job development to students/consumers.
8. Performs other duties similar to the above in scope and function as required.

EMPLOYMENT STANDARDS:

Knowledge of:

- Modern office methods, procedures, and practices;
- Computer terminology;
- Proper English usage, grammar, punctuation, and spelling.

Ability to:

- Demonstrate proficiency in reading, writing, and mathematical skills sufficient to obtain a passing score on a standardized proficiency test;
- Learn the operations, procedures, policies, and requirements of assigned site program and operation;
- Word process accurately at a rate required for successful job performance;
- Operate standard office equipment/machines such as calculator, copy machine, computer effectively and efficiently;
- Perform routine arithmetical calculations;
- meet and maintain physical requirements necessary to perform assigned job functions in a safe and effective manner;

- JEA
Marie Higgins 9/24/18
- Communicate effectively in oral and written form;
 - establish and maintain effective work relationships with those contacted in the performance of required duties.

EDUCATION, EXPERIENCE AND REQUIREMENTS:

- High School Diploma or equivalent.
- TB test clearance.
- Criminal Justice Fingerprint clearance.
- Clerical Exam required.

PHYSICAL CHARACTERISTICS:

- Sufficient vision to read printed material;
- Sufficient hearing to conduct in-person and telephone conversations;
- Understandable voice with sufficient volume and clarity to be heard in normal conversations;
- Sufficient dexterity to write, use telephone and standard office equipment;
- Ability to sit and stand for extended periods of time.
- Physical, mental and emotional stamina to endure long hours under sometimes stressful conditions.

C. Hall 9/24/18

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Curriculum and Instruction

Date: September 14, 2018

Action Item X

To: Board of Trustees

Information Item

From: Michael Jordan
Director Curriculum, Instruction
and Special Education

1 # Attached Pages

Initials: MJS

SUBJECT: Agreement between the Sacramento County Office of Education (SCOE) and the Center Joint Unified School District for vision services.

The CJUSD would like to enter into an agreement with SCOE for them to provide vision services for the 2018-19 school year.

RECOMMENDATION: CJUSD Board of Trustees to approve the agreement between SCOE and the CJUSD as written.

CONSENT AGENDA

Sacramento

Office of Education

County

MAILING: P.O. Box 269003, Sacramento, CA 95826-9003

PHYSICAL LOCATION: 10474 Mather Boulevard, Mather, CA

(916) 228-2500 • www.scoe.net

David W. Gordon
Superintendent

August 30, 2018

BOARD OF EDUCATION

O. Alfred Brown, Sr.
President

Joanne Ahola
Vice President

Heather Davis

Harold Fong, M.S.W.

Paul A. Keefer, MBA, Ed.D.

Bina Lefkowitz

Karina Talamantes

Mike Jordan, 504 Coordinator
Center Joint Unified School District
3243 Center Court Lane
Antelope, CA 95843

RE: Vision Services – 2018-19

Dear Mike:

During the 2017-2018 school year, your district received a 21 days of vision services. The daily amount to cover salary and benefits for the 2018-19 year will be \$642 to cover actual costs.

The figures below show your 2018-2019 estimated invoice.

Vision service days 21 x \$642. = \$13,482

Please let me know if you would like to purchase additional days beyond the 21 or decrease the number of days by **September 30, 2018**, otherwise we will continue to provide the 21 days of services for the 2018-2019 school year and invoice you accordingly.

Thank you for letting us provide services to your students.

Sincerely,



Michael Kast
Executive Director, Special Education

cc: Erik Crawford, Principal

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Curriculum and Instruction

Date: September 14, 2018

Action Item X

To: Board of Trustees

Information Item

From: Michael Jordan
Director Curriculum, Instruction
and Special Education

3 # Attached Pages

Initials: MJS

SUBJECT: MOU between the Center for Oral Health (COH) and Center Joint Unified School District

The Center Joint Unified School District would like to enter into a memorandum of understanding (MOU) with the Center for Oral Health to provide oral health services to our students. The MOU is for three consecutive school years.

RECOMMENDATION: CJUSD Board of Trustees to approve the MOU between COH and the CJUSD as written.

CONSENT AGENDA

**Memorandum of Understanding
Between the Center for Oral Health and
Center Joint Unified School District**

PARTIES AND PURPOSE

Center for Oral Health (COH), a California nonprofit organization with the mission to improve oral health, especially of vulnerable populations, through innovation, research, education and advocacy, is partnering with various stakeholders in Sacramento City and County to deliver Oral Health Education, Screenings, Preventive Dental Care and Navigation to facilitate access to care, especially for Medi-Cal/Denti-Cal beneficiaries that encounter significant barriers to access dental care. Through the Early Smiles Sacramento program, COH partners with Liberty Dental Plan, Access Dental, and Health Net to address and alleviate barriers to optimal oral health for children throughout Sacramento County by providing: oral health screening and prevention services, targeted oral health education, and navigating participants through the healthcare system to ensure utilization and access to care.

Solutions to community issues are most effectively resolved when there is a high degree of community ownership. Therefore, whenever possible, COH engages community-based organizations to partner in the implementation of interventions that address the oral health concerns of their residents. Marshaling the community's internal resources and assets, and strategically focusing, respecting and reinforcing the natural adaptive, supportive, and developmental capacities of communities to meet the needs of many, if not most, community members requires an insider's understanding of that community. To create significant impact, COH lends its expertise to strengthen a community's existing capacity to successfully change health outcomes in a sustainable fashion.

Under this Memorandum of Understanding (MOU), Center Joint Unified School District ("District") and COH will work together to implement the Early Smiles Sacramento Program.

PARTNER RESPONSIBILITIES

COH will:

- Act as the coordinating agency with regards to the administration, implementation and reporting on any contract awarded in response to Early Smiles Sacramento.
- Work with the District to ensure compliance with regulations and requirements of the District and the California Department of Education.
- Train or secure training for COH personnel and partner personnel on the Early Smiles Sacramento Program.
- Provide coordination of education, screening, and navigation services to ensure integrity in the implementation of the Early Smiles program across all components: education; screening; and navigation.
- Provide materials and supplies, as necessary, to ensure the consistent delivery of services

across all components of Early Smiles education, screening, and navigation. Materials and supplies may include, but are not limited to teaching aids, health education brochures based on chosen curricula, oral hygiene supplies such as tooth brushes, tooth cloths, and toothpaste, programmatic forms such as patient intake forms, questionnaires, evaluation or satisfaction surveys, and consumable dental supplies such as fluoride varnish, gauze, gloves, and mirrors.

- Certify that, pursuant to Education Code Section 45125.1, COH will have conducted the required criminal background check of all its personnel who may have contact with District pupils and shall certify that none of those personnel have been reported by the Department of Justice as having been convicted of a serious or violent felony as specified in Penal Code sections 667.5(c) and/or 1192.7(c). As such, COH will provide a list, signed under penalty of perjury, of the names of COH personnel who may come in contact with District pupils. COH will keep this list current and will notify the District of any additions/deletions as they occur.
- Regularly update Center Joint Unified School District on the progress of the Early Smiles Sacramento program.
- Not less than semiannually, conduct meeting with all Early Smiles partner organizations to discuss the implementation of Early Smiles, the outcomes to date, and facilitate sharing sessions for partner networking and resource exchanges.
- To the fullest extent allowed by law, COH shall defend, indemnify, and hold harmless Center Joint Unified School District, its officers, agents, employees, and guests against any claim or demand arising from any actual or alleged act, error or omission by COH or its directors, officers, agents, employees, volunteers, or guests arising from COH's duties and obligations described in this Agreement or imposed by law.
- COH shall ensure and provide liability insurance coverage and shall Center Joint Unified School District as an additional insured.

Center Joint Unified School District will:

- Designate a member of its staff to participate with designated representatives of COH in planning, implementing and coordinating COH services.
- Permit access to the District classrooms as appropriate and necessary for COH services.
- Permit COH to perform services for children/adults, under the general supervision of a regular district employee.
- To the fullest extent allowed by law, the District shall defend, indemnify, and hold harmless COH and its officers, agents, employees, and guests against any claim or demand arising from any actual or alleged act, error or omission by the District or its directors, officers, agents, employees, volunteers, or guests arising from the District's duties and obligations described in this MOU or imposed by law.

MONITORING AND REPORTING

COH shall maintain all records of services provided, including but not limited to monthly summary sheets, and other primary source documents. COH shall submit monthly, quarterly, and year-to-date progress reports including progress on participants served, narrative on lessons learned, and client success stories due within 10 days of the end of the reporting period.

TERM AND TERMINATION OF THIS AGREEMENT

The term of this MOU is proposed to be for the three (3) year period commencing on date of final signatures through June 30, 2021 subject to the availability of funds awarded to Center for Oral Health. This agreement may be terminated at any time upon thirty (30) days written notice from one party to the other, or immediately by mutual consent.

AMENDMENTS

After execution, this MOU may be modified or amended only in a written amendment signed by both parties. The foregoing sets forth the terms and conditions of the agreement between COH and Center Joint Unified School District. This agreement shall be in effect upon signing by both parties.

Signature
Center Joint Unified School District

Date

Signature
Conrado Barzaga
Executive Director
Center for Oral Health

Date

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Special Education Department

Date: October 2, 2018

Action Item ☒ **Information Item**

To: Board of Trustees

From: Michael Jordan,
Director of Curriculum & Instruction
and Special Education

Initials: MJ

Attached Pages 2

SUBJECT: Service agreement with CHH - Center for Hearing Health to perform hearing screening tests as required in California Education Code.

RECOMMENDATION: CJUSD Board of Trustees **ratify** the services agreement with CHH.

AGENDA ITEM # _____

CONSENT AGENDA

**STUDENT HEARING TESTING****2018-2019 SERVICE AGREEMENT**

Center for Hearing Health, Inc., hereinafter known as "CHH" agrees to provide California Education Code hearing screening tests on mutually agreeable date(s), time(s), and site(s) for the students of hereinafter known as "School, The School, or Schools."

Center Joint Unified School District

School District or School Name

- 1) CHH simultaneously administers individual hearing screening tests for groups of eight students utilizing specially designed vehicles.
- 2) Screenings are administered for students in grades K or 1, 2, 5, 8, 10, preschool and Special Education. Pre-school and Special Education students, unable to respond in group screening, are individually tested at a separate fee as noted in the Contract Rate.
- 3) Fully compliant tests are administered by a Certified School Audiometrist or Licensed Audiologist in accordance with SECTION 2951 of the CALIFORNIA ADMINISTRATIVE CODE, TITLE 17.
- 4) The initial screening test is a pass/fail in response to a 25 decibel pure tone at 1000Hz, 2000Hz and 4000Hz. Students who fail the initial screening are further tested to record individual thresholds at 500Hz, 1000Hz, 2000Hz, and 4000Hz. Post follow-up (2-6 weeks) audiograms and parental notification will be the responsibility of The School.
- 5) A summary report totaling each category of screening and an audiometric record for each student who Failed or Could Not Condition (CNC) will be presented to each School upon completion of the schedule at each site.
- 6) It is the responsibility of The School to exclude participation of students who have corrective devices (e.g. hearing aids, cochlear implants) and students whose parents or guardians have filed a written statement with regard to Education Code, section 49451.
- 7) Employees of CHH are duly licensed by all applicable Local, State and Federal agencies to provide the services referred to herein and have complied with all laws and regulations to which employees of CHH are required to comply.
- 8) Employees of CHH who are in contact with students while providing the services referred to herein are subject to a criminal background check through the State of California Justice Department fingerprint program (CA Ed Code Section 45125.1) and it has been verified that these employees have not been convicted of a violent or serious felony as specified in Penal Code sections 667.5(c) and/or 1192.7(c).
- 9) The School and CHH shall maintain confidentiality of student records and information, in accordance with federal and state law, to include the Family Educational Rights and Privacy Act (FERPA), the California Education Code HIPAA and the Welfare and Institutions Code governing confidentiality. The discussion, transmission, or narration (in any form) of student information is forbidden except as permitted by law. This includes candid discussion between CHH employees and school personnel, including parent volunteers and teachers.

Contract rate per site (whichever is greater): \$525.00 up to 120 tests; \$2.90 each over 120 tests
or \$85.00 per hour from time of arrival until time of departure.

Individual tests: \$7.50 each, i.e., Pre-school; Special Ed

Terms: Net 10 Days - Tax ID: 942722490 - School Dist. PO # _____

(If applicable; not required)


School Superintendent/Designee

10/2/18
Date

Norma G. Ramirez
Center for Hearing Health

5/01/2018
Date

- Return signed Service Agreement to CHH (mail, fax, or email); Retain copy
- Invoice presented upon completion or weekly for services extending beyond five days

2945 Bell Rd. #122 - Auburn CA 95603 / Ph: 530-888-9977 Fax: 530-888-1177
chh@HearToLearn.com / www.HearToLearn.com

2018 – 2019 Screening Schedule

Hearing

Monday, October 22, 2018	Spinelli
Wednesday, October 24, 2018	WCR
Tuesday, October 30, 2018	CHS
Wednesday, October 31, 2018	CHS
Friday, November 2, 2018	OH
Monday, November 5, 2018	NC
Wednesday, November 7, 2018	Dudley

Center for Hearing Health 916-230-1045

Vision

Friday, February 8, 2019	WCR
Wednesday, February 13, 2019	Dudley
Thursday, February 14, 2019	NC
Friday, February 15, 2019	Spinelli
Tuesday, February 19, 2019	OH

Dr. Bob Hoffman 916-983-6211

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Special Education Department

Date: October 3, 2018

Action Item ☒ **Information Item**

To: Board of Trustees

From: Michael Jordan,
Director of Curriculum & Instruction
and Special Education

Initials: MOS

Attached Pages 37

SUBJECT: Master Contract for special education services through Sierra School Eastern Extension

RECOMMENDATION: CJUSD Board of Trustees **approve** the Master Contract as written.

AGENDA ITEM # _____

CONSENT AGENDA

SACRAMENTO COUNTY SELPA
NONPUBLIC, NONSECTARIAN
SCHOOL/AGENCY SERVICES

MASTER CONTRACT

2018–2019

MASTER CONTRACT

GENERAL AGREEMENT FOR NONSECTARIAN,
NONPUBLIC SCHOOL AND AGENCY SERVICES

District CENTER UNIFIED SCHOOL DISTRICT

Contract Year 2018-2019

X Nonpublic School
 Nonpublic Agency

Type of Contract:

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

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

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

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

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2018-2019

CONTRACT NUMBER:

LEA: CENTER UNIFIED SCHOOL DISTRICT

NONPUBLIC SCHOOL/AGENCY/RELATED SERVICES PROVIDER:

NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES
MASTER CONTRACT

AUTHORIZATION FOR MASTER CONTRACT AND GENERAL PROVISIONS

1. MASTER CONTRACT

This Master Contract is entered into on July 1, 2018, between the Center Unified School District (hereinafter referred to as the local educational agency "LEA" or "District") and Specialized Education of California DBA Sierra School at Eastern Extension (nonpublic, nonsectarian school or agency, hereinafter referred to as "CONTRACTOR") for the purpose of providing special education and/or related services to LEA students with exceptional needs under the authorization of California Education Code sections 56157, 56361 and 56365 *et seq.* and Title 5 of the California Code of Regulations section 3000 *et seq.*, AB490 (Chapter 862, Statutes of 2003) and AB1858 (Chapter 914, Statutes of 2004). It is understood that this Master Contract does not commit LEA to pay for special education and/or related services provided to any LEA student, or CONTRACTOR to provide such special education and/or related services, unless and until an authorized LEA representative approves the provision of special education and/or related services by CONTRACTOR.

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

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

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

2. CERTIFICATION AND LICENSES

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

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

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

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

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

3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS

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

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

4. TERM OF MASTER CONTRACT

The term of this Master Contract shall be from July 1, 2018 to June 30, 2019 unless otherwise stated. (Cal. Code Regs., tit. 5, § 3062(a).) Neither the CONTRACTOR nor LEA is required to renew this Master Contract in subsequent contract years. The parties acknowledge that any subsequent Master Contract is to be re-negotiated prior to June 30, 2019. In the event a subsequent Master Contract is not renegotiated by June 30, 2019, an interim contract may be made available as mutually agreed upon for up to 90 days from July 1 of the new fiscal year. (Cal. Code Regs., tit. 5, § 3062(d).) No Master Contract will be offered unless and until all of the contracting requirements have been satisfied. The offer of a Master Contract to a CONTRACTOR is at the sole discretion of LEA.

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

5. INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION

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

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

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

6. INDIVIDUAL SERVICES AGREEMENT

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

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

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

If a parent or LEA contests the termination of an ISA by initiating a due process proceeding with the OAH, CONTRACTOR shall abide by the "stay-put" requirement of state and Federal law unless the parent and LEA voluntarily agree otherwise, or an interim alternative educational setting is deemed lawful by OAH consistent with section 1415(k) of Title 20 of the United States Code. CONTRACTOR shall adhere to all LEA requirements concerning changes in placement.

Disagreements between LEA and CONTRACTOR concerning the formulation of an ISA or the Master Contract may be appealed to the County Superintendent of Schools of the County where LEA is located, or

the State Superintendent of Public Instruction pursuant to the provisions of California Education Code section 56366(c)(2).

7. DEFINITIONS

The following definitions shall apply for purposes of this contract:

- a. The term "CONTRACTOR" means a nonpublic, nonsectarian school/agency certified by the California Department of Education and its officers, agents, and employees.
- b. The term "authorized LEA representative" means a LEA administrator designated to be responsible for nonpublic school/agencies. It is understood that a representative of the Special Education Local Plan Area ("SELPA") of which LEA is a member is an authorized LEA representative in collaboration with LEA. LEA maintains sole responsibility for the Master Contract, unless otherwise specified in the Master Contract.
- c. The term "credential" means a valid credential, life diploma, permit, or document in special education or Pupil Personnel Services issued by, or under the jurisdiction of, the California State Board of Education if issued prior to 1970 or the California Commission on Teacher Credentialing, which entitles the holder thereof to perform services for which certification qualifications are required as defined in Title 5 of the California Code of Regulations section 3001(g).
- d. As defined in Title 5 of the California Code of Regulations section 3001(r), the term "qualified" means that a person has met Federal and state certification, licensing, registration, or other comparable requirements which apply to the area in which he or she is providing special education or related services (including but not limited to, for example, the requirements set forth in Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, California Code of Regulations, Title 5, sections 3064 and 3065 and California Education Code section 56366.1(n)(1)), or, in the absence of such requirements, the state-education-agency-approved or recognized requirements, and adheres to the standards of professional practice established in Federal and state law or regulation, including the standards contained in the California Business and Professions Code and the scope of practice as defined by the licensing or credentialing body.) Nothing in this definition shall be construed as restricting the activities or services of a graduate needing direct hours leading to licensure, or of a student teacher or intern leading to a graduate degree at an accredited or approved college or university, as authorized by state laws or regulations.
- e. The term "license" means a valid non-expired document issued by a licensing agency within the Department of Consumer Affairs or other state licensing office authorized to grant licenses and authorizing the bearer of the document to provide certain professional services or refer to themselves using a specified professional title. This includes, but is not limited to mental health and board and care services at a residential placement. If a license is not available through an appropriate state licensing agency, a certificate of registration with the appropriate professional organization at the national or state level which has standards established for the certificate that are equivalent to a license shall be deemed to be a license as defined in Title 5 of the California Code of Regulations section 3001(i).
- f. "Parent" means a biological or adoptive parent unless the biological or adoptive parent does not have legal authority to make educational decisions for the child, a guardian generally authorized to act as the child's parent or authorized to make educational decisions for the child, an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the child lives, or an individual who is legally responsible for the child's welfare, a surrogate parent, a foster parent if the authority of the biological or adoptive parent to make educational decisions on the child's behalf has been specifically limited by court order in accordance with Title 34 of the Code of Federal Regulations sections 300.30(b)(1) or (2). Parent does not include the state or any political subdivision of government or the nonpublic school or

agency under contract with LEA for the provision of special education or designated instruction and services for a child. (Ed. Code § 56028.)

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

ADMINISTRATION OF CONTRACT

8. NOTICES

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

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

9. MAINTENANCE OF RECORDS

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

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

parent; (b) an individual to whom written consent has been executed by LEA student's parent; or (c) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record. CONTRACTOR/LEA shall maintain copies of any written parental concerns granting access to student records. For purposes of this paragraph, "employees of LEA or CONTRACTOR" do not include subcontractors. CONTRACTOR shall grant parents access to student records and comply with parents' requests for copies of student records, as required by state and Federal laws and regulations. CONTRACTOR agrees, in the event of school or agency closure, to forward all records within ten (10) business days to LEA. LEA shall have access to and receive copies of any and all documents required to be maintained by CONTRACTOR within five (5) business days of a request.

10. SEVERABILITY CLAUSE

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

11. SUCCESSORS IN INTEREST

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

12. VENUE AND GOVERNING LAW

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

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

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

14. TERMINATION

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

15. INSURANCE

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

PART I

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

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

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

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

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

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

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

Part A - Statutory Limits

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

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

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

- E. CONTRACTOR, upon execution of this Master Contract and periodically thereafter upon request, shall furnish the LEA with certificates of insurance evidencing such coverage. The certificate of insurance shall include a ten (10) day non-renewal notice provision. The Commercial General Liability and Automobile Liability policy shall name the LEA as additional insured and shall be endorsed on all policies. Certificate of Insurance, additional insured endorsement and declaration of insurance coverages shall be provided to LEA. All

premiums on all insurance policies shall be paid by CONTRACTOR and shall be deemed included in CONTRACTOR's obligations under this contract at no additional charge.

- F. Any deductibles or self-insured retentions above \$100,000 must be disclosed to and approved by the LEA. At its option, LEA may require the CONTRACTOR, at the CONTRACTOR's sole cost, to: (a) cause its insurer to reduce to levels specified by the LEA or eliminate such deductibles or self-insured retentions with respect to the LEA, its officials and employees, or (b) procure a bond guaranteeing payment of losses and related investigation.
- G. For any claims related to the services contracted for under this Agreement, the CONTRACTOR's insurance coverage shall be primary insurance as respects to the LEA, its subsidiaries, officials and employees. Any insurance or self-insurance maintained by the LEA, its subsidiaries, officials and employees shall be excess of the CONTRACTOR's insurance and shall not contribute with it.
- H. All Certificates of Insurance may reference the contract number, name of the school or agency submitting the certificate, and the location of the school or agency submitting the certificate on the certificate.

PART II - INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AFFILIATED WITH A RESIDENTIAL TREATMENT FACILITY ("RTC")

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

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

If LEA or CONTRACTOR determines that a change in insurance coverage obligations under this section is necessary, either party may reopen negotiations to modify the insurance obligations.

16. INDEMNIFICATION AND HOLD HARMLESS

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

17. INDEPENDENT CONTRACTOR

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

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

18. SUBCONTRACTING

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

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

19. CONFLICTS OF INTEREST

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

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

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

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

20. NON-DISCRIMINATION

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

EDUCATIONAL PROGRAM

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

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

are provided by a third party (i.e. a related services provider) CONTRACTOR shall notify LEA, in writing, if the provision of services ceases.

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

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

22. GENERAL PROGRAM OF INSTRUCTION

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

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

When CONTRACTOR serves LEA students in grades nine through twelve inclusive, LEA shall provide to CONTRACTOR a specific list of the course requirements to be satisfied by the CONTRACTOR leading toward graduation or completion of LEA's diploma requirements. CONTRACTOR shall not award a high school diploma to LEA students who have not successfully completed all of LEA's graduation requirements.

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

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

23. INSTRUCTIONAL MINUTES

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

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

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

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

24. CLASS SIZE

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

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

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

25. CALENDARS

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

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

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

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

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

26. DATA REPORTING

CONTRACTOR agrees to provide to LEA, all data (including billing information) related to students who are served by the CONTRACTOR. CONTRACTOR agrees to provide all data related to or referenced in

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

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

27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT

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

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

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

28. STATEWIDE ACHIEVEMENT TESTING

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

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

29. MANDATED ATTENDANCE AT LEA MEETINGS

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

30. POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

CONTRACTOR shall comply with all requirements of California Education Code sections 56521.1 and 56521.2 regarding positive behavior interventions and supports. Failure to do so shall constitute sufficient good cause for termination of this Master Contract.

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

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

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

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

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

Pursuant to Education Code section 56521.2, CONTRACTOR shall not authorize, order, consent to, or pay for the following interventions, or any other interventions similar to or like the following:

(1) Any intervention that is designed to, or likely to, cause physical pain, including, but not limited to, electric-shock; (2) An intervention that involves the release of noxious, toxic, or otherwise unpleasant sprays, mists, or substances in proximity to the face of the individual; (3) An intervention that denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities; (4) An intervention that is designed to subject, used to subject, or likely to subject, the individual to verbal abuse, ridicule, or humiliation, or that can be expected to cause excessive emotional trauma; (5) Restrictive interventions that employ a device, material, or objects that simultaneously immobilize all four extremities, including the procedure known as prone containment, except that prone containment or similar techniques may be used by trained personnel as a limited emergency intervention; (6) Locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room; (7) An intervention that precludes adequate supervision of the individual; (8) An intervention that deprives the individual of one or more of his or her senses. In the case of a child whose behavior impedes the child's learning or that of others, the IEP team shall consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated Federal regulations.

All restraint practices must be reviewed and revised when they have an adverse effect on a student and are used repeatedly for an individual child, either on multiple occasions within the same classroom or multiple uses by the same individual. CONTRACTOR shall notify the student's parent/guardian when any type of physical or mechanical restraint or seclusion has been used. Upon the use of any type of physical or mechanical restraint or seclusions of a District student, CONTRACTOR shall complete a BER per the reporting and notification requirements listed above.

31. STUDENT DISCIPLINE

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

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

32. IEP TEAM MEETINGS

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

If an LEA student is to be transferred from a nonpublic school setting into a regular class setting in a public school for any part of the school day, the IEP team shall document, if appropriate, a description of activities provided to integrate the student into the regular education program, including the nature of each activity as well as the time spent on the activity each day or week and a description of the activities provided to support the transition of the student from the special education program into the regular education program. Each student shall be allowed to provide confidential input to any representative of his or her IEP team.

Except as otherwise provided in the Master Contract, CONTRACTOR and LEA shall participate in all IEP team meetings regarding LEA students for whom ISAs have been or may be executed. At any time during the term of this Master Contract, a parent, the CONTRACTOR or LEA may request a review of the student's IEP, subject to all procedural safeguards required by law, including reasonable notice given to, and participation of, the CONTRACTOR in the meeting. Every effort shall be made to schedule IEP team meetings at a time and place that is mutually convenient to the parent(s), the CONTRACTOR and LEA. CONTRACTOR shall provide to LEA, at no cost and prior to an annual or triennial IEP team meeting, documentation which shows progress on goals and any and all assessments and written assessment reports (including testing protocols) created by CONTRACTOR and any of its agents or subcontractors, upon request and/or pursuant to LEA policy and procedures. It is understood that attendance at an IEP meeting is part of CONTRACTOR'S professional responsibility and is not a billable service under this Master Contract.

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

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

33. SURROGATE PARENTS AND FOSTER YOUTH

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

34. DUE PROCESS PROCEEDINGS

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

35. COMPLAINT PROCEDURES

CONTRACTOR shall maintain and adhere to its own written procedures for responding to parent complaints. These procedures shall include annually notifying and providing parents of LEA students with appropriate information (including complaint forms) for the following: (1) Uniform Complaint Procedures

pursuant to Title 5 of the California Code of Regulations section 4600 et seq.; (2) Nondiscrimination Policy pursuant to Title 5 of the California Code of Regulations section 4960(a); (3) Sexual Harassment Policy pursuant to California Education Code section 231.5; (4) Title IX Student Grievance Procedures pursuant to Title 34 of the Code of Federal Regulations sections 106.8 and 106.9; (5) Notice of Privacy Practices in compliance with Health Insurance Portability and Accountability Act ("HIPPA"), 45 C.F.R. § 164.520; and (6) Notification and Complaint Procedures for Disability Access, pursuant to 42 U.S.C. §§ 12101 *et seq.* CONTRACTOR shall include verification of these procedures to LEA.

36. LEA STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS

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

CONTRACTOR shall also provide an LEA representative access to supporting documentation used to determine progress on any goal or objective, including but not limited to log sheets, chart notes, observation notes, data sheets, pre/post tests, rubrics and other similar data collection used to determine progress or lack of progress on approved goals, objectives, transition plans or behavior support and/or intervention plans. LEA may request copies of such data at any time within five years of the date of service. CONTRACTOR agrees to maintain the information for at least five years and also shall provide this data supporting progress within 5 business days of request. Additional time may be granted as needed by LEA.

CONTRACTOR shall complete academic or other assessment of a LEA student ten (10) days prior to LEA student's annual or triennial review IEP team meeting for the purpose of reporting LEA student's present levels of performance at the IEP team meeting as required by state and Federal laws and regulations and pursuant to LEA policies, procedures, and/or practices. Sufficient copies of reports, projected goals and/or any other relevant documents to be reviewed by the IEP team shall be provided to the District no later than five (5) business days prior to an annual or triennial IEP team meeting. CONTRACTOR shall maintain all supporting documentation including but not limited to test protocols and data collection, which shall be made available to LEA within 5 business days of request.

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

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

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

37. TRANSCRIPTS

When CONTRACTOR is a nonpublic school, CONTRACTOR shall prepare transcripts at the close of each semester, or upon LEA student transfer, for LEA students in grades nine (9) through twelve (12) inclusive.

CONTRACTOR shall submit all transcripts on LEA-approved forms to LEA student's school of residence for evaluation of progress toward completion of diploma requirements as specified in LEA Procedures. CONTRACTOR shall submit to LEA names of LEA students and their schools of residence for whom transcripts have been submitted as specified by LEA. All transcripts shall be maintained by CONTRACTOR and furnished to LEA upon request, consistent with the parameters of Sections 9 and 26 of this Master Contract.

38. LEA STUDENT CHANGE OF RESIDENCE

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

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

39. WITHDRAWAL OF LEA STUDENT FROM PROGRAM

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

40. PARENT ACCESS

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

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

41. SERVICES AND SUPERVISION AND PROFESSIONAL CONDUCT

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

For services provided on a public school campus, sign in/out procedures shall be followed along with all procedures for being on campus consistent with school and LEA policy. It is understood that the public

school credentialed classroom teacher is responsible for the educational program and all nonpublic agency service providers shall work collaboratively with the classroom teacher who shall remain in charge of the instructional program.

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

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

CONTRACTOR, if providing services in a student's home as specified in the IEP, shall assure that at least one parent of the child or an adult caregiver with written and signed authorization to make decisions in an emergency is present during the provision of services. The names of any adult caregiver other than the parent shall be provided to LEA prior to the start of any home based services, including written and signed authorization in emergency situations. The parent shall inform LEA of any changes of caregivers and provide written authorization for emergency situations. The adult caregiver cannot be an employee or volunteer associated with the nonpublic school or nonpublic agency service provider. Moreover, for services provided in a pupil's home as specified in the IEP, CONTRACTOR must assure that the parent or LEA-approved responsible adult is present during the provision of services. All problems and/or concerns reported to parents, both verbal and written, shall also be provided to the LEA.

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

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

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

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

Unless placement is made pursuant to an Office of Administrative Hearings order or a lawfully executed agreement between LEA and parent, LEA is not responsible for the costs associated with nonpublic school

placement until the date on which an IEP team meeting is convened, the IEP team determines that a nonpublic school placement is appropriate, and the IEP is signed by LEA student's parent or another adult with educational decision-making rights.

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

43. STATE MEAL MANDATE

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

44. MONITORING

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

If CONTRACTOR is also a LCI and/or NPS/RTC, CDE shall annually evaluate whether CONTRACTOR is in compliance with California Education Code section 56366.9 and California Health and Safety Code section 1501.1(b). LEA may also conduct its own on-site review of a NPS using the LEA's Quality On-Site NPS Review Rubric.

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

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

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

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

PERSONNEL

45. CLEARANCE REQUIREMENTS

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

The passage of AB 389 amends California Education Code sections 44237 and 56366.1 as to the verification that the CONTRACTOR has received a successful criminal background check clearance and has enrolled in subsequent arrest notification service, as specified, for each owner, operator, and employee of the nonpublic, nonsectarian school or agency. Further this bill deletes the exemption for applicants possessing a valid California state teaching credential or who are currently licensed by another state agency that requires a criminal record summary, from submitting 2 sets of fingerprints for the purpose of obtaining a criminal record summary from the California Department of Justice ("CDOJ") and the Federal Bureau of Investigation ("FBI"). Notwithstanding the restrictions on sharing and destroying criminal background check information, CONTRACTOR, upon demand, shall make available to the LEA evidence of a successful criminal background check clearance and enrollment in subsequent arrest notification service, as provided, for each owner, operator, and employee of the nonpublic, nonsectarian school or agency. CONTRACTOR is required to retain the evidence on-site, as specified, for all staff, including those licensed or credentialed by another state agency. Background clearances and proof of subsequent arrest notification service as required by California Penal Code section 11105.2 for all staff shall be provided to LEA upon request.

46. STAFF QUALIFICATIONS

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

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

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

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

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

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

47. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS

CONTRACTOR shall submit to LEA a staff list, and copies of all current licenses, credentials, certifications, permits and/or other documents which entitle the holder to provide special education and/or related services by individuals employed, contracted, and/or otherwise hired or sub-contracted by CONTRACTOR. CONTRACTOR shall ensure that all licenses, credentials, permits or other documents are on file at the office of the County Superintendent of Schools. CONTRACTOR shall notify LEA in writing within thirty (30) days when personnel changes occur which may affect the provision of special education and/or related services to LEA students as specified in LEA Procedures. Within thirty (30) days, CONTRACTOR shall provide LEA with the verified dates of fingerprint clearance, Department of Justice clearance and Tuberculosis Test clearance for all employees, approved subcontractors and/or volunteers prior to such individuals starting to work with any student.

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

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

48. STAFF ABSENCE

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

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

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

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

For services provided on a public school campus, sign in/out procedures shall be followed by nonpublic agency providers working in a public school classroom along with all other procedures for being on campus consistent with school and LEA policy. Such policies and procedures shall be made available to CONTRACTOR upon CONTRACTOR'S request. It is understood that the public school credentialed classroom teacher is responsible for the instructional program, and all nonpublic agency service providers shall work collaboratively with the classroom teacher, who shall remain in charge of the instructional program. Failure to comply with this and all LEA requirements in this regard shall be sufficient cause to terminate this Master Contract.

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

HEALTH AND SAFETY MANDATES

50. HEALTH AND SAFETY

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

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

51. FACILITIES AND FACILITIES MODIFICATIONS

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

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

52. ADMINISTRATION OF MEDICATION

CONTRACTOR shall comply with the requirements of California Education Code section 49423 when CONTRACTOR serves a LEA student that is required to take prescription and/or over-the-counter medication during the school day. CONTRACTOR may designate personnel to assist a LEA student with the administration of such medication after LEA student's parent(s) provide(s) to CONTRACTOR: (a) a written statement from a physician detailing the type, administration method, amount, and time schedules by which such medication shall be taken; and (b) a written statement from LEA student's parent(s) granting CONTRACTOR permission to administer medication(s) as specified in the physician's statement. CONTRACTOR shall maintain, and provide to LEA upon request, copies of such written statements. CONTRACTOR shall maintain a written log for each LEA student to whom medication is administered. Such written log shall specify a LEA student's name, the type of medication, the date, time, and amount of each administration, and the name of CONTRACTOR'S employee who administered the medication. CONTRACTOR maintains full responsibility for assuring appropriate staff training in the administration of such medication consistent with student's physician's written orders. Any change in medication type, administration method, amount or schedule must be authorized by both a licensed physician and parent.

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

53. INCIDENT/ACCIDENT REPORTING

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

54. CHILD ABUSE REPORTING

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

acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be submitted to LEA.

CONTRACTOR is to read and become familiar with the District's *Mandated Child Abuse and Neglect Reporting Manual*. In the event there is a suspicion of abuse conducted by anyone (students, staff, contractor or others) on or off campus, CONTRACTOR is to file the appropriate report to the Sacramento County Sheriff. CONTRACTOR is also to confidentially notify the Risk Management Department ("Risk Manager") of the report. CONTRACTOR is to cooperate with any investigation conducted by the District in connection with such report.

55. SEXUAL HARASSMENT

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

56. REPORTING OF MISSING CHILDREN

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

FINANCIAL

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

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

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

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

CONTRACTOR shall submit invoices and related documents to LEA for payment for each calendar month when education or related services were provided. Invoices and related documents shall be properly

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

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

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

In no case shall initial payment claim submission for any Master Contract fiscal year (July through June) extend beyond December 31st after the close of the fiscal year. In no case shall any re-billing for the Master Contract fiscal year (July through June) extend beyond six (6) months after the close of the fiscal year unless approved by LEA to resolve billing issues including re-billing issues directly related to a delay in obtaining information from the Commission on Teacher Credentialing regarding teacher qualification, but no later than twelve (12) months from the close of the fiscal year. If the billing or re-billing error is the responsibility of LEA, then no limit is set provided that LEA and CONTRACTOR have communicated such concerns in writing during the twelve-month period following the close of the fiscal year. LEA will not pay mileage for NPA employee.

58. RIGHT TO WITHHOLD PAYMENT

LEA may withhold payment to CONTRACTOR when: (a) CONTRACTOR has failed to perform, in whole or in part, under the terms of this Contract; (b) CONTRACTOR has billed for services rendered on days other than billable days of attendance or for days when student was not in attendance and/or did not receive services; (c) CONTRACTOR was overpaid by LEA as determined by inspection, review, and/or audit of its program, work, and/or records; (d) CONTRACTOR has failed to provide supporting documentation with an invoice; (e) education and/or related services are provided to LEA students by personnel who are not appropriately credentialed, licensed, or otherwise qualified; (f) LEA has not received, prior to school closure or contract termination, all documents concerning one or more LEA students enrolled in CONTRACTOR'S educational program; (g) CONTRACTOR fails to confirm a student's change of residence to another district or confirms the change or residence to another district, but fails to notify LEA within five (5) days of such confirmation; (h) CONTRACTOR receives payment from Medi-Cal or from any other agency or funding source for a service provided to a LEA student; or (i) CONTRACTOR fails to provide the required liability/insurance documentation as outlined in Section 15 of this Master Contract. It

is understood that no payments shall be made for any invoices that are not received by six (6) months following the close of the prior fiscal year, for services provided in that year.

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

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

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

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

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

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

59. PAYMENT FROM OUTSIDE AGENCIES

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

60. PAYMENT FOR ABSENCES

NONPUBLIC SCHOOL STAFF ABSENCE

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

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

NONPUBLIC SCHOOL STUDENT ABSENCE

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

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

NONPUBLIC AGENCY STAFF ABSENCE

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

NONPUBLIC AGENCY STUDENT ABSENCE

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

61. INSPECTION AND AUDIT

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

CONTRACTOR shall also provide LEA access to all records contemplated by Section 9 of this Master Contract. CONTRACTOR shall make all records available at the office of LEA or CONTRACTOR'S offices (to be specified by LEA), at all reasonable times and without charge. All records shall be provided to LEA within five (5) working days of a written request from LEA. CONTRACTOR shall, at no cost to

LEA, provide assistance for such examination or audit. LEA's rights under this section shall also include access to CONTRACTOR'S offices for purposes of interviewing CONTRACTOR'S employees. If any document or evidence is stored in an electronic form, a hard copy shall be made available to LEA, unless LEA agrees to the use of the electronic format.

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

If an inspection, review, or audit by LEA, a state agency, a Federal agency, and/or an independent agency/firm determines that CONTRACTOR owes LEA monies as a result of CONTRACTOR'S over billing or failure to perform, in whole or in part, any of its obligations under this Master Contract, LEA shall provide to CONTRACTOR written notice demanding payment from CONTRACTOR and specifying the basis or bases for such demand. Unless CONTRACTOR and LEA otherwise agree in writing, CONTRACTOR shall pay to LEA the full amount owed as a result of CONTRACTOR'S over billing and/or failure to perform, in whole or in part, any of its obligations under this Master Contract, as determined by an inspection, review, or audit by LEA, a state agency, a Federal agency, and/or an independent agency/firm. CONTRACTOR shall make such payment to LEA within thirty (30) days of receipt of LEA's written notice demanding payment.

62. RATE SCHEDULE

The attached rate schedules (Exhibits A and B) limit the number of LEA students that may be enrolled and the maximum dollar amount of the contract. It may also limit the maximum number of students that can be provided specific services. Per Diem rates for LEA students whose IEPs authorize less than a full instructional day may be adjusted proportionally. In such cases only, the adjustments in basic education rate shall be based on the required minimum number of minutes per grade level as noted in California Education Code sections 46200-46208.

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

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

Any Nonpublic School ("NPS") or residential facility requesting a change in rate for any services provided during a subsequent Master Contract year must make a request in writing to the Sacramento County SELPA Directors, with a copy sent to LEA Director, Douglas Phillips, or designee, by January 15th of each calendar year. Increases will only be considered for approval for entities that have received a positive review on the Quality On-Site NPS Review Rubric.

63. DEBARMENT CERTIFICATION

By signing this agreement, CONTRACTOR certifies that:

- (a) CONTRACTOR and any of its shareholders, partners, or executive officers are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any Federal agency, and

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

The Parties hereto have executed this Master Contract by and through their duly authorized agents or representatives. This Master Contract is effective on the 12 day of July 2018 and terminates at 5:00 P.M. on June 30, 2019, unless sooner terminated as provided herein.

CONTRACTOR

Sierra School Eastern Extension

Nonpublic School/Agency

By:

Signature

10/3/2018

Date

Andrea Vargas, President, School Group

Name and Title of Authorized Representative

Notices to CONTRACTOR shall be addressed to:

Name and Title

Courtney Galli

Director of Sierra School Extension

Nonpublic School/Agency/Related Service Provider
SIERRA SCHOOL AT EASTERN EXTENSION

Address

2331 St. Marks Way

City

Sacramento

State

CA

Zip

95864

Phone

916-930-6189

Fax

916-596-0140

Email

Courtney.Galli@catapultlearning.com

LEA

Center Joint Unified School District

By:

Signature

Date

By:

Mike Jordan, Director of Curriculum, Instruction and Special Education

Name and Title of Authorized Representative

Notices to LEA shall be addressed to:

Name and Title

Mike Jordan

Director of Curriculum, Instruction and Special Education

LEA

Center Joint Unified School District

Address

3243 Center Court Lane

City

Antelope

State

California

Zip

95843

Phone

916-339-4697

Fax

Email

MikeJordan@centerusd.org

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

Name and Title

LEA		
Address		
City	State	Zip
Phone	Fax	
Email		

EXHIBIT A: RATES - NON-PUBLIC SCHOOL ONLY - 2018-2019 CONTRACT YEAR

CONTRACTOR Sierra School Eastern Extension **CONTRACTOR NUMBER** 316744762 **2018-2019**
38245
(NONPUBLIC SCHOOL) **(CONTRACT YEAR)**

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

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

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

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

Rate	Period
<u>\$150.22</u>	<u>Per Day</u>

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

B. Related Services

(1)	a. Transportation - Round Trip (NPS only, unless otherwise agreed to by LEA)	<u>\$23.42</u>	<u>Per Day</u>
	b. Transportation - One Way (NPS only, unless otherwise agreed to by LEA)	_____	_____
	c. Transportation-Dual Enrollment	_____	_____
	d. Public Transportation	_____	_____
	e. Parent*	_____	_____
(2)	a. Educational Counseling - Individual	<u>\$65.00</u>	<u>Per Hour</u>
	b. Educational Counseling - Group of _____	_____	_____
	c. Counseling - Parent	_____	_____
(3)	a. Adapted Physical Education - Individual	_____	_____
	b. Adapted Physical Education - Group of _____	_____	_____
	c. Adapted Physical Education - Group of _____	_____	_____
(4)	a. Language and Speech Therapy - Individual	<u>\$100.00</u>	<u>Per Hour</u>
	b. Language and Speech Therapy - Group of 2	_____	_____
	c. Language and Speech Therapy - Group of 3	_____	_____
	d. Language and Speech Therapy - Per diem	_____	_____
	e. Language and Speech - Consultation Rate	_____	_____
(5)	a. Additional Instructional Assistant - Individual (must be authorized on IEP)	<u>\$18.50</u>	<u>Per Hour</u>
	b. Additional Instructional Assistant - Group of 2	_____	_____
	c. Additional Instructional Assistant - Group of 3	_____	_____
(6)	Intensive Special Education Instruction**	<u>\$18.50</u>	<u>Per Hour</u>
(7)	a. Occupational Therapy - Individual	<u>\$120.00</u>	<u>Per Hour</u>
	b. Occupational Therapy - Group of 2	<u>\$120.00</u>	<u>Per Hour</u>
	c. Occupational Therapy - Group of 3	_____	_____
	d. Occupational Therapy - Group of 4 - 7	_____	_____
	e. Occupational Therapy - Consultation Rate	_____	_____
(9)	Physical Therapy	<u>\$100.00</u>	<u>Per Hour</u>
(10)	a. Behavior Intervention - BII	_____	_____
	b. Behavior Intervention - BID	_____	_____
	Provided by: _____	_____	_____
(11)	Nursing Services	_____	_____
(12)	B.E.S.T. Model	<u>\$30.00</u>	<u>Per Day</u>

*Parent transportation reimbursement rates are to be determined by LEA

**By credentialed Special Education Teacher

Agenda Item Number _____

XV-10

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Special Education Department

Date: October 2, 2018

Action Item X

To: Board of Trustees

Information Item

From: Michael Jordan,
Director of Curriculum & Instruction
and Special Education

Initials: mat

Attached Pages 2

SUBJECT: Professional Services Contract for Ms. Sara Vicars-Hall MA, BCBA to complete limited services for the district.

RECOMMENDATION: CJUSD Board of Trustees approve the Professional Services Contract for Ms Sara Vicars-Hall MA BCBA

CONSENT AGENDA

AGENDA ITEM # _____

XV-10



Center Joint Unified School District
8408 Watt Avenue
Antelope, CA 95843

PROFESSIONAL SERVICES AGREEMENT

This agreement for professional services is entered into this 2nd day of October, 2018, by and between the Center Joint Unified School District and the person(s) or firm described below, hereinafter described as CONTRACTOR. Persons performing services under this contract hold themselves out to be independent contractors, not employees of the DISTRICT, and hold(s) the DISTRICT harmless from claims under workers' compensation laws. CONTRACTOR further declares that he/she/it is/are in the business of providing the described service for any and all persons/organizations desiring such services, that such services are not provided exclusively for Center Joint Unified School District. CONTRACTOR also holds the DISTRICT harmless from claims arising from loss, damage, or injury while performing the stipulated services.

*Contractor Name: Sara Vicars-Hall, MA, BCBA

Address: P.O. Box 9586 Truckee, CA 96162

Phone: 916-640-3533 Taxpayer ID #:

*Full description of services to be provided:

Ms. Vicars-Hall will conduct a Functional Behavior Analysis and develop a Behavior Intervention Plan for one student.

*Payment \$125.00 per hour. CONTRACTOR will submit a signed invoice not more frequently than monthly, detailing services provided and charges. Payment will be made within forty-five days after receipt of invoice or service, whichever is later.

*Beginning Date of Service: October 18, 2018 *Frequency of Service Dates: 30 total hours

*Ending Date of Service: February 1, 2019

Method of Payment and Tax Reporting: (check one)

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

☒ Accounts Payable- 1099 Generated (Requires completion of W-9)

Total amount of this contract \$3750 Budget # 01-6500-0-5800-102-5750-1110-019-000

Reason service cannot be provided by a District employee:

The district does not have a person to perform the FBA or develop the BIP.

Signature of CONTRACTOR*: Sara Vicars-Hall

Date*: 10-2-18

Signature of District employee requesting service: Michelle Jordan

Date: 10-3-18

Date Board of Trustees Approved (if over \$500.00): _____

Date: _____

Personnel Approval (if cleared to start): _____

Date: _____

Signature of Accounting Supervisor: _____

Date: _____

***CONTRACT NOT VALID WITHOUT ALL DISTRICT SIGNATURES**

**INDEPENDENT CONTRACTOR OR EMPLOYEE?
DISTRICT GUIDELINES**

PART I

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

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

STOP HERE

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

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

PART II

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

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

PART II - continued

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

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

STOP HERE

and process the individual through payroll.

If 11 and 12 are both "YES", continue

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

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

Request for Taxpayer Identification Number and Certification

Go to www.irs.gov/FormW9 for instructions and the latest information.

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

Print or type.
See Specific Instructions on page 3.

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

Sara Hall

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

3 Check appropriate box for federal tax classification of the person whose name is entered on line 1. Check only one of the following seven boxes.

☒ Individual/sole proprietor or single-member LLC

☐ C Corporation

☐ S Corporation

☐ Partnership

☐ Trust/estate

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

NOTE: Check the appropriate box in the line above for the tax classification of the single-member owner. Do not check LLC if the LLC is classified as a single-member LLC that is disregarded from the owner unless the owner of the LLC is another LLC that is not disregarded from the owner for U.S. federal tax purposes. Otherwise, a single-member LLC that is disregarded from the owner should check the appropriate box for the tax classification of its owner.

☐ Other (see instructions) ▶

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

Exempt payee codes (if any) _____

Exemption from FATCA reporting code (if any) _____

Applies to accounts maintained outside the U.S.

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

PO BOX 9586

Requester's name and address (optional)

6 City, state, and ZIP code

Truckee, CA 96162

7 List account number(s) here (optional)

Part I Taxpayer Identification Number (TIN)

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

NOTE: If the account is in more than one name, see the instructions for line 1. Also see *What Name and Number To Give the Requester* for guidelines on whose number to enter.

Social security number

--	--	--	--	--	--	--	--	--	--

or

Employer identification number

--	--	--	--	--	--	--	--	--	--

Part II Certification

Under penalties of perjury, I certify that:

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

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

Sign
Here

Signature of
U.S. person ▶

Sara H. Hall

Date ▶ 10-2-18

General Instructions

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

Future developments. For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to www.irs.gov/FormW9.

Purpose of Form

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

- Form 1099-INT (interest earned or paid)

- Form 1099-DIV (dividends, including those from stocks or mutual funds)
- Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)
- Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)
- Form 1099-S (proceeds from real estate transactions)
- Form 1099-K (merchant card and third party network transactions)
- Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)
- Form 1099-C (canceled debt)
- Form 1099-A (acquisition or abandonment of secured property)

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

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

Dept./Site: Instructional Services

Date: September 7, 2018

To: Board of Trustees

From: Tami J'Beily  **Att:**
Coordinator of Fed/State Programs

XV-11

Ellevation Order Form and Customer Agreement

This Order Form, which incorporates Ellevation's online Terms and Conditions (located at ellevationeducation.com/legalnotices) (together, the "Agreement") is made between the customer named below ("Customer") and Ellevation Inc., having an address at 38 Chauncy St, Boston MA 02111 ("Ellevation"), and sets forth the terms and conditions on which Ellevation will supply Products to Customer.

Company: Ellevation Education
 Representative: Leslie Thomas
 Email: leslie.thomas@ellevationeducation.co
 Phone: m
 Address: 617-307-5728
 38 Chauncy St, 9th Floor, Boston, Ma
 02111

Customer: Center Joint Unified School District,
 Contact Name: CA
 Email: tjbeilly@centerusd.org
 Phone: [916\) 338-7581](tel:9163387581)
 Address: 8408 Watt Ave, Antelope, CA,
 95843

Start Date: 11/1/2018

End Date: 10/31/2019

Annual Subscription Fees

Product	Quantity	Unit Price	Total Fees
Ellevation for California	620	\$12.00	\$7,440.00
Subscription Total:			\$7,440.00

Service Fees

Product	Quantity	Unit Price	Total Fees
Ellevation Academy	1	\$1,000.00	\$1,000.00
1) Ellevation Academy - webinars hosted at convenient, regular intervals over the course of the year. Users will engage in a live instructor-led environment with other districts. 2) On-Demand Learning Courses - which provide self-guided exploration and practice with Ellevation through short videos.			
Services Total:			\$1,000.00

Total Investment

Subscription Total:	\$7,440.00
Services Total:	\$1,000.00
Grand Total:	\$8,440.00

Invoicing Schedule: Annual

Payment Term: 30 Days

Contract Term: 12 Months



Center Joint Unified School District
8408 Watt Avenue
Antelope, CA 95843

PROFESSIONAL SERVICES AGREEMENT

This agreement for professional services is entered into this _____ day of -Please Select-, 20____, by and between the Center Joint Unified School District and the person(s) or firm described below, hereinafter described as CONTRACTOR. Persons performing services under this contract hold themselves out to be independent contractors, not employees of the DISTRICT, and hold(s) the DISTRICT harmless from claims under workers' compensation laws. CONTRACTOR further declares that he/she/it is/are in the business of providing the described service for any and all persons/organizations desiring such services, that such services are not provided exclusively for Center Joint Unified School District. CONTRACTOR also holds the DISTRICT harmless from claims arising from loss, damage, or injury while performing the stipulated services.

*Contractor Name: Ellevation Inc.

Address: 38 Chanucy St, 9th Floor, Boston, MA 02111

Phone: 617-307-5755 Taxpayer ID #: 45-3576035

*Full description of services to be provided:
Software for EL Department

*Payment \$8,440 per year. CONTRACTOR will submit a signed invoice not more frequently than monthly, detailing services provided and charges. Payment will be made within forty-five days after receipt of invoice or service, whichever is later.

*Beginning Date of Service: 11/1/2018 *Frequency of Service Dates: annual

*Ending Date of Service: 10/31/2019

Method of Payment and Tax Reporting: (check one)

- ☐ Variable Payroll- W-2 Generated (Requires completion of W-4 & I-9 in Personnel Dept.)
☒ Accounts Payable- 1099 Generated (Requires completion of W-9).

Total amount of this contract \$8,440 Budget #

Reason service cannot be provided by a District employee:

Signature of CONTRACTOR*: _____

Edna C. A.

Date*: 10/02/18

Signature of District employee requesting service: _____

John B. B.

Date: 10/12/18

Date Board of Trustees Approved (if over \$500.00): _____

Date: _____

Personnel Approval (if cleared to start): _____

Date: _____

Signature of Accounting Supervisor: _____

Date: _____

***CONTRACT NOT VALID WITHOUT ALL DISTRICT SIGNATURES**

**INDEPENDENT CONTRACTOR OR EMPLOYEE?
DISTRICT GUIDELINES**

PART I

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

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

STOP HERE

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

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

PART II

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

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

PART II - continued

YES NO

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

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

STOP HERE

and process the individual through payroll.

If 11 and 12 are both "YES", continue

YES NO

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

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

Request for Taxpayer Identification Number and Certification

► Go to www.irs.gov/FormW9 for instructions and the latest information.

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

Print or type. See Specific Instructions on page 3.	1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank. Ellevation Inc.	
	2 Business name/disregarded entity name, if different from above	
	3 Check appropriate box for federal tax classification of the person whose name is entered on line 1. Check only one of the following seven boxes. <input type="checkbox"/> Individual/sole proprietor or single-member LLC <input checked="" type="checkbox"/> C Corporation <input type="checkbox"/> S Corporation <input type="checkbox"/> Partnership <input type="checkbox"/> Trust/estate <input type="checkbox"/> Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=Partnership) ► Note: Check the appropriate box in the line above for the tax classification of the single-member owner. Do not check LLC if the LLC is classified as a single-member LLC that is disregarded from the owner unless the owner of the LLC is another LLC that is not disregarded from the owner for U.S. federal tax purposes. Otherwise, a single-member LLC that is disregarded from the owner should check the appropriate box for the tax classification of its owner. <input type="checkbox"/> Other (see instructions) ►	
	4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3): Exempt payee code (if any) _____ Exemption from FATCA reporting code (if any) _____ <small>(Applies to accounts maintained outside the U.S.)</small>	
	5 Address (number, street, and apt. or suite no.) See instructions. Mailing: 38 Chauncy St, Fl 9 6 City, state, and ZIP code Boston, MA 02111	Requester's name and address (optional) Remittance: PO Box 83430 Woburn, MA 01813-3430
	7 List account number(s) here (optional)	

Part I Taxpayer Identification Number (TIN)

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

Note: If the account is in more than one name, see the instructions for line 1. Also see *What Name and Number To Give the Requester* for guidelines on whose number to enter.

Social security number								
			-				-	
or								
Employer identification number								
4	5		-	3	5	7	6	0 3 5

Part II Certification

Under penalties of perjury, I certify that:

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

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

Sign Here	Signature of U.S. person ► 	Date ► 05-31-18
-----------	--	-----------------

General Instructions

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

Future developments. For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to www.irs.gov/FormW9.

Purpose of Form

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

- Form 1099-INT (interest earned or paid)

- Form 1099-DIV (dividends, including those from stocks or mutual funds)
- Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)
- Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)
- Form 1099-S (proceeds from real estate transactions)
- Form 1099-K (merchant card and third party network transactions)
- Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)
- Form 1099-C (canceled debt)
- Form 1099-A (acquisition or abandonment of secured property)

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

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

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Curriculum and Instruction

Date: September 14, 2018

Action Item X

To: Board of Trustees

Information Item

From: Michael Jordan
Director Curriculum, Instruction
and Special Education

4 # Attached Pages

Initials: MOS

SUBJECT: MOU with SCOE for Math Shadow Class Professional Development

The CJUSD would like to enter into a memorandum of understanding (MOU) with the Sacramento County Office of Education (SCOE) for SCOE staff to provide professional development to certificated staff in the area of teaching in math shadow classes.

RECOMMENDATION: CJUSD Board of Trustees to approve the MOU as written.

CONSENT AGENDA

MEMORANDUM OF UNDERSTANDING

Agreement #19012

2018-2019

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

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

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

A. **SCOE** agrees to:

1. Provide a primary contact person and service provider(s) for all work under this MOU.

MOU Contact:

Dave Chun

(916) 228-2244

dchun@scoe.net

Services provided by:

Chelsea McClellan

(916) 228-2245

cmcclellan@scoe.net

2. Provide the following service:

One day of professional learning and one day of coaching to support math shadow class teachers. The support will include strategies and resources to support student learning. Additionally, four days of professional learning will be provided to support the elementary math cadre. Topics will include the California mathematics framework, Number Talks, and struggle problems. See Exhibit A, for schedule and details, which is attached hereto and incorporated by reference.

Location of the service

Center Joint Unified School District

8408 Watt Avenue

Antelope, CA 95843

3. **SCOE** will make every effort to accommodate changes in dates as needed, however rescheduling is not guaranteed as dates are dependent on availability.
4. Provide an evaluation of services.
5. Provide training materials. Any and all training material are the exclusive property of **SCOE**. **District** and its agents must obtain written permission from **SCOE** before it disseminates, markets, or otherwise uses the training materials.
6. Invoice **District** within 30 days of execution of this MOU:
Center Joint Unified School District
8408 Watt Avenue
Antelope, CA 95843

MEMORANDUM OF UNDERSTANDING, Agreement #19012

B. District agrees to:

1. Provide a primary contact person for all work under this MOU.
Becky Lawson
rlawson@centerusd.org
(916) 338-7584
2. Ensure the site principal/district representative is present during services.
3. Participate in an evaluation of services.
4. Provide facility for training.
5. Provide SCOE with a copy of attendance sign-in sheet upon request.
6. Provide the audio-visual equipment and table supplies.
7. Provide requested materials for participants (e.g., Teacher's Edition).

C. Fiscal: District agrees to pay SCOE \$11,300 within 60 days of invoicing.

D. General Provisions

1. **Indemnity.** Each party agrees to defend, indemnify, and hold harmless each of the other parties (including a party's directors, agents, officers and employees), from any claim, action, or proceeding arising from any actual or alleged act or omissions of the indemnifying party, its director, agents, officers, or employees arising from the indemnifying party's duties and obligations described in this agreement or imposed by law.
 - a. It is the intention of the parties that this section imposes on each party responsibility to the others for the acts and omissions of their respective elected and appointed officials, employees, representatives, agents, subcontractors and volunteers, and that the provisions of comparative fault shall apply. This provision shall survive the termination of this agreement for any claim related to this agreement.
2. **Independent Agents.** This MOU is by and between independent agents and does not create the relationship of agent, servant, employee, partnership, joint venture and/or association between the independent agents.
3. **Nondiscrimination.** Any service provided by the parties pursuant to this Agreement shall be without discrimination based on the actual or perceived race, religious creed, color, national origin, nationality, immigration status, ethnicity, ethnic group identification, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, gender, gender identity, gender expression, sex, or sexual orientation, in accordance with all applicable Federal and State laws and regulations.
4. **Insurance.** All parties shall maintain in full force Commercial Liability Insurance with limits of no less than \$1,000,000 per occurrence. Such requirement may be satisfied by coverage through a joint powers authority. Evidence of insurance coverage shall be furnished upon request by a party to this agreement.

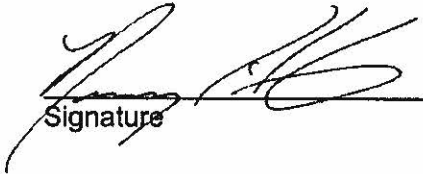
MEMORANDUM OF UNDERSTANDING, Agreement #19012

5. **Entire Agreement.** This MOU constitutes the entire agreement and understanding of the parties. All prior understandings, terms or conditions are deemed merged into this MOU. Any changes to this MOU must be agreed to in writing by all parties.


The undersigned represent that they are authorized representatives of the parties and hereby execute this MOU. This MOU may be executed in counterparts each of which shall be deemed an original, but all of which together shall constitute one and the same document. Photographic copies of the signed counterparts may be used in lieu of the originals for any purpose.

Sacramento County Office of Education
Nancy Herota, Ed.D.
Assistant Superintendent, Educational Services

Center Joint Unified School District
Scott A. Loehr, Superintendent

 9/10/18
Signature Date

Signature Date

 8-29-18
Director Approval Date

 8-31-18
Director Approval Date

MEMORANDUM OF UNDERSTANDING, Agreement #19012

**Exhibit A
Center Joint Unified School District**

Day	Date	Support Description	Attend		Notes
			T	A	
1	9-7-18	Shadow math class professional Learning			8:00 to 3:00
2	11-1-18	Coaching			8:00 to 3:00
3	10-30-18	Elementary Math Cadre			8:30 to 3:00
	10-30-18	Number Talks			3:45 to 4:45
4	12-4-18	Elementary Math Cadre			8:30 to 3:00
5	2-5-19	Elementary Math Cadre			8:30 to 3:00
6	4-9-19	Elementary Math Cadre			8:30 to 3:00
7		preparation day			

Center Unified School District

AGENDA REQUEST FOR:

Dept./Site: Center High School

Date: September 17, 2018

Action Item ☒ X

To: CUSD Board of Trustees

Information Item ☐

From: Jerald Ferguson

Attached Pages 2

Principal's Initials JF

SUBJECT: FBLA Annual Leadership Development Institute.

Future Business Leaders of America advisers Cathy Cummings, Larry Davenport and parent chaperones Rebekah Garcia and Richard Garcia are requesting approval to take approximately 25 members of our organization to the annual Leadership Development Institute (LDI). The conference will take place at the Marriott Hotel in Santa Clara from October 19-21, 2018.

Hotel address:

2700 Mission College Blvd
Santa Clara, CA
(408) 986-6159

Tentative plans for Friday include: The Tech Museum of Innovation in San Jose, Winchester Mystery House, and a college tour of Santa Clara University. Students will miss school on Friday and return on Sunday. Workshops begin Friday evening and all day on Saturday. Sunday is a general session for all attendees and students return to Center High School after the Sunday session.

CONSENT AGENDA

Transportation will be via charter bus provided from CJUSD Transportation Department. Funding for adviser and chaperone expenses will be provided through CTEIG funding, FBLA fundraisers, and parental support. Conference costs for students will be approximately \$125.

The purpose of this trip is to hone the leadership skills of our officer team & active members to help insure our local chapter is successful and engaging. Students will attend workshops, general sessions, network with others chapters, and prepare for section/state competitive events. Student participation has yet to be determined but a parent letter has already been sent home to potential participants.

The tentative agenda for this event is attached.

- For more information, go to: www.cafbla.org
- Click....Conferences....select....Leadership Development Institute (LDI)
- Click....LDI North

RECOMMENDATION: For FBLA to take 25 students to the annual leadership development institute in Santa Clara.

FUTURE BUSINESS LEADERS OF AMERICA

Travel Itinerary (Tentative)

****Please note times may vary**

=====

FRIDAY, OCTOBER 19TH

7:00 am – Leave Center High School

Travel to The Tech Museum of Innovation (approx. 2 ½ hrs)

Address: 201 S. Market Street, San Jose, CA 95113

9:30 am – Arrive at the Tech Museum

Innovation lab from 9:40-10:30

Free time in the Museum from 10:30-12:00 pm

12:00 pm – Leave Tech Museum for Westfield Valley Fair Mall (approx. 15 minutes)

Address: 2855 Stevens Creek Blvd., Santa Clara, CA 95050

12:15 – Arrive at Westfield Valley Fair Mall

Lunch from 12:15-1:00

Free time in the mall 1:00 -2:00

2:00 – Leave Westfield Valley Fair Mall for Winchester Mystery House (approx. 5 minutes)

Address: 525 S. Winchester Blvd., San Jose, CA 95128

2:05 – Arrive at Winchester Mystery House

Tour Winchester Mystery House

3:30 – Leave Winchester Mystery House for Santa Clara University (approx. 10 minutes)

Address 500 El Camino Real, Santa Clara, CA 95053

3:40 – Arrive at Santa Clara University
Walking Tour of Santa Clara University

5:00 Leave Santa Clara University for Santa Clara Marriott (approx. 10 minutes)

Address 2700 Mission Blvd., Santa Clara, CA 95054

5:10 Arrive at Santa Clara Marriott

SUNDAY, OCTOBER 21ST

****Leave Santa Clara Marriott Hotel**

****9:00 A.M. bus needs to be at the hotel**

Arrive back @ CHS approximately 11-12 noon

Center Unified

AGENDA REQUEST FOR

DEPT./SITE: Spinelli Elementary

ACTION ITEM ☒ X

TO: Board of Trustees

INFORMATION ITEM ☐

DATE: September 14, 2018

ATTACHED PAGES 5

FROM: Julie Opfer

PRINCIPAL'S INITIALS JO

SUBJECT:

Seeking Board approval for A Touch of Understanding to present Disability Awareness to our fourth grade students on November 1, 2018. The cost is \$650.

CONSENT AGENDA

RECOMMENDATION:



Center Joint Unified School District
8408 Watt Avenue
Antelope, CA 95843

PROFESSIONAL SERVICES AGREEMENT

This agreement for professional services is entered into this 11th day of September, 2018, by and between the Center Joint Unified School District and the person(s) or firm described below, hereinafter described as CONTRACTOR. Persons performing services under this contract hold themselves out to be independent contractors, not employees of the DISTRICT, and hold(s) the DISTRICT harmless from claims under workers' compensation laws. CONTRACTOR further declares that he/she/it is/are in the business of providing the described service for any and all persons/organizations desiring such services, that such services are not provided exclusively for Center Joint Unified School District. CONTRACTOR also holds the DISTRICT harmless from claims arising from loss, damage, or injury while performing the stipulated services.

*Contractor Name: A Touch of Understanding
Address: 5280 Stirling Street, Suite 102
Phone: (916) 791-4146 Taxpayer ID #: _____

*Full description of services to be provided: Disability Awareness Workshop

*Payment \$ 650⁰⁰ per 40 students CONTRACTOR will submit a signed invoice not more frequently than monthly, detailing services provided and charges. Payment will be made within forty-five days after receipt of invoice or service, whichever is later.

*Beginning Date of Service: 11-1-18 *Frequency of Service Dates: one time
*Ending Date of Service: 11-1-18

Method of Payment and Tax Reporting: (check one)

☐ Variable Payroll- W-2 Generated (Requires completion of W-4 & I-9 in Personnel Dept.)
☐ Accounts Payable- 1099 Generated (Requires completion of W-9).

Total amount of this contract \$ 650⁰⁰ Budget # _____

Reason service cannot be provided by a District employee:

The nature of the service

Signature of CONTRACTOR: [Signature] Date*: 9/11/18
Signature of District employee requesting service: [Signature] Date: 9/14/18
Date Board of Trustees Approved (if over \$500.00): _____ Date: _____
Personnel Approval (if cleared to start): _____ Date: _____
Signature of Accounting Supervisor: _____ Date: _____

***CONTRACT NOT VALID WITHOUT ALL DISTRICT SIGNATURES**

**INDEPENDENT CONTRACTOR OR EMPLOYEE?
DISTRICT GUIDELINES**

PART I

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

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

STOP HERE

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

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

PART II

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

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

PART II - continued

YES NO

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

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

STOP HERE

and process the individual through payroll.

If 11 and 12 are both "YES", continue

YES NO

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

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



Center Joint
Unified
School District

Lori Edwards <ledwards@centerusd.org>

Fwd: ATOU workshop - now scheduling for 2018-19 school year

1 message

Julie Opfer <jopfer@centerusd.org>
To: Lori Edwards <ledwards@centerusd.org>

Wed, Sep 5, 2018 at 2:40 PM

We need PSA and board agenda

----- Forwarded message -----

From: Jana Suthahar <jana.suthahar@touchofunderstanding.org>
Date: Wed, Mar 14, 2018 at 5:42 PM
Subject: ATOU workshop - now scheduling for 2018-19 school year
To:

- object -
5800

Hello,
A Touch of Understanding is in the process of scheduling the Disability Awareness workshop for the 2018-19 school year. We are very keen to serve your students. Please let me know your interest in scheduling a workshop.

Available dates 2018-2019 school year

- August : 8, 9, 10, 16, 17, 22, 23
- September : 5, 19, 20, 21
- October : 3, 18, 25, 26, 31
- November : 1, 2, 9, 14, 15, 16, 28, 29, 30
- December : 5, 6, 7, 12, 13, 19, 20, 21
- January : 2, 3, 4, 9, 10, 11, 16, 17, 18, 23, 24, 25, 30, 31
- February : 6, 7, 8, 13, 14, 15, 20, 21, 22, 27, 28
- March : 1, 6, 7, 8, 13, 14, 15, 20, 21, 22, 27, 28, 29
- April : 3, 4, 5, 6, 10, 11, 12, 17, 18, 19, 24, 25, 26
- May : 1, 2, 3, 8, 9, 10, 15, 16, 17, 22, 23, 24, 29, 30, 31
- June : 5, 6, 7

Please note that the program fee has been revised effective 02/07/18 for the 2018-19 school year. One full workshop, which includes both the activity portion and the speaker portion, costs \$650 for 40 students to participate. For every student above 40, the cost increases by \$15 per student.

Looking forward to working with your students.

Thank you

9/5/2018

Center Joint Unified School District Mail - Fwd: ATOU workshop - now scheduling for 2018-19 school year

Jana

--

Jana Suthahar

Program Coordinator

A Touch of Understanding

5280 Stirling Street, Suite 102

Granite Bay, CA 95746

916-791-4146

cell 916-716-3239

www.touchofunderstanding.org

 Displaying seal zoomed.jpg

Center Joint Unified School District

Dept./Site: Maintenance & Operations

To: Board of Trustees

Date: October 17, 2018

From: Craig Deason, Asst. Superintendent

Principal/Administrator Initials: _____

AGENDA REQUEST FOR:

Action Item X

Information Item

Attached Pages 3

SUBJECT: Amendment #2 – Center High School Campus Entry Upgrade

This Amendment is to increase the total lump sum compensation to Nacht & Lewis Architects to include an Allowance for extra services, and owner requested additional scope provided outside the originally anticipated scope of the Center High Entry Plaza Upgrade project and approved by the District. The total lump sum compensation increases from Forty-two Thousand One Hundred Forty-Nine and NO/100 Dollars (\$42,149.00) to Sixty-four Thousand Six Hundred Forty-nine and NO/100 Dollars (\$64,649.00), an increase of Twenty-two Thousand Five Hundred and NO/100 Dollars (\$22,500.00).

RECOMMENDATION: The CJUSD Board of Trustees approve Amendment #2

CONSENT AGENDA

AGREEMENT FOR PROFESSIONAL SERVICES

**CENTER HIGH SCHOOL CAMPUS ENTRY UPGRADE
AMENDMENT #2**

September 28, 2018

Agreement dated July 6, 2017 by and between Nacht & Lewis Architects (N&L) and Center Jt. Unified School District (CJUSD/District) (together, "Parties").

The Parties wish to amend the Agreement per attached Proposal dated September 10, 2018:

This Amendment is to increase the total lump sum compensation to include an Allowance for extra services and owner requested additional scope provided outside original anticipated scope of work, and approved by the District. The total lump sum compensation increases from Forty-two Thousand One Hundred Forty-Nine and NO/100 Dollars (\$42,149.00) to Sixty-four Thousand Six Hundred Forty-nine and NO/100 Dollars (\$64,649.00), an increase of Twenty-two Thousand Five Hundred and NO/100 Dollars (\$22,500.00).

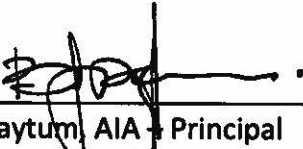
ADD to Item 5.02 Compensation – Phase Fee Breakdown:

<u>Allowance for Fencing Redesign and Gym Structural Repairs</u>	<u>22,500.00</u>
Total	\$64,649.00

This Amendment is executed as of the day and year first written above.

By: _____
Authorized Agent
Center Jt. Unified School District
Print Name: _____

Date: _____

By:  _____
Brian Maytum, AIA - Principal
Nacht & Lewis Architects, Inc.

Date: 9/28/2018

September 10, 2018

Craig Deason
Assistant Superintendent, Facilities & Operations
Center Joint Unified School District
8408 Watt Ave.
Antelope, CA 95843

**Re: Center High School – Entry Plaza
A/E Change Order No. 2 – Fencing Redesign & Gym Structural Repairs**

Dear Craig,

Per the allowances of our Agreement, Nacht & Lewis respectfully requests an A/E Change Order for additional services provided during construction. This work stems from the District's request to raise the height of the ornamental iron fencing, masonry columns and trash enclosure and to expand the area of new landscaping. Additionally, unforeseen structural issues were encountered at the gymnasium restrooms during the course of the contact work. This proposal is based on the following:

Scope of Additional Services:

1. Revise previously DSA approved masonry column and trash enclosure engineering and details and obtain DSA approval for increased height requested by the District.
2. Add additional landscape planting and irrigation design to expand new landscaping work to street as requested by the District.
3. Visit site on multiple occasions to review shear wall issues discovered at gymnasium as a result of the restroom modification work of this contract.
4. Visit CJUSD plan room and coordinate with DSA to obtain original as-built record drawings related to missing shear ply at gymnasium. Copy and distribute documents.
5. Provide direction to general contractor to expose hidden areas for visual observation by design team.
6. Perform preliminary engineering analysis on entire gymnasium structure to determine order of magnitude of potential structural inadequacy of the gymnasium structure due to missing shear ply.
7. Meet with DSA to review findings and determine course of repairs.
8. Engineer and detail repair solution, obtain DSA approval and meet with general contractor in the field to review and coordinate repair activities.

Brian J. Maytum, AIA
Principal/Vice-President

Center Joint Unified School District

Dept./Site: Maintenance & Operations

To: Board of Trustees

Date: October 17, 2018

From: Craig Deason, Asst. Superintendent

Principal/Administrator Initials: _____

AGENDA REQUEST FOR:

Action Item X

Information Item

Attached Pages 1

SUBJECT: Resolution No. 10/2018-2019 – Authorizes the Projects and Filing of Applications for funding under the State School Facilities Programs.

The Governing Board of the Center Unified School District hereby authorizes the District's Representative to the Office of Public School Construction and California Department of Education to re-file all required documents for funding under Chapter 12.5, Part 10, Division 1, commencing with Section 17070.10, et seq, of the Education Code.

RECOMMENDATION: The CJUSD Board of Trustees approve Resolution No. 10/2018-2019.

CONSENT AGENDA

**BOARD OF EDUCATION
CENTER UNIFIED SCHOOL DISTRICT
ANTELOPE, CALIFORNIA**

To the Board of Education:

Purpose: Resolution No. 10/2018-2019 Authorizing the Projects and Filing of Applications for Funding under the State School Facilities Programs.

WHEREAS, the Center Unified School District is participating in the State School Facility Programs and intends to re-apply and receive funding from the State for new construction, modernization, facility hardship, charter, and career technical education facilities for any site, where eligible and able, and;

WHEREAS, The Center Unified School District now wishes to re-file an application for these projects with the California Department of Education and/or Office of Public School Construction for approval by the State Allocation Board to appropriate funding for the projects;

WHEREAS, the Center Unified School District has or will establish, in accordance with Education Code Section 17070.75 and 17070.77, a Restricted Routine Maintenance Account for exclusive purpose of providing ongoing and major maintenance of school buildings and has developed an ongoing and major maintenance plan that complies with and is implemented for this purpose; and

WHEREAS, the Center Unified School District has established, in accordance with Education Code Section 17070.75(f), a facilities inspection system to ensure that the school is maintained in good repair;

NOW, THEREFORE, BE IT RESOLVED that the Governing Board of the Center Unified School District hereby authorizes the District's Representative to the Office of Public School Construction and California Department of Education to re-file all required documents for funding under Chapter 12.5, Part 10, Division 1, commencing with Section 17070.10, et seq, of the Education Code.

RESOLVED, this 17th day of October 2018, at Antelope, California, at a regular meeting of the Governing Board of the Center Unified School District by the following vote:

Ayes: _____

Noes: _____

Abstain: _____

President, Board of Education

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Facilities & Operations Department

To: Board of Trustees

Action Item X

Date: October 17, 2018

Information Item

From: Craig Deason, Assist. Supt.

Attached Pages 1

Assist. Supt. Initials:

SUBJECT: Notice of Completion – Nor-Cal Asphalt Paving & Maintenance Inc. – Repair, Re-seal and Re-Stripe Parking Lot at McClellan High School

The repair, re-seal and re-stripe contract in the parking lot at McClellan High School was awarded to Nor-Cal Asphalt Paving & Maintenance Inc.

The contractor has met the requirements set forth in the construction documents and work has been completed to the satisfaction of the School District.

Thirty-five (35) days following the filing of the Notice of Completion with the Sacramento County Recorder's Office, the District may release the 10% contractor's retention. The 10% retention is included within the contract price, so there is no net fiscal impact to the District.

Recommendation: The CJUSD Board of Trustees approve the Notice of Completion for Miller Mechanical, for the HVAC unit replacements at North Country and Oak Hill Elementary Schools.

CONSENT AGENDA

RECORDING REQUESTED BY

AND WHEN RECORDED MAIL TO:

CENTER JOINT UNIFIED SCHOOL DISTRICT
8408 Watt Avenue
Antelope, CA 95843

NOTICE OF COMPLETION

NOTICE IS HEREBY GIVEN

That the work of McClellan High School – Repair, Seal and Re-Stripe Parking Lot was completed on:
September 24, 2018.

That the name and address of owner of said property is:

CENTER JOINT UNIFIED SCHOOL DISTRICT
8408 Watt Avenue
Antelope, CA 95843

The nature of its title to said property is a fee simple.

No fee, per Government Code 6103.

That the name of the original contractor for the work is Nor-Cal Asphalt Paving & Maintenance Inc; a licensed contractor of California. That the property herein above referred to are located at 8408 Watt Avenue, Antelope, CA 95843.

Center Joint unified School District
A Political Subdivision of the State of California

By: _____

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

(STATE OF CALIFORNIA)
(City of Antelope)
(County of Sacramento)

Scott A. Loehr, being first duly sworn, deposes and says: That I am the Superintendent of the Center Joint Unified School District, which District is the owner of property described in the forgoing Notice of Completion and knows the contents thereof; that the facts therein stated are true of my own knowledge.

I declare under penalty of perjury under the laws of the State of California that the foregoing to true and correct.

Dated this 17th day of October 2018 .

Scott A. Loehr, Superintendent

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept. /Site: Business Department

Date: 10/03/2018

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 2018 through September 2018.

RECOMMENDATION: That the CJUSD Board of Trustees approve the District Payroll Orders for July 2018 through September 2018.

CONSENT AGENDA

DISTRICT PAYROLL-SUMMARIZED FOR FISCAL YEAR ENDING JUNE 30,2019
--

	REGULAR	VARIABLE	SPECIAL	TOTAL PAYROLL	#OF TRANSACTIONS
JULY	\$ 971,857.52	\$ 58,990.72		\$ 1,030,848.24	547
AUG	\$ 2,710,666.05	\$ 71,657.90		\$ 2,782,323.95	785
SEPT	\$ 2,713,509.71	\$ 104,279.41		\$ 2,817,789.12	830
OCT				\$ -	
NOV				\$ -	
DEC				\$ -	
2-Jan				\$ -	
JAN				\$ -	
FEB				\$ -	
MARCH				\$ -	
APRIL				\$ -	
MAY				\$ -	
JUNE				\$ -	
SPECIAL				\$ -	

\$ 6,396,033.28	\$ 234,928.03	\$ -	\$ 6,630,961.31	2162
-----------------	---------------	------	-----------------	------

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Business Department

Date: September, 2018

To: Board of Trustees

From: Lisa Coronado

Action Item

Information Item

Attached Pages 61

SUBJECT: Supplemental Agenda – Commercial Warrant Registers

September 5, 2018, \$176,319.12, September 13, 2018, \$494,503.90
September 20, 2018, \$465,353.30, September 27, 2018, 297,991.79

The commercial warrant payments to vendor's total

\$ 1,434,168.11

RECOMMENDATION: That the CJUSD Board of Trustees approve the
Supplemental Agenda – Vendor Warrants as
presented

CONSENT AGENDA

Batch status: A All

From batch: 0016

To batch: 0016

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 J12863
09-06-18

ACCOUNTS PAYABLE PRELIST
BATCH: 0016 9-5-18
FUND : 01 GENERAL FUND

APY500 L.00.12 09/05/18 10:09 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
021763/00	ALL STAR RENTS							
286 PO-190271	09/05/2018	791752-10	1 01-8150-0-5600-106-0000-8110-007-000 NN P				37.85	37.85
460 PO-190446	09/05/2018	791752-10	1 01-8150-0-4300-106-0000-8110-007-000 NN P				150.72	150.72
TOTAL PAYMENT AMOUNT			188.57 *					188.57
020625/00	ALLSTATE SIGN & PLAQUE CORP							
441 PO-190430	09/05/2018	178383-1	1 01-8150-0-4300-106-0000-8110-007-000 YN F				1,429.21	1,328.50
TOTAL PAYMENT AMOUNT			1,328.50 *					1,328.50
TOTAL USE TAX AMOUNT			102.96					
010564/00	APPLE COMPUTER							
642 PO-190633	09/05/2018	6753333477	1 01-0370-0-4300-115-1110-1000-007-000 NN F				963.29	963.29
TOTAL PAYMENT AMOUNT			963.29 *					963.29
010400/00	AT&T							
18 PO-190013	09/05/2018	81008413	1 01-0000-0-5930-106-0000-8110-007-000 NN P				9.36	9.36
TOTAL PAYMENT AMOUNT			9.36 *					9.36
019624/00	B & H VIDEO							
135 PO-190127	09/05/2018	146845902	1 01-6387-0-4400-472-1110-1000-014-000 NN P				714.00	714.00
449 PO-190438	08/31/2018	146350277	1 01-6387-0-4400-472-1110-1000-019-201 YN F				676.70	628.03
449 PO-190438	08/31/2018	146116522	2 01-6387-0-5800-472-1110-1000-019-201 NN F				122.49	122.49
453 PO-190441	09/05/2018	146443916	1 01-6387-0-4400-472-1110-1000-019-201 YN F				6,981.77	6,479.60
TOTAL PAYMENT AMOUNT			7,944.12 *					7,944.12
TOTAL USE TAX AMOUNT			550.84					
017561/00	BAIONI, KIM							
656 PO-190650	09/06/2018	REIMB FOOD	1 01-3010-0-4300-475-3200-2700-015-106 NN F				31.87	31.87
TOTAL PAYMENT AMOUNT			31.87 *					31.87
013988/00	BUTTES/CENTER STATE PIPE &							
48 PO-190040	09/05/2018	S010299462.001	1 01-8150-0-4300-106-0000-8110-007-000 NN P				102.75	102.75
TOTAL PAYMENT AMOUNT			102.75 *					102.75

081 CENTER UNIFIED SCHOOL DISTRICT J12863
09-06-18

ACCOUNTS PAYABLE PRELIST
BATCH: 0016 9-5-18
FUND : 01 GENERAL FUND

APY500 L.00.12 09/05/18 10:09 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
011360/00	CAPITOL BUILDERS HARDWARE INC							
PO-182734	09/05/2018	206152	1 01-8150-0-4300-106-0000-8110-007-000 NN F				9,560.79	9,560.79
PV-190017	09/04/2018	inv-206152	01-8150-0-5600-106-0000-8110-007-000 NN					765.78
TOTAL PAYMENT AMOUNT							10,326.57 *	10,326.57
010575/00	CAPITOL CLUTCH & BRAKE INC.							
395 PO-190380	09/05/2018	1526670	1 01-0740-0-4300-112-0000-3600-007-302 NN P				116.65	116.65
TOTAL PAYMENT AMOUNT							116.65 *	116.65
021626/00	DELTA WIRELESS INC							
436 PO-190409	09/05/2018	145002940-1	3 01-0000-0-5600-106-0000-7200-007-995 NN P				260.00	260.00
657 PO-190651	09/05/2018	100002396-1	1 01-0740-0-5800-112-0000-3600-007-302 NN F				195.00	195.00
657 PO-190651	09/05/2018	100002396-1	2 01-0740-0-4300-112-0000-3600-007-302 NN F				97.00	97.00
TOTAL PAYMENT AMOUNT							552.00 *	552.00
010481/00	DEMCO INC							
603 PO-190589	09/05/2018	6439386	1 01-0409-0-4200-240-0000-2420-011-000 NN F				115.91	125.12
TOTAL PAYMENT AMOUNT							125.12 *	125.12
015828/00	EARTEC							
440 PO-190429	09/06/2018	18ET4863	1 01-6387-0-4300-472-1110-1000-014-201 NN F				439.15	439.15
TOTAL PAYMENT AMOUNT							439.15 *	439.15
022347/00	GIVE SOMETHING BACK							
599 PO-190566	09/06/2018	IN-0769357	1 01-0000-0-4300-105-0000-7200-005-000 NN F				154.72	154.72
512 PO-190579	09/05/2018	IN-0769834	1 01-6300-0-4300-475-3200-1000-015-106 NN F				8.61	8.61
605 PO-190591	09/05/2018	in-0769829	1 01-0000-0-4300-472-0000-2700-014-000 NN P				108.03	108.03
605 PO-190591	09/05/2018	IN-0769828	1 01-0000-0-4300-472-0000-2700-014-000 NN F				324.53	324.53
TOTAL PAYMENT AMOUNT							595.89 *	595.89
015040/00	GRIMES, DAVID							
650 PO-190647	09/06/2018	REIMB FOOD-ORIENTATION	1 01-0000-0-4300-110-0000-7200-004-000 NN F				74.62	74.62
TOTAL PAYMENT AMOUNT							74.62 *	74.62

081 CENTER UNIFIED SCHOOL DISTRICT J12863
09-06-18

ACCOUNTS PAYABLE PRELIST
BATCH: 0016 9-5-18
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num				
Req Reference	Date	Description	FD RESO	P OBJE	SIT GOAL	FUNC RES	DEP T9MPS	Liq Amt	Net Amount

010602/00	HI-LINE ELECTRICAL & MECH								
311 PO-190302	09/05/2018	10645016	1	01-0740-0-4300-112-0000-3600-007-302	NN	P		472.56	472.56
311 PO-190302	09/05/2018	10645339	1	01-0740-0-4300-112-0000-3600-007-302	NN	P		287.23	287.23
TOTAL PAYMENT AMOUNT								759.79 *	759.79
016076/00	LES SCHWAB TIRE CENTER								
686 PO-190671	09/05/2018	64300315008	1	01-0740-0-5800-112-0000-3600-007-302	NN	F		79.95	79.95
TOTAL PAYMENT AMOUNT								79.95 *	79.95
017726/00	LOS ANGELES FREIGHTLINER								
143 PO-190135	09/05/2018	XA0410006934:01	1	01-0740-0-4300-112-0000-3600-007-302	NN	P		2,945.98	2,945.98
143 PO-190135	09/05/2018	XA9410006967:01	1	01-0740-0-4300-112-0000-3600-007-302	NN	P		414.81	414.81
143 PO-190135	09/05/2018	XA410006071:01	1	01-0740-0-4300-112-0000-3600-007-302	NN	P		282.29	282.29
143 PO-190135	09/06/2018	XA410006931:01	1	01-0740-0-4300-112-0000-3600-007-302	NN	P		443.02	443.02
TOTAL PAYMENT AMOUNT								4,086.10 *	4,086.10
021914/00	LOY MATTISON ENTERPRISES								
301 PO-190293	09/04/2018	060118062818	1	01-0000-0-5800-106-0000-8110-007-000	NY	P		1,200.00	1,200.00
TOTAL PAYMENT AMOUNT								1,200.00 *	1,200.00
022406/00	MAXIM HEALTHCARE SERVICES INC								
622 PO-190577	09/05/2018	5961340262	1	01-0740-0-5800-104-0000-3140-019-128	NN	P		3,276.80	3,276.80
TOTAL PAYMENT AMOUNT								3,276.80 *	3,276.80
019828/00	MIRANDA, RYAN								
676 PO-190679	09/05/2018	reimb passes	1	01-5630-0-5800-601-1421-1000-017-120	NN	F		130.00	130.00
TOTAL PAYMENT AMOUNT								130.00 *	130.00
011107/00	MY BINDING								
583 PO-190558	09/05/2018	168555	1	01-0000-0-4300-240-0000-2700-011-000	NN	F		218.79	218.79
TOTAL PAYMENT AMOUNT								218.79 *	218.79

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
021173/00	NORTH STATE TIRE CO. INC							
688 PO-190673	09/05/2018	91871,92191	2	01-0740-0-5800-112-0000-3600-007-302	NN F			552.00 552.00
688 PO-190673	08/29/2018	91892,92018	1	01-0740-0-4300-112-0000-3600-007-302	NN F			367.42 367.42
								TOTAL PAYMENT AMOUNT 919.42 * 919.42
015787/00	O'REILLY AUTO PARTS							
114 PO-190084	09/05/2018	1333147	1	01-0740-0-4300-112-0000-3600-007-302	NN P			1,168.26 1,168.26
								TOTAL PAYMENT AMOUNT 1,168.26 * 1,168.26
017576/00	OFFICE DEPOT							
300 PO-190313	09/05/2018	176235272001	1	01-0000-0-4300-371-1110-1000-012-000	NN F			39.32 15.79
300 PO-190313	09/05/2018	191040299001,191040299001	2	01-6300-0-4300-371-1110-1000-012-000	NN F			99.86 99.86
560 PO-190543	09/05/2018	191385613001	1	01-0000-0-4300-236-1110-1000-009-000	NN F			263.10 263.10
568 PO-190544	09/05/2018	191384908001	1	01-6500-0-4300-240-5770-1120-011-000	NN P			21.31 21.31
568 PO-190544	09/05/2018	191384907001	1	01-6500-0-4300-240-5770-1120-011-000	NN F			66.79 63.34
573 PO-190546	09/05/2018	191386712001	1	01-6500-0-4300-240-5750-1110-011-000	NN P			24.56 24.56
573 PO-190546	09/05/2018	191386711001	1	01-6500-0-4300-240-5750-1110-011-000	NN F			74.09 74.38
586 PO-190561	09/05/2018	192504612001	1	01-0000-0-4300-240-0000-2700-011-000	NN F			306.03 306.03
600 PO-190567	09/05/2018	192502323001	1	01-5630-0-4300-601-1421-1000-017-120	NN P			85.66 85.66
600 PO-190567	09/05/2018	192502322001	1	01-5630-0-4300-601-1421-1000-017-120	NN P			96.44 96.44
600 PO-190567	09/05/2018	192502321001	1	01-5630-0-4300-601-1421-1000-017-120	NN F			101.82 101.82
608 PO-190592	09/05/2018	193889492001	1	01-6300-0-4300-238-1110-1000-010-000	NN P			32.00 32.00
608 PO-190592	09/05/2018	193889491001	1	01-6300-0-4300-238-1110-1000-010-000	NN F			41.68 41.68
633 PO-190617	09/05/2018	195010039001	1	01-0000-0-4300-106-0000-7200-007-000	NN F			79.24 79.24
								TOTAL PAYMENT AMOUNT 1,305.21 * 1,305.21
021752/00	PACIFIC POWER & SYSTEMS INC							
687 PO-190672	09/05/2018	006027	1	01-8150-0-4300-106-0000-8110-007-000	NN F			27.44 27.44
687 PO-190672	09/05/2018	006027	2	01-8150-0-5600-106-0000-8110-007-000	NN F			250.00 250.00
								TOTAL PAYMENT AMOUNT 277.44 * 277.44
021153/00	PEAK ADVENTURE INC							
667 PO-190640	09/05/2018	296914	1	01-6387-0-5800-472-1110-1000-019-201	NN F			1,200.00 1,200.00
								TOTAL PAYMENT AMOUNT 1,200.00 * 1,200.00

081 CENTER UNIFIED SCHOOL DISTRICT J12863
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ACCOUNTS PAYABLE PRELIST
BATCH: 0016 9-5-18
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num			
Req Reference	Date	Description	FD RESO	P OBJE	SIT GOAL	FUNC RES	DEP T9MPS	Liq Amt
								Net Amount
014069/00	PLATT ELECTRIC SUPPLY INC							
56	PO-190048	09/06/2018	T135997	1	01-8150-0-4300-106-0000-8110-007-000	NN	P	214.42
								214.42
								214.42
								214.42
018492/00	PROTECH PROJECTION SYSTEMS INC							
357	PO-190331	09/05/2018	15154	1	01-0000-0-4400-472-1355-1000-014-000	YN	F	630.34
								585.00
								585.00
								585.00
016900/00	REALLY GOOD STUFF LLC							
416	PO-190401	09/05/2018	6646353	1	01-6500-0-4300-234-5770-1120-008-000	YN	F	118.34
								110.50
								110.50
								110.50
010096/00	RESERVE ACCOUNT							
627	PO-190644	09/05/2018	10572143	1	01-0000-0-5920-105-0000-7200-005-000	NN	F	10,000.00
								10,000.00
								10,000.00
								10,000.00
010552/00	SAC VAL JANITORIAL							
645	PO-190646	09/05/2018	10311311	1	01-0000-0-4300-111-0000-8200-007-000	NN	F	279.29
								279.29
								279.29
								279.29
020339/00	SAGE PUBLICATIONS INC.							
319	PO-190334	09/05/2018	CIN0006940	1	01-0000-0-5200-103-0000-2110-019-000	NN	F	249.00
								249.00
								249.00
								249.00
020695/00	SCHOOL OUTFITTERS							
495	PO-190482	09/05/2018	INV12931229	1	01-0000-0-4300-236-1110-1000-009-000	NN	F	198.25
								198.25
								198.25
								198.25

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ACCOUNTS PAYABLE PRELIST
BATCH: 0016 9-5-18
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num			
Req Reference	Date	Description	FD RESO	P OBJE	SIT GOAL	FUNC RES	DEP T9MPS	
								Liq Amt Net Amount
016043/00	SHELTONS UNLIMITED MECHANICAL							
689 PO-190674	08/31/2018	18-21857,18-21861	1	01-8150-0-4300-106-0000-8110-007-000	NN F			1,183.10 1,183.10
689 PO-190674	09/05/2018	18-21869,18-21139	2	01-8150-0-5800-106-0000-8110-007-000	NN F			527.40 527.40
		TOTAL PAYMENT AMOUNT				1,710.50 *		1,710.50
010826/00	SHIFFLER EQUIPMENT SALES INC							
540 PO-190524	09/05/2018	1822904600	1	01-8150-0-4300-106-0000-8110-007-000	NN P			279.08 279.08
		TOTAL PAYMENT AMOUNT				279.08 *		279.08
020811/00	SHRED-IT USA LLC							
666 PO-190639	09/05/2018	8125451386	1	01-0000-0-5800-103-0000-7200-019-000	NN P			118.71 118.71
		TOTAL PAYMENT AMOUNT				118.71 *		118.71
010263/00	SMUD							
27 PO-190021	09/05/2018	7000000347	1	01-0000-0-5510-106-0000-8110-007-000	NN P			66,649.67 66,649.67
		TOTAL PAYMENT AMOUNT				66,649.67 *		66,649.67
014988/00	SPORE, PATRICIA							
659 PO-190653	09/06/2018	REIMB ROPE	1	01-0000-0-4300-238-0000-2700-010-000	NN F			55.79 55.79
		TOTAL PAYMENT AMOUNT				55.79 *		55.79
020252/00	STAPLES BUSINESS ADVANTAGE							
598 PO-190565	09/04/2018	3388102369	1	01-9315-0-4300-601-1110-1000-017-120	NN P			53.56 53.56
598 PO-190565	09/05/2018	3388102368	1	01-9315-0-4300-601-1110-1000-017-120	NN F			153.84 153.84
		TOTAL PAYMENT AMOUNT				207.39 *		207.39
014317/00	TRILITERAL							
443 PO-190432	09/05/2018	15006255	1	01-0037-0-4100-103-1110-1000-019-000	NN F			1,005.92 1,005.92
		TOTAL PAYMENT AMOUNT				1,005.92 *		1,005.92
		TOTAL FUND PAYMENT				119,083.74 **		119,083.74
		TOTAL USE TAX AMOUNT				707.70		

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ACCOUNTS PAYABLE PRELIST
BATCH: 0016 9-5-18
FUND : 13 CAFETERIA FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num		Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO	P OBJE	SIT GOAL	FUNC RES DEP T9MPS		

016279/00	P&R PAPER SUPPLY							
119 PO-190088	09/05/2018	30207298-00	1	13-5310-0-4300-108-0000-3700-007-000	NN	P	1,212.35	1,212.35
119 PO-190088	09/05/2018	30207352-00	1	13-5310-0-4300-108-0000-3700-007-000	NN	P	1,278.13	1,278.13
119 PO-190088	09/05/2018	30208681-00	1	13-5310-0-4300-108-0000-3700-007-000	NN	P	1,745.36	1,745.36
119 PO-190088	09/05/2018	30208651-00	1	13-5310-0-4300-108-0000-3700-007-000	NN	P	541.46	541.46
TOTAL PAYMENT AMOUNT							4,777.30 *	4,777.30
019682/00	PIORKOWSKI, KEITH							
697 PO-190682	09/04/2018	refund	1	13-5310-0-8634-000-0000-0000-000-000	NN	F	5.50	5.50
TOTAL PAYMENT AMOUNT							5.50 *	5.50
015276/00	PREMIER FOOD SAFETY							
682 PO-190668	09/05/2018	REGINA JONES #4134779	1	13-5310-0-5200-108-0000-3700-007-000	NN	F	139.00	139.00
TOTAL PAYMENT AMOUNT							139.00 *	139.00
019993/00	PROPACIFIC FRESH							
121 PO-190089	09/05/2018	61169	1	13-5310-0-4700-108-0000-3700-007-000	NN	P	1,666.30	1,666.30
121 PO-190089	09/05/2018	60270	1	13-5310-0-4700-108-0000-3700-007-000	NN	P	5,972.72	5,972.72
121 PO-190089	09/05/2018	61883	1	13-5310-0-4700-108-0000-3700-007-000	NN	P	1,028.77	1,028.77
121 PO-190089	09/05/2018	62230	1	13-5310-0-4700-108-0000-3700-007-000	NN	P	2,477.23	2,477.23
121 PO-190089	09/05/2018	60507	1	13-5310-0-4700-108-0000-3700-007-000	NN	P	2,011.16	2,011.16
121 PO-190089	09/05/2018	61188	1	13-5310-0-4700-108-0000-3700-007-000	NN	P	1,926.06	1,926.06
TOTAL PAYMENT AMOUNT							15,082.24 *	15,082.24
017334/00	SEVEN UP BOTTLING CO. OF S.F.							
147 PO-190138	09/05/2018	3595803211	1	13-5310-0-4700-108-0000-3700-007-000	NN	P	444.00	444.00
TOTAL PAYMENT AMOUNT							444.00 *	444.00
016043/00	SHELTONS UNLIMITED MECHANICAL [REDACTED]							
150 PO-190141	09/05/2018	08-092018	1	13-5310-0-5600-108-0000-3700-007-000	NN	P	2,040.00	2,040.00
TOTAL PAYMENT AMOUNT							2,040.00 *	2,040.00

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ACCOUNTS PAYABLE PRELIST
BATCH: 0016 9-5-18
FUND : 13 CAFETERIA FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num		
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	Liq Amt	Net Amount		

011422/00	SYSCO OF SAN FRANCISCO						
81 PO-190071	09/05/2018	131910049	1 13-5310-0-4700-108-0000-3700-007-000 NN P	1,063.13	1,063.13		
81 PO-190071	09/05/2018	131910049	2 13-5310-0-4300-108-0000-3700-007-000 NN P	214.07	214.07		
TOTAL PAYMENT AMOUNT				1,277.20 *	1,277.20		
TOTAL FUND PAYMENT				50,730.00 **	50,730.00		

081 CENTER UNIFIED SCHOOL DISTRICT J12863
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ACCOUNTS PAYABLE PRELIST
BATCH: 0016 9-5-18
FUND : 14 DEFERRED MAINTENANCE FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num			
Req Reference	Date	Description	FD RESO	P OBJE	SIT GOAL	FUNC RES	DEP T9MPS	Liq Amt
								Net Amount
016043/00	SHELTONS UNLIMITED MECHANICAL							
685 PO-190670	09/05/2018	18-21733	1	14-0024-0-4400-106-9265-8110-007-000	NN F			3,331.07
685 PO-190670	09/05/2018	1821733	2	14-0024-0-5600-106-9265-8110-007-000	NN F			3,000.00
685 PO-190670	09/05/2018	18-21733	3	14-0024-0-5800-106-9265-8110-007-000	NN F			174.31
TOTAL PAYMENT AMOUNT				6,505.38 *				6,505.38
TOTAL FUND PAYMENT				6,505.38 **				6,505.38
TOTAL BATCH PAYMENT				176,319.12 ***			0.00	176,319.12
TOTAL USE TAX AMOUNT				707.70				
TOTAL DISTRICT PAYMENT				176,319.12 ****			0.00	176,319.12
TOTAL USE TAX AMOUNT				707.70				
TOTAL FOR ALL DISTRICTS:				176,319.12 ****			0.00	176,319.12
TOTAL USE TAX AMOUNT				707.70				

Number of checks to be printed: 55, not counting voids due to stub overflows.

Batch status: A All

From batch: 0018

To batch: 0018

Include Revolving Cash: Y

Include Address: N

Include Object Desc: N

Include Vendor TIN: Y

Include Audit Date and Time in Sort: N

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num			
Req Reference	Date	Description	FD RESO P	OBJE SIT	GOAL FUNC	RES DEP	T9MPS	
								Liq Amt
								Net Amount
<hr/>								
014733/00	ALL WEST COACHLINES INC.							
740 PO-190739	09/13/2018	69052	1	01-0740-0-5865-112-0000-3600-007-302	NN	P		766.35
740 PO-190739	09/13/2018	69097	1	01-0740-0-5865-112-0000-3600-007-302	NN	P		662.35
740 PO-190739	09/13/2018	69080	1	01-0740-0-5865-112-0000-3600-007-302	NN	F		639.11
740 PO-190739	09/13/2018	69097	2	01-0076-0-5865-472-1110-4200-014-915	NN	P		285.65
740 PO-190739	09/13/2018	69080	2	01-0076-0-5865-472-1110-4200-014-915	NN	F		308.89
TOTAL PAYMENT AMOUNT			2,662.35 *					2,662.35
020082/00	ALLRED, MARIE							
733 PO-190718	09/13/2018	REIMB REGIST CONFERENCE	1	01-0000-0-5200-371-1110-1000-012-000	NN	F		160.00
TOTAL PAYMENT AMOUNT			160.00 *					160.00
011617/00	AMADOR STAGE LINES							
773 PO-190747	09/13/2018	79931	1	01-0740-0-5865-112-0000-3600-007-302	NN	P		835.69
773 PO-190747	09/13/2018	79933	1	01-0740-0-5865-112-0000-3600-007-302	NN	P		708.58
773 PO-190747	09/13/2018	80030	1	01-0740-0-5865-112-0000-3600-007-302	NN	P		896.12
773 PO-190747	09/13/2018	80031	1	01-0740-0-5865-112-0000-3600-007-302	NN	P		760.57
773 PO-190747	09/13/2018	79932	1	01-0740-0-5865-112-0000-3600-007-302	NN	P		792.21
773 PO-190747	09/13/2018	80028	1	01-0740-0-5865-112-0000-3600-007-302	NN	F		808.89
773 PO-190747	09/13/2018	79931	2	01-0076-0-5865-472-1110-4200-014-915	NN	P		306.47
773 PO-190747	09/13/2018	79933	2	01-0076-0-5865-472-1110-4200-014-915	NN	P		266.34
773 PO-190747	09/13/2018	79932	2	01-0076-0-5865-472-1110-4200-014-915	NN	P		266.34
773 PO-190747	09/13/2018	80030	2	01-0076-0-5865-472-1110-4200-014-915	NN	P		283.56
773 PO-190747	09/13/2018	80031	2	01-0076-0-5865-472-1110-4200-014-915	NN	F		231.91
TOTAL PAYMENT AMOUNT			6,156.68 *					6,156.68
020749/00	ANAHEIM MARRIOTT							
721 PO-190707	09/13/2018	32L6ZFGQ- PACHECO	1	01-6520-0-5200-472-5770-1110-014-207	NN	F		480.00
TOTAL PAYMENT AMOUNT			480.00 *					480.00
010738/00	ANNE WALTERS-COOKE							
703 PO-190689	09/13/2018	AUG MILEAGE	1	01-0740-0-5210-601-1110-1000-017-120	NN	F		38.75
TOTAL PAYMENT AMOUNT			38.75 *					38.75

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Req Reference	Date			FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS				
011481/00	AT&T							
20	PO-190015	09/13/2018	9391028109	1 01-0000-0-5930-106-0000-8110-007-000 NN P			7,073.77	7,073.77
				TOTAL PAYMENT AMOUNT	7,073.77 *			7,073.77
010142/00	AWARDS BY KAY							
708	PO-190713	09/13/2018	44990	1 01-0000-0-5800-110-0000-7200-004-000 NN F			827.57	827.57
				TOTAL PAYMENT AMOUNT	827.57 *			827.57
019624/00	B & H VIDEO							
135	PO-190127	09/13/2018	147124329	1 01-6387-0-4400-472-1110-1000-014-000 YN P			252.00	252.00
				TOTAL PAYMENT AMOUNT	252.00 *			252.00
				TOTAL USE TAX AMOUNT	19.53			
022501/00	BABIKOVA, INNA							
755	PO-190741	09/13/2018	REIMB DOWNLOAD	1 01-0000-0-5800-472-1385-1000-014-000 NN F			24.99	24.99
				TOTAL PAYMENT AMOUNT	24.99 *			24.99
021669/00	BAIONI, RON							
738	PO-190738	09/13/2018	REIMB SCREEN	1 01-0740-0-4300-601-1110-1000-017-120 NN F			59.99	59.99
				TOTAL PAYMENT AMOUNT	59.99 *			59.99
018071/00	BRADY, ASHLEY							
693	PO-190695	09/13/2018	AUGUST MILEAGE	1 01-3410-0-5210-472-1110-1000-014-207 NN F			64.85	64.85
				TOTAL PAYMENT AMOUNT	64.85 *			64.85
013988/00	BUTTES/CENTER STATE PIPE &							
48	PO-190040	09/11/2018	S010330255.001	1 01-8150-0-4300-106-0000-8110-007-000 NN P			842.43	842.43
				TOTAL PAYMENT AMOUNT	842.43 *			842.43

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	

020632/00	CALIFORNIA STEAM INC							
727 PO-190712	09/13/2018	29037	1	01-8150-0-4300-106-0000-8110-007-000	NN	F	225.20	225.20
			TOTAL PAYMENT AMOUNT				225.20 *	225.20
019750/00	CAPITAL PROGRAM MGMT INC							
136 PO-190128	09/13/2018	#44	1	01-6230-0-5800-106-9543-7200-007-000	NN	P	2,954.25	2,954.25
			TOTAL PAYMENT AMOUNT				2,954.25 *	2,954.25
010575/00	CAPITOL CLUTCH & BRAKE INC.							
395 PO-190380	09/13/2018	1527859	1	01-0740-0-4300-112-0000-3600-007-302	NN	P	129.08	129.08
			TOTAL PAYMENT AMOUNT				129.08 *	129.08
020305/00	CDW GOVERNMENT INC.							
96 PO-190104	09/13/2018	PCC4170	1	01-0000-0-5800-472-1110-1000-014-000	NN	F	1,543.38	1,543.38
616 PO-190610	09/13/2018	PBC2016	1	01-0000-0-5800-238-0000-2700-010-000	NN	F	75.00	75.00
644 PO-190634	09/13/2018	PBC4544	1	01-0000-0-4300-115-0000-7700-007-000	NN	F	38.37	38.37
652 PO-190636	09/13/2018	PBC1100	1	01-0000-0-4300-110-0000-7200-004-000	NN	F	14.03	14.03
663 PO-190638	09/13/2018	PBF5809	1	01-0000-0-4300-103-0000-7200-019-000	NN	F	147.07	146.60
			TOTAL PAYMENT AMOUNT				1,817.38 *	1,817.38
013928/00	CINTAS LOCATION 622							
168 PO-190153	09/13/2018	4009158665	1	01-0000-0-5800-111-0000-8200-007-000	NN	P	8.88	8.88
168 PO-190153	09/13/2018	4009158694	1	01-0000-0-5800-111-0000-8200-007-000	NN	P	8.68	8.68
168 PO-190153	09/13/2018	4009158709	1	01-0000-0-5800-111-0000-8200-007-000	NN	P	23.55	23.55
168 PO-190153	09/13/2018	4009158731	1	01-0000-0-5800-111-0000-8200-007-000	NN	P	25.88	25.88
168 PO-190153	09/13/2018	4009158767	1	01-0000-0-5800-111-0000-8200-007-000	NN	P	55.40	55.40
168 PO-190153	09/13/2018	4009158768	1	01-0000-0-5800-111-0000-8200-007-000	NN	P	8.68	8.68
168 PO-190153	09/13/2018	4009158769	1	01-0000-0-5800-111-0000-8200-007-000	NN	P	50.47	50.47
168 PO-190153	09/13/2018	622188052	1	01-0000-0-5800-111-0000-8200-007-000	NN	P	8.88	8.88
168 PO-190153	09/13/2018	622188053	1	01-0000-0-5800-111-0000-8200-007-000	NN	P	5.83	5.83
168 PO-190153	09/13/2018	622188054	1	01-0000-0-5800-111-0000-8200-007-000	NN	P	55.40	55.40
168 PO-190153	09/13/2018	622188055	1	01-0000-0-5800-111-0000-8200-007-000	NN	P	23.55	23.55
168 PO-190153	09/13/2018	622188056	1	01-0000-0-5800-111-0000-8200-007-000	NN	P	8.68	8.68
168 PO-190153	09/13/2018	622188057	1	01-0000-0-5800-111-0000-8200-007-000	NN	P	8.68	8.68
168 PO-190153	09/13/2018	622188058	1	01-0000-0-5800-111-0000-8200-007-000	NN	P	25.88	25.88
168 PO-190153	09/13/2018	622188059	1	01-0000-0-5800-111-0000-8200-007-000	NN	P	50.47	50.47
			TOTAL PAYMENT AMOUNT				368.91 *	368.91

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Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	Liq Amt	Net Amount		
018180/00	CITRUS HEIGHTS SAW & MOWER						
63 PO-190055	09/13/2018	446027	1 01-0000-0-4300-106-0000-8110-007-000 NN P	9.07	9.07		
			TOTAL PAYMENT AMOUNT	9.07 *	9.07		
021979/00	COUNTY OF SACRAMENTO						
698 PO-190687	09/13/2018	SERIES C	1 01-0000-0-5800-105-0000-7200-005-000 NN P	813.91	813.91		
698 PO-190687	09/13/2018	SERIES 2007D	1 01-0000-0-5800-105-0000-7200-005-000 NN P	900.02	900.02		
698 PO-190687	09/13/2018	SERIES 2016E	1 01-0000-0-5800-105-0000-7200-005-000 NN F	894.82	894.82		
			TOTAL PAYMENT AMOUNT	2,608.75 *	2,608.75		
018951/00	DELL						
684 PO-190669	09/13/2018	10264411754	1 01-5630-0-4400-601-1421-2700-017-120 NN F	957.93	945.81		
			TOTAL PAYMENT AMOUNT	945.81 *	945.81		
021794/00	EAGLE SOFTWARE						
720 PO-190706	09/13/2018	SABRINA CARDEN- REGISTRATION	1 01-0000-0-5200-472-0000-2700-014-000 NN P	350.00	350.00		
720 PO-190706	09/13/2018	CHARLES CHAUVIN-REGISTRATION	1 01-0000-0-5200-472-0000-2700-014-000 NN F	350.00	350.00		
			TOTAL PAYMENT AMOUNT	700.00 *	700.00		
010336/00	ECOTECH PEST MANAGEMENT INC						
16 PO-190011	09/13/2018	18641	1 01-0000-0-5500-106-0000-8110-007-000 NN P	712.00	712.00		
			TOTAL PAYMENT AMOUNT	712.00 *	712.00		
017612/00	FANTAG						
722 PO-190693	09/13/2018	98798F2-0006	1 01-6387-0-5800-472-1110-1000-019-201 NN F	1,194.00	1,194.00		
			TOTAL PAYMENT AMOUNT	1,194.00 *	1,194.00		
010408/00	FERRELLGAS						
718 PO-190704	09/10/2018	1102483051	1 01-0740-0-4300-112-0000-3600-007-302 NN F	175.30	175.30		
			TOTAL PAYMENT AMOUNT	175.30 *	175.30		

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Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS					
021764/00	FUTURE FORD OF SACRAMENTO							
706 PO-190691	09/13/2018	77237, 75689	1 01-0740-0-4300-112-0000-3600-007-302 NN F			1,416.70	1,416.70	
706 PO-190691	09/13/2018	77237, 75689	2 01-0740-0-5600-112-0000-3600-007-302 NN F			1,855.00	1,855.00	
706 PO-190691	09/13/2018	77237, 75689	3 01-0740-0-5800-112-0000-3600-007-302 NN F			209.75	209.75	
TOTAL PAYMENT AMOUNT			3,481.45 *				3,481.45	
017681/00	GEARY PACIFIC SUPPLY							
57 PO-190049	09/13/2018	3823643	1 01-8150-0-4400-106-0000-8110-007-000 NN P			59.27	59.27	
TOTAL PAYMENT AMOUNT			59.27 *				59.27	
022347/00	GIVE SOMETHING BACK							
511 PO-190499	09/13/2018	IN-0767609, 0768077	1 01-6300-0-4300-475-3200-1000-015-106 NN F			47.27	47.27	
511 PO-190499	09/13/2018	IN-0769827	2 01-0740-0-4300-475-3200-2700-015-106 NN F			31.50	28.09	
558 PO-190583	09/13/2018	IN-0769830	1 01-6512-0-4300-102-5001-3110-019-122 NN P			122.88	122.88	
558 PO-190583	09/13/2018	IN-0769831	1 01-6512-0-4300-102-5001-3110-019-122 NN P			109.79	109.79	
558 PO-190583	09/13/2018	IN-0769832	1 01-6512-0-4300-102-5001-3110-019-122 NN P			39.38	39.38	
558 PO-190583	09/13/2018	IN-0769833	1 01-6512-0-4300-102-5001-3110-019-122 NN P			72.55	72.55	
558 PO-190583	09/10/2018	IN-0770275	1 01-6512-0-4300-102-5001-3110-019-122 NN F			30.85	30.40	
TOTAL PAYMENT AMOUNT			450.36 *				450.36	
010191/00	GRAINGER							
52 PO-190044	09/13/2018	9888703015	1 01-8150-0-4300-106-0000-8110-007-000 NN P			123.45	123.45	
52 PO-190044	09/13/2018	9888703023	1 01-8150-0-4300-106-0000-8110-007-000 NN P			123.45	123.45	
TOTAL PAYMENT AMOUNT			246.90 *				246.90	
014323/00	HICKS, BARBARA ANN							
726 PO-190711	09/13/2018	TRAINING SINGH	1 01-0740-0-5800-112-0000-3600-007-302 NY P			1,250.00	1,250.00	
TOTAL PAYMENT AMOUNT			1,250.00 *				1,250.00	
014792/00	HOLLOWAY, KALA							
483 PO-190496	09/12/2018	August mileage	1 01-6500-0-5800-102-5750-1180-019-000 NN P			50.35	50.35	
TOTAL PAYMENT AMOUNT			50.35 *				50.35	

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				FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS				
014662/00	JACKSON, STEVEN							
	771 PO-190746	09/13/2018 REIMB LANYARDS		1 01-0000-0-5800-234-1110-1000-008-000 NN F			1,657.66	1,657.66
				TOTAL PAYMENT AMOUNT			1,657.66 *	1,657.66
015165/00	JOHN L. SULLIVAN CHEVROLET							
	719 PO-190705	09/13/2018 C24028		1 01-0740-0-4300-112-0000-3600-007-302 NN F			33.15	33.15
	719 PO-190705	09/13/2018 C24028		2 01-0740-0-5800-112-0000-3600-007-302 NN F			69.31	69.31
				TOTAL PAYMENT AMOUNT			102.46 *	102.46
016750/00	JUST SEND IT POSTAL CENTER							
	369 PO-190349	09/10/2018 1437		1 01-5630-0-5800-601-1421-1000-017-120 NN F			1,000.00	110.00
	523 PO-190504	09/13/2018 104739		1 01-8150-0-5800-106-0000-8110-007-000 NN P			60.00	60.00
				TOTAL PAYMENT AMOUNT			170.00 *	170.00
018818/00	LAURA BIRGE							
	712 PO-190699	09/13/2018 #1		1 01-3010-0-5800-236-1110-1000-009-114 NY P			350.00	350.00
				TOTAL PAYMENT AMOUNT			350.00 *	350.00
021914/00	LOY MATTISON ENTERPRISES							
	301 PO-190293	09/13/2018 090118083118		1 01-0000-0-5800-106-0000-8110-007-000 NY P			531.25	531.25
				TOTAL PAYMENT AMOUNT			531.25 *	531.25
016956/00	LRP PUBLICATIONS							
	109 PO-190114	09/13/2018 MU237933		1 01-6500-0-4200-102-5001-2700-019-000 NN F			171.27	158.95
				TOTAL PAYMENT AMOUNT			158.95 *	158.95
015391/00	MATHIAS, DELANNE							
	742 PO-190724	09/13/2018 REIMB PAINT		1 01-0000-0-4300-234-1110-1000-008-000 NN F			42.69	42.69
				TOTAL PAYMENT AMOUNT			42.69 *	42.69

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022406/00	MAXIM HEALTHCARE SERVICES INC							
622 PO-190577	09/13/2018	5979860262	1 01-0740-0-5800-104-0000-3140-019-128	NN P	1,497.50	1,497.50		
			TOTAL PAYMENT AMOUNT	1,497.50 *		1,497.50		
019087/00	MCCARTY, MELADEE							
647 PO-190623	09/13/2018	AUGUST SERVICES	1 01-6500-0-5800-102-5750-1180-019-000	NY P	1,600.00	1,600.00		
			TOTAL PAYMENT AMOUNT	1,600.00 *		1,600.00		
016087/00	MICHAEL'S TRANSPORTATION SERV.							
362 PO-190346	09/13/2018	105549	1 01-0740-0-5800-112-0000-3600-007-302	NN P	4,050.00	4,050.00		
			TOTAL PAYMENT AMOUNT	4,050.00 *		4,050.00		
017427/00	MILLER MECHANICAL							
545 PO-190536	09/13/2018	1802-RET	1 01-6230-0-6243-106-0000-8500-007-618	NN F	24,311.55	4,311.55		
			TOTAL PAYMENT AMOUNT	4,311.55 *		4,311.55		
019828/00	MIRANDA, RYAN							
704 PO-190690	09/13/2018	AUG MILEAGE	1 01-0740-0-5210-601-1110-1000-017-120	NN F	14.06	14.06		
			TOTAL PAYMENT AMOUNT	14.06 *		14.06		
017315/00	NAPA AUTO PARTS - GENUINE AUTO							
514 PO-190494	09/13/2018	1850	1 01-0740-0-4300-112-0000-3600-007-302	NN P	155.73	155.73		
			TOTAL PAYMENT AMOUNT	155.73 *		155.73		
017500/00	NATIONAL AUTISM RESOURCES							
406 PO-190398	09/13/2018	543477	1 01-6500-0-4300-236-5750-1110-009-000	NN F	632.53	563.15		
			TOTAL PAYMENT AMOUNT	563.15 *		563.15		
010253/00	NCS PEARSON INC							
565 PO-190586	09/13/2018	11770611	1 01-6500-0-5800-102-5001-3120-019-000	NN F	287.33	215.50		
			TOTAL PAYMENT AMOUNT	215.50 *		215.50		

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017576/00	OFFICE DEPOT							
437 PO-190426	09/11/2018	185798657001,185798658001	1 01-6300-0-4300-238-1110-1000-010-000 NN F	1,262.46	1,262.46			
437 PO-190426	09/11/2018	185798659001,185798660001	2 01-0000-0-4300-238-0000-2700-010-000 NN F	43.10	43.11			
548 PO-190580	09/13/2018	193890329001	1 01-0000-0-4300-238-1110-1000-010-000 NN F	54.47	54.48			
548 PO-190580	09/13/2018	193890330001	2 01-6300-0-4300-238-1110-1000-010-000 NN F	10.69	10.69			
626 PO-190596	09/13/2018	193886431001,2001	1 01-6500-0-4300-602-5730-1110-015-000 NN F	132.92	132.92			
653 PO-190648	09/13/2018	196539022001	1 01-0000-0-4300-234-1110-1000-008-000 NN F	310.32	310.32			
653 PO-190648	09/13/2018	196539023001	1 01-0000-0-4300-234-1110-1000-008-000 NN F	107.32	107.32			
653 PO-190648	09/13/2018	196539024001	1 01-0000-0-4300-234-1110-1000-008-000 NN F	42.82	49.30			
		TOTAL PAYMENT AMOUNT	1,970.60 *		1,970.60			
014358/00	OPFER, JULIE							
736 PO-190736	09/13/2018	REIMB BEE REGIST	1 01-0000-0-5800-240-1110-1000-011-000 NN F	250.00	250.00			
736 PO-190736	09/13/2018	REIMB OPTICAL MOUSE	2 01-0000-0-4300-240-0000-2700-011-000 NN F	32.15	32.15			
		TOTAL PAYMENT AMOUNT	282.15 *		282.15			
021050/00	PACHECO, SHAWNA							
692 PO-190694	09/13/2018	AUG MILEAGE	1 01-3410-0-5210-472-1110-1000-014-207 NN F	24.20	24.20			
		TOTAL PAYMENT AMOUNT	24.20 *		24.20			
010580/00	PASS ASSURED LLC							
715 PO-190702	09/13/2018	26445	1 01-0037-0-5800-103-1110-1000-019-000 NN F	8,970.00	8,970.00			
		TOTAL PAYMENT AMOUNT	8,970.00 *		8,970.00			
022555/00	PERSEUS ASSOCIATES LLC							
714 PO-190701	09/13/2018	2950	1 01-0000-0-5800-106-0000-8110-007-000 NN F	5,075.00	5,075.00			
		TOTAL PAYMENT AMOUNT	5,075.00 *		5,075.00			
014069/00	PLATT ELECTRIC SUPPLY INC	205021845						
767 PO-190733	09/13/2018	T263094	1 01-0000-0-4300-111-0000-8200-007-939 NN F	654.58	654.58			
		TOTAL PAYMENT AMOUNT	654.58 *		654.58			

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021401/00	PRACTI-CAL INC						
175 PO-190194	09/13/2018	341452	1 01-5640-0-5800-102-1110-1000-019-000 NN P	21.13	21.13		
TOTAL PAYMENT AMOUNT				21.13 *		21.13	
018605/00	PRIORITY DISPATCH						
717 PO-190703	09/13/2018	SIN110393	1 01-0037-0-5800-103-1110-1000-019-000 NN F	5,197.85	5,197.85		
TOTAL PAYMENT AMOUNT				5,197.85 *		5,197.85	
021194/00	PRUDENTIAL OVERALL SUPPLY INC						
115 PO-190085	09/13/2018	180316487	1 01-0740-0-5800-112-0000-3600-007-302 NN P	48.86	48.86		
TOTAL PAYMENT AMOUNT				48.86 *		48.86	
010552/00	SAC VAL JANITORIAL						
73 PO-190068	09/13/2018	10312221	1 01-0000-0-9320-000-0000-0000-000-000 NN P	1,938.58	1,938.58		
582 PO-190557	09/13/2018	10312133	1 01-0000-0-4300-111-0000-8200-007-000 NN P	760.77	760.77		
TOTAL PAYMENT AMOUNT				2,699.35 *		2,699.35	
022536/00	SACRAMENTO COUNTY OFFICE OF ED						
710 PO-190735	09/13/2018	190568	1 01-0000-0-5800-110-0000-7200-004-000 NN F	680.00	680.00		
710 PO-190735	09/13/2018	190568	2 01-0000-0-5800-120-0000-7110-000-000 NN F	120.00	120.00		
710 PO-190735	09/13/2018	190568	3 01-0000-0-5800-103-0000-7200-019-000 NN F	40.00	40.00		
TOTAL PAYMENT AMOUNT				840.00 *		840.00	
018385/00	SCHOOL NURSE SUPPLY INC.						
537 PO-190522	09/13/2018	0698986-IN	1 01-0740-0-4300-104-0000-3140-019-128 NN F	114.31	114.31		
TOTAL PAYMENT AMOUNT				114.31 *		114.31	
011500/00	SCHOOLS INSURANCE AUTHORITY						
PV-190018	09/11/2018	SEPTEMBER 2018	01-0000-0-9552-000-0000-0000-000-000 NN		52,750.19		
TOTAL PAYMENT AMOUNT				52,750.19 *		52,750.19	

081 CENTER UNIFIED SCHOOL DISTRICT J13042
09-13-18

ACCOUNTS PAYABLE PRELIST
BATCH: 0018 9-13-18
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num		
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	Liq Amt	Net Amount		
017106/00	SCHOOLS INSURANCE AUTHORITY						
PV-190019	09/13/2018	SEPTEMBER 2018	01-0000-0-9552-000-0000-0000-000 NN		10,738.74		
		TOTAL PAYMENT AMOUNT	10,738.74 *		10,738.74		
020811/00	SHRED-IT USA LLC						
17 PO-190012	09/13/2018	8125476006	1 01-0000-0-5800-106-0000-7200-007-000 NN P	80.00	80.00		
		TOTAL PAYMENT AMOUNT	80.00 *		80.00		
015290/00	ST.MARY'S HIGH SCHOOL CROSS						
744 PO-190740	09/13/2018	CHS TOURN. FEE	1 01-0076-0-5800-472-1110-4200-014-806 NN F	240.00	240.00		
		TOTAL PAYMENT AMOUNT	240.00 *		240.00		
020252/00	STAPLES BUSINESS ADVANTAGE						
591 PO-190587	09/13/2018	3388227632	1 01-6500-0-4300-472-5770-1110-014-000 NN P	112.98	112.98		
654 PO-190649	09/13/2018	3389080698	1 01-0000-0-4300-234-1110-1000-008-000 NN P	256.82	256.82		
654 PO-190649	09/13/2018	3389080703	1 01-0000-0-4300-234-1110-1000-008-000 NN F	45.88	45.88		
		TOTAL PAYMENT AMOUNT	415.68 *		415.68		
020527/00	STOLFUS, LAUREL						
743 PO-190725	09/13/2018	REIMB PRIZES	1 01-0000-0-4300-234-1110-1000-008-000 NN F	45.00	45.00		
		TOTAL PAYMENT AMOUNT	45.00 *		45.00		
018066/00	SUPER DUPER INC.						
481 PO-190505	09/13/2018	2370368A	1 01-6500-0-4300-102-5770-1191-019-000 NN F	1,144.75	1,144.75		
		TOTAL PAYMENT AMOUNT	1,144.75 *		1,144.75		
017767/00	SYTECH SOLUTIONS INC						
746 PO-190726	09/13/2018	7227	1 01-0000-0-5800-114-0000-7200-007-000 NN F	21,661.00	21,661.00		
		TOTAL PAYMENT AMOUNT	21,661.00 *		21,661.00		

081 CENTER UNIFIED SCHOOL DISTRICT J13042
09-13-18

ACCOUNTS PAYABLE PRELIST
BATCH: 0018 9-13-18
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num				
Req Reference	Date	Description	FD RESO	P OBJE	SIT GOAL	FUNC RES	DEP T9MPS	Liq Amt	Net Amount
017285/00	TEACHER INNOVATIONS INC								
732	PO-190722	09/13/2018	556506	1	01-0000-0-5800-234-1110-1000-008-000	NN	P	162.00	162.00
TOTAL PAYMENT AMOUNT								162.00 *	162.00
022563/00	THERESA LUNSFORD								
731	PO-190717	09/13/2018	REIMB SUPPLIES	1	01-6300-0-4300-371-1110-1000-012-000	NN	F	17.85	17.85
TOTAL PAYMENT AMOUNT								17.85 *	17.85
014079/00	THYSSENKRUPP ELEVATOR CORP								
10	PO-190007	09/13/2018	3004112313	1	01-8150-0-5800-106-0000-8110-007-000	NN	P	1,063.96	1,063.96
10	PO-190007	09/13/2018	3004112630	1	01-8150-0-5800-106-0000-8110-007-000	NN	P	289.33	289.33
713	PO-190700	09/13/2018	6000325064	1	01-8150-0-5600-106-0000-8110-007-000	NN	F	531.00	531.00
TOTAL PAYMENT AMOUNT								1,884.29 *	1,884.29
018015/00	TOMPKINS, SHELLEY								
702	PO-190688	09/13/2018	AUG MILEAGE REIMB	1	01-0740-0-5210-601-1110-1000-017-120	NN	F	20.38	20.38
737	PO-190737	09/13/2018	REIMB SOCKS	1	01-5630-0-4300-601-1421-1000-017-120	NN	F	154.07	154.07
TOTAL PAYMENT AMOUNT								174.45 *	174.45
016370/00	TWIN RIVERS UNIFIED SCH DIST								
491	PO-190472	09/13/2018	190392	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
015473/00	VOYAGER SOPRIS LEARNING INC								
564	PO-190585	09/13/2018	1990886	1	01-6500-0-4300-102-5750-1110-019-000	NN	F	811.30	807.86
564	PO-190585	09/12/2018	1990885	2	01-6500-0-5800-102-5750-1110-019-000	NN	F	2,500.00	2,500.00
TOTAL PAYMENT AMOUNT								3,307.86 *	3,307.86
016439/00	WEAVER, SANDRA								
655	PO-190684	09/13/2018	REIMB PE SUPPLIES	1	01-0000-0-4300-472-1550-1000-014-000	NN	F	37.88	37.88
TOTAL PAYMENT AMOUNT								37.88 *	37.88
TOTAL FUND PAYMENT								181,833.01 **	181,833.01
TOTAL USE TAX AMOUNT								19.53	

081 CENTER UNIFIED SCHOOL DISTRICT J13042
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ACCOUNTS PAYABLE PRELIST
BATCH: 0018 9-13-18
FUND : 11 ADULT EDUCATION FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num			
Req Reference	Date	Description	FD RESO	P OBJE	SIT GOAL	FUNC RES	DEP T9MPS	Liq Amt
								Net Amount

014371/00	CENGAGE LEARNING							
681 PO-190667	09/13/2018	64712801	1	11-6391-0-4200-600-4130-1000-015-890	NN F			
TOTAL PAYMENT AMOUNT							1,801.58	1,813.44
							1,813.44 *	1,813.44
020252/00	STAPLES BUSINESS ADVANTAGE							
607 PO-190605	09/13/2018	3389080694	1	11-3905-0-4300-600-4130-1000-015-000	NN F			
607 PO-190605	09/13/2018	3388227633	2	11-6391-0-4300-600-4130-1000-015-000	NN F			
607 PO-190605	09/13/2018	3389080694	3	11-6391-0-4300-600-4130-2700-015-000	NN F			
TOTAL PAYMENT AMOUNT							51.06	51.06
							286.23	286.23
							53.85	53.85
							391.14 *	391.14
018015/00	TOMPKINS, SHELLEY							
701 PO-190709	09/10/2018	Aug mileage	1	11-6391-0-5210-600-4130-1000-015-000	NN F			
TOTAL PAYMENT AMOUNT							10.74	10.74
							10.74 *	10.74
TOTAL FUND							PAYMENT	2,215.32 **
								2,215.32

081 CENTER UNIFIED SCHOOL DISTRICT J13042
09-13-18

ACCOUNTS PAYABLE PRELIST
BATCH: 0018 9-13-18
FUND : 13 CAFETERIA FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num			
Req Reference	Date	Description	FD RESO	P OBJE	SIT GOAL	FUNC RES	DEP T9MPS	Liq Amt Net Amount
020098/00	BIG TRAY							
149 PO-190140	09/13/2018	811252	1	13-5310-0-4400-108-0000-3700-007-000	NN	P	3,771.25	3,771.25
149 PO-190140	09/13/2018	811450	1	13-5310-0-4400-108-0000-3700-007-000	NN	P	359.81	359.81
TOTAL PAYMENT AMOUNT				4,131.06	*			4,131.06
011205/00	CULTURE SHOCK YOGURT							
146 PO-190137	09/13/2018	6833	1	13-5310-0-4700-108-0000-3700-007-000	NN	P	260.00	260.00
TOTAL PAYMENT AMOUNT				260.00	*			260.00
022586/00	D&P Creamery							
142 PO-190134	09/13/2018	50105	1	13-5310-0-4700-108-0000-3700-007-000	NN	P	2,072.46	2,072.46
142 PO-190134	09/13/2018	50110	1	13-5310-0-4700-108-0000-3700-007-000	NN	P	1,450.27	1,450.27
142 PO-190134	09/13/2018	50120	1	13-5310-0-4700-108-0000-3700-007-000	NN	P	1,327.30	1,327.30
142 PO-190134	09/13/2018	50130	1	13-5310-0-4700-108-0000-3700-007-000	NN	P	831.79	831.79
142 PO-190134	09/13/2018	50125	1	13-5310-0-4700-108-0000-3700-007-000	NN	P	1,326.27	1,326.27
142 PO-190134	09/13/2018	50135	1	13-5310-0-4700-108-0000-3700-007-000	NN	P	1,265.09	1,265.09
TOTAL PAYMENT AMOUNT				8,273.18	*			8,273.18
011602/00	DANIELSEN CO., THE							
80 PO-190070	09/13/2018	174406	1	13-5310-0-4700-108-0000-3700-007-000	N	P	846.75	846.75
80 PO-190070	09/13/2018	174406	2	13-5310-0-4300-108-0000-3700-007-000	N	P	8.00	8.00
TOTAL PAYMENT AMOUNT				854.75	*			854.75
010521/00	DeMELLO, BETTY							
705 PO-190697	09/13/2018	REFUND	1	13-5310-0-8634-000-0000-0000-000-000	NN	F	12.25	12.25
TOTAL PAYMENT AMOUNT				12.25	*			12.25
018509/00	HARRIS SCHOOL SOLUTIONS							
153 PO-190144	09/13/2018	XT00144479	1	13-5310-0-5800-108-0000-3700-007-000	NN	P	500.00	500.00
TOTAL PAYMENT AMOUNT				500.00	*			500.00

081 CENTER UNIFIED SCHOOL DISTRICT J13042
09-13-18

ACCOUNTS PAYABLE PRELIST
BATCH: 0018 9-13-18
FUND : 13 CAFETERIA FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num			
Req Reference	Date	Description	FD RESO P	OBJE SIT	GOAL FUNC	RES DEP	T9MPS	Liq Amt Net Amount
021194/00	PRUDENTIAL OVERALL SUPPLY INC							
148 PO-190139	09/13/2018	180316486	1	13-5310-0-5800-108-0000-3700-007-000	NN P			57.78 57.78
TOTAL PAYMENT AMOUNT								57.78 *
011422/00	SYSO OF SAN FRANCISCO							
81 PO-190071	09/13/2018	131921409	1	13-5310-0-4700-108-0000-3700-007-000	NN P			231.13 231.13
81 PO-190071	09/13/2018	131921409	2	13-5310-0-4300-108-0000-3700-007-000	NN P			1,965.97 1,965.97
81 PO-190071	09/13/2018	131854136	1	13-5310-0-4700-108-0000-3700-007-000	NN P			129.30 129.30
TOTAL PAYMENT AMOUNT								2,326.40 *
022047/00	VIRAMONTES, VANESSA							
725 PO-190714	09/13/2018	REFUND	1	13-5310-0-8634-000-0000-0000-000-000	NN F			14.00 14.00
TOTAL PAYMENT AMOUNT								14.00 *
TOTAL FUND PAYMENT								16,429.42 ** 16,429.42

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081 CENTER UNIFIED SCHOOL DISTRICT J13042
09-13-18

ACCOUNTS PAYABLE PRELIST
BATCH: 0018 9-13-18
FUND : 25 CAPITAL FACILITIES FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num			
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	Liq Amt	Net Amount			
016924/00	SILVERADO 225 LLC							
728 PO-190708	09/13/2018	REDUCTION LOT 211- REFUND	1 25-0000-0-8681-000-0000-0000-000 NN F	1,461.60	1,461.60			
		TOTAL PAYMENT AMOUNT	1,461.60 *		1,461.60			
		TOTAL FUND PAYMENT	1,461.60 **		1,461.60			
		TOTAL BATCH PAYMENT	494,503.90 ***	0.00	494,503.90			
		TOTAL USE TAX AMOUNT	19.53					
		TOTAL DISTRICT PAYMENT	494,503.90 ****	0.00	494,503.90			
		TOTAL USE TAX AMOUNT	19.53					
		TOTAL FOR ALL DISTRICTS:	494,503.90 ****	0.00	494,503.90			
		TOTAL USE TAX AMOUNT	19.53					

Number of checks to be printed: 90, not counting voids due to stub overflows.

Batch status: A All

From batch: 0020

To batch: 0020

Include Revolving Cash: Y

Include Address: N

Include Object Desc: N

Include Vendor TIN: Y

Include Audit Date and Time in Sort: N

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num		
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	Liq Amt	Net Amount		
011802/00	A-Z BUS SALES INC.						
500 PO-190486	09/20/2018	02P449779	1 01-0740-0-4300-112-0000-3600-007-302 NN P	241.17	241.17		
			TOTAL PAYMENT AMOUNT	241.17 *	241.17		
010669/00	ALHAMBRA & SIERRA SPRINGS						
326 PO-190316	09/20/2018	27045224780818	1 01-0000-0-4300-105-0000-7200-005-000 NN P	41.13	41.13		
326 PO-190316	09/20/2018	27045224780818	2 01-0000-0-5600-105-0000-7200-005-000 NN P	6.99	6.99		
322 PO-190324	09/20/2018	663302014871405	1 01-0000-0-4300-103-0000-7200-019-000 NN P	88.75	88.75		
322 PO-190324	09/20/2018	663302014871405	3 01-0000-0-5600-103-0000-7200-019-000 NN P	6.50	6.50		
322 PO-190324	09/20/2018	663302014871405	2 01-6500-0-4300-102-5001-2700-019-000 NN P	88.76	88.76		
322 PO-190324	09/20/2018	663302014871405	4 01-6500-0-5600-102-5001-2700-019-000 NN P	6.49	6.49		
			TOTAL PAYMENT AMOUNT	238.62 *	238.62		
019210/00	ANDREWS, JULIE						
806 PO-190773	09/20/2018	REIMB PURCHASE-ATLASES	1 01-0000-0-4200-371-1110-1000-012-000 NN F	240.78	240.78		
			TOTAL PAYMENT AMOUNT	240.78 *	240.78		
021604/00	ATLAS DISPOSAL INDUSTRIES						
9 PO-190006	09/20/2018	1031	1 01-0000-0-5525-106-0000-8110-007-000 NN P	230.13	230.13		
9 PO-190006	09/20/2018	149397	1 01-0000-0-5525-106-0000-8110-007-000 NN P	567.96	567.96		
9 PO-190006	09/20/2018	149398	1 01-0000-0-5525-106-0000-8110-007-000 NN P	1,714.54	1,714.54		
9 PO-190006	09/20/2018	149399	1 01-0000-0-5525-106-0000-8110-007-000 NN P	773.43	773.43		
9 PO-190006	09/20/2018	149400	1 01-0000-0-5525-106-0000-8110-007-000 NN P	307.08	307.08		
9 PO-190006	09/19/2018	149401	1 01-0000-0-5525-106-0000-8110-007-000 NN P	266.28	266.28		
9 PO-190006	09/20/2018	149402	1 01-0000-0-5525-106-0000-8110-007-000 NN P	524.84	524.84		
9 PO-190006	09/20/2018	149403	1 01-0000-0-5525-106-0000-8110-007-000 NN P	473.59	473.59		
9 PO-190006	09/20/2018	149404	1 01-0000-0-5525-106-0000-8110-007-000 NN P	86.92	86.92		
9 PO-190006	09/20/2018	189672	1 01-0000-0-5525-106-0000-8110-007-000 NN P	290.11	290.11		
9 PO-190006	09/20/2018	1032	1 01-0000-0-5525-106-0000-8110-007-000 NN P	371.86	371.86		
			TOTAL PAYMENT AMOUNT	5,606.74 *	5,606.74		
019624/00	B & H VIDEO						
707 PO-190720	09/20/2018	147259548	1 01-0000-0-4300-234-1110-1000-008-000 YN F	23.60	21.90		
			TOTAL PAYMENT AMOUNT	21.90 *	21.90		
			TOTAL USE TAX AMOUNT	1.70			

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			
015718/00	BASIC PACIFIC							
	PV-190021 09/20/2018 9/28/2018		01-0000-0-9552-000-0000-0000-000 NN		5,712.58			
		TOTAL PAYMENT AMOUNT	5,712.58 *		5,712.58			
019454/00	BELLA VISTA HIGH SCHOOL							
	754 PO-190778 09/20/2018 ENTRY -BRONCO FOR CHS		1 01-0076-0-5800-472-1110-4200-014-806 NN F	210.00	210.00			
		TOTAL PAYMENT AMOUNT	210.00 *		210.00			
016149/00	BENNETT, JANET							
	768 PO-190779 09/20/2018 REIMB SUPPLIES		1 01-0000-0-4300-472-1260-1000-014-204 NN F	15.04	15.04			
		TOTAL PAYMENT AMOUNT	15.04 *		15.04			
021349/00	BEYOND CONSEQUENCES							
	814 PO-190781 09/20/2018 CONFERENCE		1 01-4035-0-5200-234-1110-1000-008-103 NY F	1,535.00	1,535.00			
		TOTAL PAYMENT AMOUNT	1,535.00 *		1,535.00			
010575/00	CAPITOL CLUTCH & BRAKE INC.							
	395 PO-190380 09/20/2018 1529197		1 01-0740-0-4300-112-0000-3600-007-302 NN P	22.66	22.66			
	395 PO-190380 09/20/2018 1528198		1 01-0740-0-4300-112-0000-3600-007-302 NN P	25.31	25.31			
	395 PO-190380 09/20/2018 1529286		1 01-0740-0-4300-112-0000-3600-007-302 NN P	416.48	416.48			
		TOTAL PAYMENT AMOUNT	464.45 *		464.45			
018802/00	CASA ROBLE WRESTLING							
	834 PO-190794 09/20/2018 TOURN 12/15		1 01-0076-0-5800-472-1110-4200-014-817 NN F	375.00	375.00			
		TOTAL PAYMENT AMOUNT	375.00 *		375.00			
020305/00	CDW GOVERNMENT INC.							
	661 PO-190637 09/20/2018 PBC4539		1 01-6500-0-4300-102-5001-2700-019-000 NN F	125.94	125.94			
	664 PO-190655 09/20/2018 pbk4803		1 01-0000-0-4400-371-0000-2700-012-000 NN F	1,070.66	1,065.71			
	691 PO-190685 09/20/2018 PCS7843		1 01-5630-0-5800-601-1421-2700-017-120 NN P	151.21	151.21			
	691 PO-190685 09/20/2018 PCL3699		1 01-5630-0-5800-601-1421-2700-017-120 NN F	92.53	75.00			
		TOTAL PAYMENT AMOUNT	1,417.86 *		1,417.86			

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Vendor/Addr	Remit name	Date	Description	Tax ID num	Deposit type	ABA num	Account num																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																											
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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num		
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	Liq Amt	Net Amount		
010212/00	LAKESHORE LEARNING MATERIALS						
496 PO-190483	09/20/2018	3336920818	1 01-6500-0-4300-236-5770-1110-009-000 NN F	544.62	544.62		
711 PO-190698	09/20/2018	4077870918	1 01-0000-0-4300-236-1110-1000-009-000 NN F	587.97	587.97		
			TOTAL PAYMENT AMOUNT	1,132.59 *		1,132.59	
020258/00	LEARNING WITHOUT TEARS						
484 PO-190476	09/18/2018	1232561-1	1 01-6500-0-4300-102-5750-1110-019-000 NN F	129.23	129.23		
			TOTAL PAYMENT AMOUNT	129.23 *		129.23	
022335/00	LOFTUS, MARK						
770 PO-190770	09/20/2018	REIMB CONF	1 01-0000-0-5200-472-1110-1000-014-000 NN F	99.00	99.00		
			TOTAL PAYMENT AMOUNT	99.00 *		99.00	
017726/00	LOS ANGELES FREIGHTLINER						
800 PO-190764	09/20/2018	XA410006948:01	1 01-0740-0-4300-112-0000-3600-007-302 NN F	5,526.63	5,526.63		
			TOTAL PAYMENT AMOUNT	5,526.63 *		5,526.63	
016087/00	MICHAEL'S TRANSPORTATION SERV.						
362 PO-190346	09/20/2018	105468	1 01-0740-0-5800-112-0000-3600-007-302 NN P	4,050.00	4,050.00		
			TOTAL PAYMENT AMOUNT	4,050.00 *		4,050.00	
019059/00	MILLENNIUM TERMITE & PEST						
12 PO-190009	09/20/2018	TR-71099	1 01-0000-0-5500-106-0000-8110-007-000 NN P	91.00	91.00		
12 PO-190009	09/20/2018	TR-72628	1 01-0000-0-5500-106-0000-8110-007-000 NN P	57.00	57.00		
12 PO-190009	09/20/2018	TR-72628	1 01-0000-0-5500-106-0000-8110-007-000 NN P	59.00	59.00		
			TOTAL PAYMENT AMOUNT	207.00 *		207.00	
019828/00	MIRANDA, RYAN						
830 PO-190792	09/20/2018	REIMB FOOD	1 01-9315-0-4300-601-1110-1000-017-120 NN F	222.83	222.83		
			TOTAL PAYMENT AMOUNT	222.83 *		222.83	

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

017576/00	OFFICE DEPOT												
186	PO-190200	09/20/2018	170600139001	1 01-0000-0-4300-234-1110-1000-008-000	NN	P						370.11	370.11
186	PO-190200	09/20/2018	131890647001	1 01-0000-0-4300-234-1110-1000-008-000	NN	M						-374.88	-374.88
186	PO-190200	09/20/2018	1706004143001	1 01-0000-0-4300-234-1110-1000-008-000	NN	F						407.91	33.03
367	PO-190394	09/20/2018	182998496003	1 01-6500-0-4300-234-5770-1120-008-000	NN	P						11.46	11.46
367	PO-190394	09/20/2018	182998499001	1 01-6500-0-4300-234-5770-1120-008-000	NN	P						37.64	37.64
367	PO-190394	09/20/2018	182998503001	1 01-6500-0-4300-234-5770-1120-008-000	NN	P						83.72	83.72
367	PO-190394	09/20/2018	182998497001	1 01-6500-0-4300-234-5770-1120-008-000	NN	P						6.38	6.38
367	PO-190394	09/20/2018	182998496002	1 01-6500-0-4300-234-5770-1120-008-000	NN	P						5.39	5.39
367	PO-190394	09/20/2018	182998496001	1 01-6500-0-4300-234-5770-1120-008-000	NN	F						623.58	614.75
479	PO-190467	09/20/2018	186448292001	1 01-6500-0-4300-371-5770-1120-012-121	NN	P						8.52	8.52
479	PO-190467	09/20/2018	186448291001	1 01-6500-0-4300-371-5770-1120-012-121	NN	F						193.99	193.05
480	PO-190527	09/20/2018	191383945001	1 01-6500-0-4300-371-5770-1110-012-121	NN	F						122.40	121.84
618	PO-190574	09/18/2018	19389201	1 01-6500-0-4300-102-5060-2110-019-000	NN	F						104.29	104.29
551	PO-190581	09/20/2018	193703231001	1 01-0000-0-4300-238-0000-2700-010-000	NN	M						-161.36	-161.36
551	PO-190581	09/20/2018	198993762001	1 01-0000-0-4300-238-0000-2700-010-000	NN	P						154.90	154.90
551	PO-190581	09/20/2018	193891431001	1 01-0000-0-4300-238-0000-2700-010-000	NN	P						50.28	50.28
551	PO-190581	09/20/2018	193891431002	1 01-0000-0-4300-238-0000-2700-010-000	NN	F						71.72	65.91
723	PO-190721	09/20/2018	202130283001	1 01-0000-0-4300-238-1110-1000-010-000	NN	F						41.12	41.12
				TOTAL PAYMENT AMOUNT	1,366.15 *				1,366.15				
021752/00	PACIFIC POWER & SYSTEMS INC												
798	PO-190762	09/20/2018	F19-1-5858	1 01-8150-0-6500-106-0000-8110-007-000	NN	F						6,011.38	6,011.38
798	PO-190762	09/20/2018	F19-1-5858	2 01-8150-0-5600-106-0000-8110-007-000	NN	F						6,422.06	6,422.06
798	PO-190762	09/20/2018	F19-1-5858	3 01-8150-0-4300-106-0000-8110-007-000	NN	F						265.33	265.33
839	PO-190796	09/20/2018	006058	1 01-8150-0-5800-106-0000-8110-007-000	NN	F						250.00	250.00
				TOTAL PAYMENT AMOUNT	12,948.77 *				12,948.77				
014069/00	PLATT ELECTRIC SUPPLY INC												
56	PO-190048	09/20/2018	T256783	1 01-8150-0-4300-106-0000-8110-007-000	NN	P						259.66	259.66
56	PO-190048	09/20/2018	Z339913	1 01-8150-0-4300-106-0000-8110-007-000	NN	P						350.24	350.24
56	PO-190048	09/20/2018	T257896	1 01-8150-0-4300-106-0000-8110-007-000	NN	P						350.24	350.24
56	PO-190048	09/20/2018	R610692	1 01-8150-0-4300-106-0000-8110-007-000	NN	M						-615.37	-615.37
				TOTAL PAYMENT AMOUNT	344.77 *				344.77				
015869/00	PRASKOVIYA GERGI												
774	PO-190754	09/13/2018	AUGUST MILEAGE	1 01-6500-0-5800-102-5750-1180-019-000	NN	P						98.64	98.64
				TOTAL PAYMENT AMOUNT	98.64 *				98.64				

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num		
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS			Liq Amt	Net Amount
021194/00	PRUDENTIAL OVERALL SUPPLY INC						
115 PO-190085	09/20/2018	180317639	1 01-0740-0-5800-112-0000-3600-007-302 NN P			48.86	48.86
			TOTAL PAYMENT AMOUNT	48.86 *			48.86
016900/00	REALLY GOOD STUFF LLC						
PV-190022	09/20/2018	INV 6700495	01-6500-0-4300-234-5770-1120-008-000 NN			10.99	10.99
			TOTAL PAYMENT AMOUNT	10.99 *			10.99
019237/00	RIVER CITY HIGH SCHOOL GIRLS						
828 PO-190791	09/20/2018	RAIDERS CUP-CHS GIRLS	1 01-0076-0-5800-472-1110-4200-014-811 NN F			400.00	400.00
			TOTAL PAYMENT AMOUNT	400.00 *			400.00
010627/00	RIVERVIEW INTERNATIONAL TRUCKS						
262 PO-190249	09/20/2018	975636	1 01-0740-0-4300-112-0000-3600-007-302 NN P			137.25	137.25
			TOTAL PAYMENT AMOUNT	137.25 *			137.25
018315/00	ROSE, VALERIE						
776 PO-190748	09/18/2018	REIMB SUPPLIES	1 01-6300-0-4300-234-1110-1000-008-000 NN F			41.13	41.13
			TOTAL PAYMENT AMOUNT	41.13 *			41.13
010552/00	SAC VAL JANITORIAL						
73 PO-190068	09/20/2018	10313670	1 01-0000-0-9320-000-0000-0000-000-000 NN P			906.93	906.93
73 PO-190068	09/20/2018	10313662	1 01-0000-0-9320-000-0000-0000-000-000 NN P			2,668.04	2,668.04
73 PO-190068	09/20/2018	10313887	1 01-0000-0-9320-000-0000-0000-000-000 NN P			279.29	279.29
			TOTAL PAYMENT AMOUNT	3,854.26 *			3,854.26
014786/00	SCHOOL SPECIALTY INC						
561 PO-190568	09/18/2018	202501599979	1 01-6500-0-4300-102-5750-1110-019-000 NN F			230.95	209.96
			TOTAL PAYMENT AMOUNT	209.96 *			209.96

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		
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010373/00	SCHOOLS INSURANCE AUTHORITY						
164 PO-190151	09/20/2018	2019 UST-BZ.01	1 01-0740-0-5800-112-0000-3600-007-302 NN P	75.00	75.00		
164 PO-190151	09/20/2018	2019 UST.BZ.03	1 01-0740-0-5800-112-0000-3600-007-302 NN P	75.00	75.00		
TOTAL PAYMENT AMOUNT				150.00 *		150.00	
010826/00	SHIFFLER EQUIPMENT SALES INC						
540 PO-190524	09/20/2018	1822904601	1 01-8150-0-4300-106-0000-8110-007-000 NN P	366.16	366.16		
TOTAL PAYMENT AMOUNT				366.16 *		366.16	
018967/00	SPRINT CUSTOMER SERVICE						
29 PO-190023	09/20/2018	811116315-202	1 01-0000-0-5930-106-0000-8110-007-000 NN P	242.52	242.52		
132 PO-190124	09/20/2018	811116315-202	1 01-0000-0-5930-115-0000-7700-007-000 NN P	135.52	135.52		
137 PO-190129	09/20/2018	811116315-202	1 01-6500-0-5930-102-5060-2110-019-000 NN P	46.10	46.10		
138 PO-190130	09/20/2018	811116315-202	1 01-6387-0-5930-472-1110-1000-014-000 NN P	47.66	47.66		
139 PO-190131	09/20/2018	811116315-202	1 01-0000-0-5930-472-0000-2700-014-000 NN P	1.13	1.13		
188 PO-190175	09/20/2018	811116315-202	1 01-0000-0-5930-101-0000-7150-002-000 NN P	56.10	56.10		
623 PO-190578	09/20/2018	811116315-202	1 01-0740-0-5930-104-0000-3140-019-128 NN P	39.39	39.39		
TOTAL PAYMENT AMOUNT				568.42 *		568.42	
014558/00	SPURR						
30 PO-190024	09/20/2018	93271-ACCT 23918	1 01-0000-0-5515-106-0000-8110-007-000 NN P	1,323.70	1,323.70		
TOTAL PAYMENT AMOUNT				1,323.70 *		1,323.70	
019383/00	SUTTER HEALTH PLUS						
PV-190024	09/20/2018	OCTOBER 2018	01-0000-0-9552-000-0000-0000-000-000 NN		38,000.88		
TOTAL PAYMENT AMOUNT				38,000.88 *		38,000.88	
020800/00	SWIFT, WINDIGO						
804 PO-190772	09/20/2018	REIMB SUPPLIES	1 01-6300-0-4300-371-1110-1000-012-000 NN F	58.45	58.45		
TOTAL PAYMENT AMOUNT				58.45 *		58.45	

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num			
Req Reference	Date	Description	FD RESO	P OBJE	SIT GOAL	FUNC RES	DEP T9MPS	Liq Amt
								Net Amount
011554/00	TRACTOR SUPPLY CO							
174	PO-190168	09/20/2018	200296752	1	01-8150-0-4300-106-0000-8110-007-000	NN	P	48.98
								48.98
								48.98
010139/00	TROXELL COMMUNICATIONS INC							
724	PO-190710	09/20/2018	140064	1	01-0370-0-4300-115-1110-1000-007-000	NN	F	1,185.25
								1,185.25
								1,185.25
022338/00	WARRINER, JILL							
739	PO-190777	09/20/2018	REIMB SUBSCRIPTION	1	01-0409-0-4200-238-0000-2420-010-000	NN	F	19.95
								19.95
								19.95
022221/00	WESTERN HEALTH ADVANTAGE							
PV-190020	09/20/2018	OCTOBER 2018		01-0000-0-9552-000-0000-0000-000-000	NN			11,091.85
								11,091.85
								11,091.85
022221/02	WESTERN HEALTH ADVANTAGE							
PV-190025	09/20/2018	OCTOBER 2018		01-0000-0-9552-000-0000-0000-000-000	NN			83,824.57
								83,824.57
								83,824.57
022348/00	WILSON, SHERRY							
761	PO-190743	09/20/2018	1831	1	01-0740-0-5800-112-0000-3600-007-302	NN	P	8.38
761	PO-190743	09/20/2018	1847	1	01-0740-0-5800-112-0000-3600-007-302	NN	P	10.60
								18.98
								18.98
								18.98
014226/00	WISE, JEFF							
809	PO-190774	09/18/2018	reimb supplies	1	01-6300-0-4300-371-1110-1000-012-000	NN	F	78.94
								78.94
								78.94

081 CENTER UNIFIED SCHOOL DISTRICT J13249
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ACCOUNTS PAYABLE PRELIST
BATCH: 0020 9-20-18
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name		Tax ID num	Deposit type	ABA num	Account num			
Req Reference	Date	Description			FD RESO P OBJE SIT GOAL FUNC	RES DEP T9MPS	Liq Amt	Net Amount	
017313/00	XEROX								
8	PO-190002	09/20/2018	702226085		1 01-3010-0-5600-240-1110-1000-011-000	NN P	29.20	29.20	
183	PO-190171	09/20/2018	300539779		1 01-0000-0-5800-116-0000-7200-007-992	NN P	35,234.31	35,234.31	
185	PO-190172	09/20/2018	230086405		1 01-0000-0-5800-116-0000-7200-007-992	NN P	2,129.23	2,129.23	
179	PO-190198	09/20/2018	300539779A		1 01-0000-0-4300-116-0000-8200-007-992	NN P	8,489.84	8,489.84	
TOTAL PAYMENT AMOUNT					45,882.58 *			45,882.58	
TOTAL FUND PAYMENT					406,137.68 **			406,137.68	
TOTAL USE TAX AMOUNT					1.70				

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ACCOUNTS PAYABLE PRELIST
BATCH: 0020 9-20-18
FUND : 11 ADULT EDUCATION FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num			
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS				Liq Amt	Net Amount

017960/00	AZTEC SOFTWARE							
610	PO-190606	09/20/2018	6623	1	11-3913-0-5800-600-4130-1000-015-000 NN F		196.64	196.64
TOTAL PAYMENT AMOUNT						196.64 *		196.64
TOTAL FUND PAYMENT						196.64 **		196.64

Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	ABA num	Account num	Liq Amt	Net Amount
020098/00	BIG TRAY		830503020					
149	PO-190140	09/20/2018 811561		1 13-5310-0-4400-108-0000-3700-007-000 NN P			50.17	50.17
				TOTAL PAYMENT AMOUNT		50.17 *		50.17
011205/00	CULTURE SHOCK YOGURT							
146	PO-190137	09/20/2018 6880		1 13-5310-0-4700-108-0000-3700-007-000 NN P			270.00	270.00
				TOTAL PAYMENT AMOUNT		270.00 *		270.00
017051/00	DAVIS, LAURA							
643	PO-190645	09/20/2018 TRAVEL EXPENSE		1 13-5310-0-5200-108-0000-3700-007-000 NN F			1,011.91	1,011.91
				TOTAL PAYMENT AMOUNT		1,011.91 *		1,011.91
022364/00	HEARTLAND SCHOOL SOLUTIONS		223755714					
152	PO-190143	09/20/2018 HSS0000030762		1 13-5310-0-5300-108-0000-3700-007-000 NN P			750.60	750.60
				TOTAL PAYMENT AMOUNT		750.60 *		750.60
010230/00	MOTHER LODE SNA #45							
818	PO-190783	09/20/2018 LAURA DAVIS		1 13-5310-0-5200-108-0000-3700-007-000 NN P			160.00	160.00
818	PO-190783	09/20/2018 JEANNE JEW		1 13-5310-0-5200-108-0000-3700-007-000 NN P			160.00	160.00
818	PO-190783	09/20/2018 MICHELLE SWETT		1 13-5310-0-5200-108-0000-3700-007-000 NN F			160.00	160.00
				TOTAL PAYMENT AMOUNT		480.00 *		480.00
016279/00	P&R PAPER SUPPLY							
119	PO-190088	09/20/2018 30211195-00		1 13-5310-0-4300-108-0000-3700-007-000 NN P			1,391.65	1,391.65
				TOTAL PAYMENT AMOUNT		1,391.65 *		1,391.65
021194/00	PRUDENTIAL OVERALL SUPPLY INC							
148	PO-190139	09/20/2018 180317638		1 13-5310-0-5800-108-0000-3700-007-000 NN P			77.75	77.75
				TOTAL PAYMENT AMOUNT		77.75 *		77.75

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ACCOUNTS PAYABLE PRELIST
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FUND : 13 CAFETERIA FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num		
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS			Liq Amt	Net Amount
016341/00		R&S OVERHEAD DOORS & GATES					
811 PO-190775	09/20/2018	128667	1 13-5310-0-5600-108-0000-3700-007-000 NN F			453.67	453.67
TOTAL PAYMENT AMOUNT						453.67 *	453.67
018967/00		SPRINT CUSTOMER SERVICE					
160 PO-190160	09/20/2018	811116315-202	1 13-5310-0-5930-108-0000-3700-007-000 NN P			8.81	8.81
TOTAL PAYMENT AMOUNT						8.81 *	8.81
011422/00		SYSKO OF SAN FRANCISCO					
81 PO-190071	09/20/2018	131931383	1 13-5310-0-4700-108-0000-3700-007-000 NN P			936.93	936.93
81 PO-190071	09/20/2018	13194954	1 13-5310-0-4700-108-0000-3700-007-000 NN M			-404.80	-404.80
81 PO-190071	09/20/2018	13111701P	1 13-5310-0-4700-108-0000-3700-007-000 NN M			-165.50	-165.50
81 PO-190071	09/20/2018	131931383	2 13-5310-0-4300-108-0000-3700-007-000 NN P			89.28	89.28
TOTAL PAYMENT AMOUNT						455.91 *	455.91
TOTAL FUND PAYMENT						4,950.47 **	4,950.47

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	
019627/00	NACHT & LEWIS ARCHITECTS							
574 PO-190547	09/20/2018	00010	1 21-0000-0-6215-106-0000-8500-007-620 NN P			2,601.76	2,601.76	
609 PO-190573	09/20/2018	00003	1 21-0000-0-6215-106-0000-8500-007-610 NN P			50,976.75	50,976.75	
			TOTAL PAYMENT AMOUNT	53,578.51 *			53,578.51	
017295/00	TERRACON CONSULTANTS INC							
547 PO-190537	09/20/2018	TB01356	1 21-0000-0-6280-106-0000-8500-007-620 NN P			490.00	490.00	
			TOTAL PAYMENT AMOUNT	490.00 *			490.00	
			TOTAL FUND PAYMENT	54,068.51 **			54,068.51	
			TOTAL BATCH PAYMENT	465,353.30 ***		0.00	465,353.30	
			TOTAL USE TAX AMOUNT	1.70				
			TOTAL DISTRICT PAYMENT	465,353.30 ****		0.00	465,353.30	
			TOTAL USE TAX AMOUNT	1.70				
			TOTAL FOR ALL DISTRICTS:	465,353.30 ****		0.00	465,353.30	
			TOTAL USE TAX AMOUNT	1.70				

Number of checks to be printed: 71, not counting voids due to stub overflows.

Batch status: A All

From batch: 0021

To batch: 0021

Include Revolving Cash: Y

Include Address: N

Include Object Desc: N

Include Vendor TIN: Y

Include Audit Date and Time in Sort: N

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num			
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	Liq Amt	Net Amount			

010002/00	ALDAR ACADEMY							
750 PO-190848	09/27/2018	JULY 2018	1 01-6500-0-5800-102-5750-1180-019-000 NN P	4,030.06	4,030.06			
750 PO-190848	09/27/2018	AUGUST	1 01-6500-0-5800-102-5750-1180-019-000 NN P	2,453.08	2,453.08			
TOTAL PAYMENT AMOUNT				6,483.14 *	6,483.14			
010669/00	ALHAMBRA & SIERRA SPRINGS							
38 PO-190033	09/27/2018	27045104780794	2 01-0000-0-5600-110-0000-7200-004-000 NN P	7.50	7.50			
38 PO-190033	09/27/2018	27045104780794	1 01-0000-0-4300-110-0000-7200-004-000 NN P	50.08	50.08			
313 PO-190304	09/27/2018	27047404781257	1 01-0740-0-4300-112-0000-3600-007-302 NN P	117.49	117.49			
313 PO-190304	09/26/2018	27047404781257	2 01-0740-0-5600-112-0000-3600-007-302 NN P	7.99	7.99			
314 PO-190305	09/27/2018	27053384782453	1 01-8150-0-4300-106-0000-8110-007-000 NN P	45.09	45.09			
314 PO-190305	09/27/2018	27053384782453	2 01-8150-0-5600-106-0000-8110-007-000 NN P	30.00	30.00			
431 PO-190406	09/27/2018	27050334781839	2 01-0740-0-5600-475-3200-2700-015-106 NN P	7.99	7.99			
431 PO-190406	09/27/2018	27050334781839	1 01-0740-0-4300-475-3200-2700-015-106 NN P	35.10	35.10			
TOTAL PAYMENT AMOUNT				301.24 *	301.24			
019533/00	ALL PRO BACKFLOW INC							
885 PO-190862	09/27/2018	18-1329	1 01-8150-0-5600-106-0000-8110-007-000 NN F	180.00	180.00			
885 PO-190862	09/27/2018	18-1329	2 01-8150-0-4300-106-0000-8110-007-000 NN F	269.89	269.89			
TOTAL PAYMENT AMOUNT				449.89 *	449.89			
021763/00	ALL STAR RENTS							
286 PO-190271	09/27/2018	796445-10	1 01-8150-0-5600-106-0000-8110-007-000 NN P	373.32	373.32			
807 PO-190767	09/27/2018	794007-10	1 01-0000-0-5600-106-0000-8110-007-000 NN P	399.78	399.78			
807 PO-190767	09/27/2018	7959566-10	1 01-0000-0-5600-106-0000-8110-007-000 NN P	239.64	239.64			
807 PO-190767	09/27/2018	C20435-10	1 01-0000-0-5600-106-0000-8110-007-000 NN M	-160.14	-160.14			
TOTAL PAYMENT AMOUNT				852.60 *	852.60			
016075/00	ANWAR, SHAHNAZ							
859 PO-190818	09/27/2018	REIMB SUPPLIES	1 01-6500-0-4300-371-5770-1110-012-121 NN F	82.38	82.38			
TOTAL PAYMENT AMOUNT				82.38 *	82.38			
020766/00	ASSET GENIE INC							
729 PO-190715	09/27/2018	1322821	1 01-0000-0-4300-371-1110-1000-012-000 YN P	49.95	49.95			
729 PO-190715	09/27/2018	1322455	1 01-0000-0-4300-371-1110-1000-012-000 YN F	52.30	44.95			
TOTAL PAYMENT AMOUNT				94.90 *	94.90			
TOTAL USE TAX AMOUNT				7.35				

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
<hr/>									
021097/00	ASSOCIATED VALUATION SERVICES								
898 PO-190867	09/27/2018	#5949	1	01-0000-0-5800-105-0000-7200-005-000	NN	F		1,994.15	1,994.15
			TOTAL PAYMENT AMOUNT				1,994.15 *		1,994.15
018533/00	ATKINSON ANDELSON LOYA RUDD								
578 PO-190554	09/27/2018	552470	1	01-0000-0-5880-105-0000-7200-005-000	NE	P		5,099.08	5,099.08
			TOTAL PAYMENT AMOUNT				5,099.08 *		5,099.08
016149/00	BENNETT, JANET								
893 PO-190872	09/27/2018	REIMB BATTERIES	1	01-0000-0-4300-472-1260-1000-014-000	NN	F		23.52	23.52
			TOTAL PAYMENT AMOUNT				23.52 *		23.52
016106/00	BERGER, CHRISTINE								
872 PO-190840	09/27/2018	REIMB INCENTIVES	1	01-6500-0-4300-602-5730-1110-015-000	NN	F		116.95	116.95
			TOTAL PAYMENT AMOUNT				116.95 *		116.95
022282/00	BRIGHT START THERAPIES								
751 PO-190849	09/27/2018	CUAH718.18	1	01-6500-0-5800-102-5750-1180-019-000	NN	P		450.00	450.00
751 PO-190849	09/27/2018	CUEH718.18	1	01-6500-0-5800-102-5750-1180-019-000	NN	P		450.00	450.00
			TOTAL PAYMENT AMOUNT				900.00 *		900.00
021896/00	BUTLER, KIM								
862 PO-190820	09/27/2018	REIMB SUPPLIES	1	01-6500-0-4300-240-5770-1110-011-000	NN	F		84.44	84.44
897 PO-190875	09/27/2018	REIMB AMAZON ORDER	1	01-6500-0-4300-240-5770-1110-011-000	NN	F		587.01	587.01
			TOTAL PAYMENT AMOUNT				671.45 *		671.45
017924/00	CHICO HIGH SCH WRESTLING								
895 PO-190874	09/27/2018	CHS TOURN FEE	1	01-0076-0-5800-472-1110-4200-014-817	NN	F		350.00	350.00
			TOTAL PAYMENT AMOUNT				350.00 *		350.00

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num			
Req Reference	Date	Description	FD RESO	P OBJE	SIT GOAL	FUNC RES	DEP T9MPS	
								Liq Amt Net Amount
013928/00	CINTAS LOCATION 622							
168 PO-190153	09/27/2018	4009732281	1	01-0000-0-5800-111-0000-8200-007-000	NN P			5.83 5.83
168 PO-190153	09/27/2018	4009732327	1	01-0000-0-5800-111-0000-8200-007-000	NN P			8.88 8.88
168 PO-190153	09/27/2018	4009732332	1	01-0000-0-5800-111-0000-8200-007-000	NN P			16.81 16.81
168 PO-190153	09/27/2018	4009732338	1	01-0000-0-5800-111-0000-8200-007-000	NN P			55.40 55.40
168 PO-190153	09/27/2018	4009732343	1	01-0000-0-5800-111-0000-8200-007-000	NN P			8.68 8.68
168 PO-190153	09/27/2018	4009732364	1	01-0000-0-5800-111-0000-8200-007-000	NN P			19.14 19.14
168 PO-190153	09/27/2018	4009732379	1	01-0000-0-5800-111-0000-8200-007-000	NN P			8.68 8.68
168 PO-190153	09/27/2018	4009732400	1	01-0000-0-5800-111-0000-8200-007-000	NN P			50.47 50.47
		TOTAL PAYMENT AMOUNT						173.89 173.89
015699/00	CLARK SECURITY PRODUCTS							
58 PO-190050	09/27/2018	22K282591	1	01-8150-0-4300-106-0000-8110-007-000	NN P			366.05 366.05
		TOTAL PAYMENT AMOUNT						366.05 366.05
021813/00	CONSOLIDATED COMMUNICATIONS							
31 PO-190025	09/27/2018	916-773-4131/0	1	01-0000-0-5930-106-0000-8110-007-000	NN P			1,056.72 1,056.72
		TOTAL PAYMENT AMOUNT						1,056.72 1,056.72
016761/00	CPM EDUCATIONAL PROGRAM							
810 PO-190799	09/27/2018	1807136-IN	1	01-0037-0-4100-103-1110-1000-019-000	NN F			257.03 255.98
		TOTAL PAYMENT AMOUNT						255.98 255.98
017449/00	CUE INC							
823 PO-190787	09/27/2018	70960	1	01-0000-0-5200-472-1110-1000-014-000	NN F			293.55 293.55
824 PO-190788	09/27/2018	70949	1	01-0000-0-5200-472-1110-1000-014-000	NN F			293.55 293.55
		TOTAL PAYMENT AMOUNT						587.10 587.10
021477/00	CUMMINGS, CATHY							
842 PO-190814	09/27/2018	TRAINING AND MILEAGE	1	01-6387-0-5200-472-1110-1000-019-000	NN F			275.61 275.61
		TOTAL PAYMENT AMOUNT						275.61 275.61

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ACCOUNTS PAYABLE PRELIST
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FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num			
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	Liq Amt	Net Amount			
021797/00	D3 SPORTS INC							
694 PO-190696	09/27/2018	1860	1 01-7220-0-5800-472-1110-1000-014-209 NN F	2,335.86	2,335.86			
TOTAL PAYMENT AMOUNT				2,335.86 *			2,335.86	
016961/00	DAKTRONICS INC.							
552 PO-190582	09/27/2018	6804194	1 01-0076-0-5800-472-1110-4200-014-000 NN P	953.50	953.50			
TOTAL PAYMENT AMOUNT				953.50 *			953.50	
017662/00	DEASON, STUART							
871 PO-190824	09/24/2018	REIMB MATH SUPPLIES	1 01-6300-0-4300-371-1110-1000-012-000 NN F	108.41	108.41			
TOTAL PAYMENT AMOUNT				108.41 *			108.41	
021626/00	DELTA WIRELESS INC							
436 PO-190409	09/27/2018	154000601-1	4 01-0000-0-5800-106-0000-7200-007-995 NN F	86.55	86.55			
436 PO-190409	09/27/2018	154000601-1	3 01-0000-0-5600-106-0000-7200-007-995 NN F	1,575.81	1,575.82			
436 PO-190409	09/27/2018	154000601-1	2 01-0000-0-4400-106-0000-7200-007-995 NN F	1,485.87	1,485.87			
436 PO-190409	09/27/2018	154000601-1	1 01-0000-0-4300-106-0000-7200-007-995 NN F	811.19	811.19			
665 PO-190678	09/27/2018	154000647-1	1 01-0740-0-4400-112-0000-3600-007-302 NN F	1,633.72	1,633.72			
665 PO-190678	09/27/2018	154000647-1	2 01-0740-0-5800-112-0000-3600-007-302 NN F	963.10	1,078.09			
908 PO-190881	09/27/2018	145003144	1 01-0740-0-4300-112-0000-3600-007-302 NN F	17.25	17.25			
908 PO-190881	09/27/2018	145003145,145003146	2 01-0740-0-5800-112-0000-3600-007-302 NN F	642.50	642.50			
TOTAL PAYMENT AMOUNT				7,330.99 *			7,330.99	
015800/00	DISCOUNT SCHOOL SUPPLY							
797 PO-190761	09/27/2018	D48003530101	1 01-6500-0-4300-240-5750-1110-011-000 NN F	97.22	108.00			
TOTAL PAYMENT AMOUNT				108.00 *			108.00	
018277/00	EASTER SEAL SOCIETY OF CA. INC							
756 PO-190851	09/27/2018	JULY 2018	1 01-6500-0-5800-102-5750-1180-019-000 NN P	900.00	900.00			
TOTAL PAYMENT AMOUNT				900.00 *			900.00	

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num		
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	Liq Amt	Net Amount		
021610/00	EATON INTERPRETING SERVICES						
648 PO-190624	09/27/2018	305597	1 01-0000-0-5800-103-4760-1000-019-000 NN P	484.00	484.00		
TOTAL PAYMENT AMOUNT				484.00 *		484.00	
011132/00	FEDEX						
202 PO-190188	09/27/2018	6-313-83880	1 01-8150-0-5920-106-0000-8110-007-000 NN P	49.17	49.17		
TOTAL PAYMENT AMOUNT				49.17 *		49.17	
019523/00	FOLLETT SCHOOL SOLUTIONS INC						
22 PO-190029	09/27/2018	2264781A	1 01-0037-0-4100-103-1110-1000-019-000 NN P	1,082.08	1,082.08		
22 PO-190029	09/27/2018	2264781B	1 01-0037-0-4100-103-1110-1000-019-000 NN P	2,567.75	2,567.75		
22 PO-190029	09/27/2018	2264781C	1 01-0037-0-4100-103-1110-1000-019-000 NN F	612.25	690.46		
TOTAL PAYMENT AMOUNT				4,340.29 *		4,340.29	
022347/00	GIVE SOMETHING BACK						
799 PO-190763	09/24/2018	IN-0775535	1 01-0000-0-4300-101-0000-7150-002-000 NN F	70.95	69.02		
782 PO-190771	09/28/2018	IN-0775964	1 01-0000-0-4300-472-1550-1000-014-000 NN F	218.68	218.68		
TOTAL PAYMENT AMOUNT				287.70 *		287.70	
018404/00	GRANITE BAY WRESTLING						
835 PO-190829	09/27/2018	WRESTLING TOURN	1 01-0076-0-5800-472-1110-4200-014-817 NN F	400.00	400.00		
TOTAL PAYMENT AMOUNT				400.00 *		400.00	
018992/00	GREEN ACRES NURSERY & SUPPLY						
874 PO-190841	09/27/2018	01-004-131783	1 01-0000-0-4300-106-0000-8110-007-000 NN P	102.86	102.86		
TOTAL PAYMENT AMOUNT				102.86 *		102.86	
017718/00	GUIDING HANDS INC.						
758 PO-190852	09/27/2018	5093	1 01-6500-0-5800-102-5750-1180-019-000 NN P	3,661.49	3,661.49		
TOTAL PAYMENT AMOUNT				3,661.49 *		3,661.49	

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num			
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	Liq Amt	Net Amount			
019047/00	HOUGHTON MIFFLIN HARCOURT							
700 PO-190683	09/27/2018	710122974	1 01-4035-0-4200-103-4760-1000-019-000 NN P	29.95	29.95			
700 PO-190683	09/27/2018	710123866	1 01-4035-0-4200-103-4760-1000-019-000 NN F	545.60	543.28			
		TOTAL PAYMENT AMOUNT	573.23 *		573.23			
021789/00	JABBERGYM INC							
785 PO-190853	09/27/2018	10159	1 01-6500-0-5800-102-5750-1180-019-000 NN P	26,523.00	26,523.00			
785 PO-190853	09/27/2018	10045	1 01-6500-0-5800-102-5750-1180-019-000 NN P	270.00	270.00			
		TOTAL PAYMENT AMOUNT	26,793.00 *		26,793.00			
010212/00	LAKESHORE LEARNING MATERIALS							
794 PO-190758	09/27/2018	4324530918	1 01-6500-0-4300-240-5750-1110-011-000 NN F	64.62	73.62			
		TOTAL PAYMENT AMOUNT	73.62 *		73.62			
018818/00	LAURA BIRGE							
712 PO-190699	09/27/2018	#2	1 01-3010-0-5800-236-1110-1000-009-114 NY P	350.00	350.00			
		TOTAL PAYMENT AMOUNT	350.00 *		350.00			
017899/00	LAWSON, BECKY							
805 PO-190798	09/27/2018	REIMB COFFEE	1 01-0000-0-4300-103-0000-2110-019-000 N F	9.84	9.84			
		TOTAL PAYMENT AMOUNT	9.84 *		9.84			
016969/00	LEWIS, GLORIA							
910 PO-190883	09/27/2018	REIMB SUPPLIES	1 01-6300-0-4300-240-1110-1000-011-000 NN F	41.10	41.10			
		TOTAL PAYMENT AMOUNT	41.10 *		41.10			
017726/00	LOS ANGELES FREIGHTLINER							
PV-190026	09/24/2018	BAL INV-XA410006948:01	01-0740-0-4300-112-0000-3600-007-302 NN		25.64			
		TOTAL PAYMENT AMOUNT	25.64 *		25.64			

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			
022230/00	MANAGED HEALTH NETWORK							
2 PO-190004	09/27/2018	PRM-029554	1 01-0000-0-3401-100-1110-1000-000-000 NN P	983.06	983.06			
		TOTAL PAYMENT AMOUNT	983.06 *		983.06			
022406/00	MAXIM HEALTHCARE SERVICES INC							
622 PO-190577	09/26/2018	5995640262	1 01-0740-0-5800-104-0000-3140-019-128 NN P	1,317.50	1,317.50			
786 PO-190854	09/27/2018	5995640262	1 01-6500-0-5800-102-5750-1180-019-000 NN P	746.40	746.40			
		TOTAL PAYMENT AMOUNT	2,063.90 *		2,063.90			
016087/00	MICHAEL'S TRANSPORTATION SERV.							
362 PO-190346	09/27/2018	105690	1 01-0740-0-5800-112-0000-3600-007-302 NN P	3,240.00	3,240.00			
		TOTAL PAYMENT AMOUNT	3,240.00 *		3,240.00			
019828/00	MIRANDA, RYAN							
875 PO-190842	09/27/2018	REIME SNACKS	1 01-9315-0-4300-601-1110-1000-017-120 NN F	235.78	235.78			
		TOTAL PAYMENT AMOUNT	235.78 *		235.78			
019837/00	MORENO, MARGARITA							
867 PO-190822	09/27/2018	REIME SUPPLIES	1 01-6500-0-4300-240-5770-1110-011-000 NN F	76.73	76.73			
		TOTAL PAYMENT AMOUNT	76.73 *		76.73			
018419/00	NCPS							
788 PO-190855	09/27/2018	NCPS3659	1 01-6500-0-5800-102-5750-1180-019-000 NN P	2,119.04	2,119.04			
788 PO-190855	09/27/2018	NCPS3692	1 01-6500-0-5800-102-5750-1180-019-000 NN P	1,362.24	1,362.24			
		TOTAL PAYMENT AMOUNT	3,481.28 *		3,481.28			
021511/00	OCCUPATIONAL THERAPY FOR							
789 PO-190856	09/27/2018	18-07-11	1 01-6500-0-5800-102-5750-1180-019-000 NN P	270.00	270.00			
		TOTAL PAYMENT AMOUNT	270.00 *		270.00			

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num		
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	Liq Amt	Net Amount		
014358/00	OPFER, JULIE						
846 PO-190831	09/27/2018	REIMB PLAYLIST	1 01-4035-0-5200-240-1110-1000-011-103 NN F	32.12	32.12		
		TOTAL PAYMENT AMOUNT	32.12 *		32.12		
017778/00	PAC WEST TRAILERS CO.						
909 PO-190882	09/27/2018	C43074	1 01-0000-0-4300-106-0000-8110-007-000 N F	73.27	73.27		
909 PO-190882	09/27/2018	C43074	2 01-0000-0-5800-106-0000-8110-007-000 N F	61.96	61.96		
		TOTAL PAYMENT AMOUNT	135.23 *		135.23		
021249/00	PERRY, HEATHER						
820 PO-190800	09/27/2018	SEPT. MILEAGE	1 01-6500-0-5210-102-5001-2700-019-000 NN P	18.63	18.63		
		TOTAL PAYMENT AMOUNT	18.63 *		18.63		
020590/00	PLACER COUNTY TAX COLLECTOR						
858 PO-190810	09/27/2018	023-200-025-000	1 01-0000-0-5800-106-0000-8200-007-000 NN P	29.12	29.12		
858 PO-190810	09/27/2018	023-200-033-000	1 01-0000-0-5800-106-0000-8200-007-000 NN P	29.12	29.12		
858 PO-190810	09/27/2018	023-221-010-000	1 01-0000-0-5800-106-0000-8200-007-000 NN P	29.12	29.12		
858 PO-190810	09/27/2018	023-221-010-000	1 01-0000-0-5800-106-0000-8200-007-000 NN P	29.12	29.12		
858 PO-190810	09/27/2018	023-211-011-000	1 01-0000-0-5800-106-0000-8200-007-000 NN F	29.12	29.12		
		TOTAL PAYMENT AMOUNT	145.60 *		145.60		
011345/00	PLACER LEARNING CENTER						
790 PO-190857	09/27/2018	JULY 2018	1 01-6500-0-5800-102-5750-1180-019-000 NN P	5,857.32	5,857.32		
790 PO-190857	09/27/2018	AUGUST 2018	1 01-6500-0-5800-102-5750-1180-019-000 NN P	11,589.98	11,589.98		
		TOTAL PAYMENT AMOUNT	17,447.30 *		17,447.30		
014069/00	PLATT ELECTRIC SUPPLY INC						
56 PO-190048	09/27/2018	T267687	1 01-8150-0-4300-106-0000-8110-007-000 NN P	51.87	51.87		
56 PO-190048	09/27/2018	T281626	1 01-8150-0-4300-106-0000-8110-007-000 NN P	5.50	5.50		
56 PO-190048	09/27/2018	T294488	1 01-8150-0-4300-106-0000-8110-007-000 NN P	8.63	8.63		
876 PO-190843	09/27/2018	T337108	1 01-0000-0-4300-111-0000-8200-007-939 NN F	4,072.00	4,072.00		
		TOTAL PAYMENT AMOUNT	4,138.00 *		4,138.00		

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017987/00	POOR, BERNADETTE						
887 PO-190870	09/27/2018	WASP SUPPLIES	1 01-0000-0-4300-472-0000-2700-014-000 NN F	17.16	17.16		
		TOTAL PAYMENT AMOUNT	17.16 *		17.16		
018492/00	PROTECH PROJECTION SYSTEMS INC						
699 PO-190734	09/27/2018	15210	1 01-0000-0-4400-472-1355-1000-014-000 YN F	630.34	585.00		
		TOTAL PAYMENT AMOUNT	585.00 *		585.00		
		TOTAL USE TAX AMOUNT	45.34				
021194/00	PRUDENTIAL OVERALL SUPPLY INC						
115 PO-190085	09/27/2018	180318321	1 01-0740-0-5800-112-0000-3600-007-302 NN P	48.86	48.86		
		TOTAL PAYMENT AMOUNT	48.86 *		48.86		
016341/00	R&S OVERHEAD DOORS & GATES						
882 PO-190869	09/27/2018	128699	1 01-8150-0-5600-106-0000-8110-007-000 NN F	369.50	369.50		
		TOTAL PAYMENT AMOUNT	369.50 *		369.50		
017657/00	RENAISSANCE LEARNING INC.						
454 PO-190598	09/27/2018	INV4423435	1 01-6300-0-5800-238-1110-1000-010-000 NN F	8,720.00	8,720.00		
		TOTAL PAYMENT AMOUNT	8,720.00 *		8,720.00		
010229/00	RYLAND SCHOOL BUSINESS						
850 PO-190808	09/27/2018	2122	1 01-0000-0-5800-105-0000-7200-005-000 NN P	1,080.00	1,080.00		
		TOTAL PAYMENT AMOUNT	1,080.00 *		1,080.00		
010552/00	SAC VAL JANITORIAL						
73 PO-190068	09/27/2018	10314710	1 01-0000-0-9320-000-0000-0000-000-000 NN P	1,706.00	1,706.00		
73 PO-190068	09/27/2018	10315138	1 01-0000-0-9320-000-0000-0000-000-000 NN P	1,501.34	1,501.34		
		TOTAL PAYMENT AMOUNT	3,207.34 *		3,207.34		

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Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	Liq Amt	Net Amount			
017370/00	SAC-JOQUIN SECTION							
745 PO-190825	09/27/2018	ENTRY FEE-CHS	1 01-0076-0-5800-472-1110-4200-014-806 NN F	126.00	126.00			
TOTAL PAYMENT AMOUNT			126.00 *		126.00			
014870/00	SACRAMENTO COUNTY OFFICE OF							
377 PO-190357	09/27/2018	190690	1 01-3010-0-5800-103-0000-2110-019-100 NN F	17,900.00	17,900.00			
377 PO-190357	09/27/2018	190690	2 01-4035-0-5800-103-1110-1000-019-100 NN F	24,000.00	24,000.00			
TOTAL PAYMENT AMOUNT			41,900.00 *		41,900.00			
016337/00	SAECHAO, MUANG							
829 PO-190801	09/27/2018	JULY	1 01-6500-0-5800-102-5750-1180-019-000 NN P	215.82	215.82			
829 PO-190801	09/27/2018	AUGUST MILEAGE	1 01-6500-0-5800-102-5750-1180-019-000 NN P	119.90	119.90			
TOTAL PAYMENT AMOUNT			335.72 *		335.72			
020981/00	SAVE MART SUPERMARKETS							
189 PO-190176	09/27/2018	2581569	1 01-0000-0-4300-101-0000-7150-002-000 NN F	59.16	16.01			
554 PO-190539	09/27/2018	2581568	1 01-6500-0-4300-472-5750-1110-014-000 NN P	43.82	43.82			
TOTAL PAYMENT AMOUNT			59.83 *		59.83			
017234/00	SCHIRO, BONNIE							
816 PO-190827	09/27/2018	CART COVER	1 01-0000-0-4300-472-0000-2700-014-000 N F	64.64	64.64			
TOTAL PAYMENT AMOUNT			64.64 *		64.64			
014786/00	SCHOOL SPECIALTY INC							
435 PO-190408	09/27/2018	308103164772	1 01-6500-0-4300-602-5730-1110-015-000 NN F	170.21	167.37			
TOTAL PAYMENT AMOUNT			167.37 *		167.37			
010373/00	SCHOOLS INSURANCE AUTHORITY							
849 PO-190807	09/21/2018	WCADJ2019-005	1 01-0000-0-9558-000-0000-0000-000-000 NN F	19,464.00	19,464.00			
TOTAL PAYMENT AMOUNT			19,464.00 *		19,464.00			

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num			
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	Liq Amt	Net Amount			
016043/00	SHELTONS UNLIMITED MECHANICAL							
845 PO-190805	09/27/2018	18-21900,18-21899	1 01-8150-0-4300-106-0000-8110-007-000 NN F	496.73	496.73			
845 PO-190805	09/27/2018	18-21900,18-21899	2 01-8150-0-5600-106-0000-8110-007-000 NN F	144.00	144.00			
845 PO-190805	09/27/2018	18-21900,18-21899	3 01-8150-0-5800-106-0000-8110-007-000 NN F	209.00	209.00			
		TOTAL PAYMENT AMOUNT	849.73 *		849.73			
019683/00	SIERRA FOOTHILLS ACADEMY							
791 PO-190858	09/27/2018	JULY18	1 01-6500-0-5800-102-5750-1180-019-000 NN P	4,834.46	4,834.46			
791 PO-190858	09/27/2018	SP-ESY-72018-2	1 01-6500-0-5800-102-5750-1180-019-000 NN P	165.75	165.75			
791 PO-190858	09/27/2018	AUGESY1-3	1 01-6500-0-5800-102-5750-1180-019-000 NN P	853.14	853.14			
791 PO-190858	09/27/2018	AUGRSY 20-31	1 01-6500-0-5800-102-5750-1180-019-000 NN P	2,843.80	2,843.80			
791 PO-190858	09/27/2018	OT-RSY 82018-2	1 01-6500-0-5800-102-5750-1180-019-000 NN P	110.00	110.00			
791 PO-190858	09/27/2018	SP-RSY 82018-2	1 01-6500-0-5800-102-5750-1180-019-000 NN P	110.50	110.50			
		TOTAL PAYMENT AMOUNT	8,917.65 *		8,917.65			
022385/00	SILVERMAN, TODD							
888 PO-190864	09/27/2018	REIMB FAMILY NIGHT	1 01-3010-0-4300-234-1110-1000-008-000 NN F	481.12	481.12			
		TOTAL PAYMENT AMOUNT	481.12 *		481.12			
010696/00	SMITH, ABRAHAM							
844 PO-190815	09/27/2018	REIMB WORKSHOP	1 01-4203-0-5200-103-4760-1000-019-000 NN F	50.00	50.00			
		TOTAL PAYMENT AMOUNT	50.00 *		50.00			
015073/00	SONOVA USA INC							
679 PO-190666	09/27/2018	5158177705	1 01-6500-0-4400-102-5750-1110-019-000 NN F	2,365.11	2,365.11			
679 PO-190666	09/27/2018	5158177705	2 01-6500-0-4300-102-5750-1110-019-000 NN F	19.99	30.97			
		TOTAL PAYMENT AMOUNT	2,396.08 *		2,396.08			
017509/00	SOREN BENNICK PRODUCTIONS INC							
853 PO-190832	09/27/2018	22973	1 01-9315-0-5800-601-1110-1000-017-120 NN F	865.00	865.00			
		TOTAL PAYMENT AMOUNT	865.00 *		865.00			

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num			
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	Liq Amt	Net Amount			
020252/00	STAPLES BUSINESS ADVANTAGE							
673 PO-190662	09/27/2018	3389871450	1 01-6500-0-4300-102-5770-1191-019-000 NN P	17.01	17.01			
673 PO-190662	09/27/2018	3389080706	1 01-6500-0-4300-102-5770-1191-019-000 NN F	125.60	116.02			
695 PO-190681	09/27/2018	3390033014	2 01-5630-0-4300-601-1421-1000-017-120 NN F	129.08	129.08			
695 PO-190681	09/27/2018	3390033014	3 01-0740-0-4300-601-1110-1000-017-120 NN F	143.22	143.22			
734 PO-190723	09/27/2018	3389871452	1 01-0000-0-4300-238-0000-2700-010-000 NN F	201.57	201.57			
		TOTAL PAYMENT AMOUNT	606.90 *		606.90			
020527/00	STOLFUS, LAUREL							
889 PO-190865	09/27/2018	REIMB FAMILY NIGHT	1 01-3010-0-4300-234-1110-1000-008-000 NN F	200.00	200.00			
		TOTAL PAYMENT AMOUNT	200.00 *		200.00			
022315/00	SUTTER HIGH SCHOOOL WRESTLING							
840 PO-190830	09/27/2018	WRESTLING TOURN-CHS	1 01-0076-0-5800-472-1110-4200-014-817 NN F	350.00	350.00			
		TOTAL PAYMENT AMOUNT	350.00 *		350.00			
020800/00	SWIFT, WINDIGO							
903 PO-190877	09/27/2018	TRAVEL EXPENSE	1 01-3010-0-5200-371-1110-1000-012-205 NN F	227.36	227.36			
904 PO-190878	09/27/2018	TRAVEL EXPENSE	1 01-0000-0-5200-371-1110-1000-012-000 NN F	136.46	136.46			
		TOTAL PAYMENT AMOUNT	363.82 *		363.82			
020477/00	THE GLASS GURU OF ROSEVILLE							
902 PO-190868	09/27/2018	139931,32,33	2 01-8150-0-5800-106-0000-8110-007-000 NN F	300.00	300.00			
902 PO-190868	09/27/2018	139931,32,33	1 01-8150-0-4300-106-0000-8110-007-000 NN F	845.84	845.84			
		TOTAL PAYMENT AMOUNT	1,145.84 *		1,145.84			
010902/00	U.S. BANK							
854 PO-190833	09/27/2018	4866914555510632	1 01-6387-0-4200-472-1110-1000-019-201 NN F	243.30	243.30			
854 PO-190833	09/27/2018	4866914555510632	2 01-6500-0-4300-102-5001-2700-019-000 NN F	376.71	376.71			
854 PO-190833	09/27/2018	4866914555510632	3 01-0000-0-5200-103-0000-7200-019-000 NN F	450.00	450.00			
854 PO-190833	09/27/2018	4866914555510632	4 01-6500-0-4300-102-5750-1110-019-000 NN F	246.24	246.24			
		TOTAL PAYMENT AMOUNT	1,316.25 *		1,316.25			

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Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS			Liq Amt	Net Amount	
010127/00	UNITED PARCEL SERVICE							
630 PO-190614	09/27/2018	YW013388	1 01-0000-0-5920-234-0000-2700-008-000 NN P			20.97	20.97	
TOTAL PAYMENT AMOUNT			20.97 *				20.97	
TOTAL FUND PAYMENT			195,039.76 **				195,039.76	
TOTAL USE TAX AMOUNT			52.69					

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num									
Req Reference	Date	Description	FD	RESO	P	OBJE	SIT	GOAL	FUNC	RES	DEP	T9MPS	Liq Amt	Net Amount
020252/00	STAPLES BUSINESS ADVANTAGE													
695 PO-190681	09/27/2018	3389425835	1	11-3905-0-4300-600-4130-1000-015-000	NN	F							6.78	9.75
695 PO-190681	09/27/2018	3389425835	4	11-6391-0-4300-600-4130-1000-015-000	NN	F							20.69	20.69
TOTAL PAYMENT AMOUNT													30.44 *	30.44
TOTAL FUND PAYMENT													30.44 **	30.44

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Req Reference	Date	Description	FD RESO	P	OBJE	SIT	GOAL	FUNC
			RES	DEP	T9MPS	Liq Amt	Net Amount	

014156/00	COUNTY OF SACRAMENTO							
155 PO-190847	09/27/2018	AR0058738	1	13-5310-0-5800-108-0000-3700-007-000	NN P	239.00	239.00	
155 PO-190847	09/27/2018	AR0005361	1	13-5310-0-5800-108-0000-3700-007-000	NN P	686.00	686.00	
TOTAL PAYMENT AMOUNT						925.00 *	925.00	
011205/00	CULTURE SHOCK YOGURT							
146 PO-190137	09/27/2018	6938	1	13-5310-0-4700-108-0000-3700-007-000	NN P	270.00	270.00	
146 PO-190137	09/27/2018	6999	1	13-5310-0-4700-108-0000-3700-007-000	NN P	270.00	270.00	
TOTAL PAYMENT AMOUNT						540.00 *	540.00	
011602/00	DANIELSEN CO., THE							
80 PO-190070	09/27/2018	175281	1	13-5310-0-4700-108-0000-3700-007-000	N P	1,701.42	1,701.42	
80 PO-190070	09/27/2018	175925	1	13-5310-0-4700-108-0000-3700-007-000	N P	1,390.88	1,390.88	
80 PO-190070	09/27/2018	175925	2	13-5310-0-4300-108-0000-3700-007-000	N P	8.00	8.00	
TOTAL PAYMENT AMOUNT						3,100.30 *	3,100.30	
017342/00	EKON-O-PAC LLC							
144 PO-190136	09/27/2018	90605	1	13-5310-0-4300-108-0000-3700-007-000	NN P	540.00	540.00	
144 PO-190136	09/27/2018	91158	1	13-5310-0-4300-108-0000-3700-007-000	NN P	140.00	140.00	
TOTAL PAYMENT AMOUNT						680.00 *	680.00	
021194/00	PRUDENTIAL OVERALL SUPPLY INC							
148 PO-190139	09/27/2018	180318320	1	13-5310-0-5800-108-0000-3700-007-000	NN P	57.78	57.78	
TOTAL PAYMENT AMOUNT						57.78 *	57.78	
011422/00	SYSCO OF SAN FRANCISCO							
81 PO-190071	09/27/2018	131941096	1	13-5310-0-4700-108-0000-3700-007-000	NN P	1,501.92	1,501.92	
81 PO-190071	09/27/2018	131941097	1	13-5310-0-4700-108-0000-3700-007-000	NN P	216.48	216.48	
81 PO-190071	09/27/2018	13194106	2	13-5310-0-4300-108-0000-3700-007-000	NN P	335.20	335.20	
81 PO-190071	09/27/2018	131950544	2	13-5310-0-4300-108-0000-3700-007-000	NN P	127.34	127.34	
81 PO-190071	09/27/2018	131950544	1	13-5310-0-4700-108-0000-3700-007-000	NN P	2,732.40	2,732.40	
81 PO-190071	09/27/2018	131950545	1	13-5310-0-4700-108-0000-3700-007-000	NN P	308.96	308.96	
TOTAL PAYMENT AMOUNT						5,222.30 *	5,222.30	
TOTAL FUND			PAYMENT			10,525.38 **	10,525.38	

081 CENTER UNIFIED SCHOOL DISTRICT J13548
9-27-18

ACCOUNTS PAYABLE PRELIST
BATCH: 0021 9-27-18
FUND : 14 DEFERRED MAINTENANCE FUND

APY500 L.00.12 09/27/18 10:34 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
018970/00	RUA & SON MECHANICAL INC						
71	PO-190063	09/27/2018	302630	1	14-0024-0-5600-106-9585-8110-007-000 NN P	2,160.62	2,160.62
					TOTAL PAYMENT AMOUNT	2,160.62 *	2,160.62
016043/00	SHELTONS UNLIMITED MECHANICAL						
890	PO-190845	09/27/2018	18-22039	1	14-0024-0-4300-106-9265-8110-007-000 NN F	90.82	90.82
890	PO-190845	09/27/2018	18-22039	2	14-0024-0-4400-106-9265-8110-007-000 NN F	6,013.63	6,013.63
890	PO-190845	09/27/2018	18-22039	3	14-0024-0-5600-106-9265-8110-007-000 NN F	3,895.00	3,895.00
					TOTAL PAYMENT AMOUNT	9,999.45 *	9,999.45
					TOTAL FUND	PAYMENT	12,160.07 **
							12,160.07

081 CENTER UNIFIED SCHOOL DISTRICT J13548
9-27-18

ACCOUNTS PAYABLE PRELIST
BATCH: 0021 9-27-18
FUND : 21 BUILDING FUND

APY500 L.00.12 09/27/18 10:34 PAGE 17
<< 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			
015226/00	ATI ARCHITECTS & ENGINEERS							
569 PO-190570	09/27/2018	1500628	1 21-0000-0-6215-106-0000-8500-007-611 NN P	35,723.81	35,723.81			
570 PO-190571	09/27/2018	1500629	1 21-0000-0-6215-106-0000-8500-007-612 NN P	40,644.83	40,644.83			
TOTAL PAYMENT AMOUNT				76,368.64 *				76,368.64
010563/00	MHL ENTERPRISES							
544 PO-190535	09/27/2018	816B	2 21-0000-0-6290-106-0000-8500-007-619 NY P	2,082.50	2,082.50			
544 PO-190535	09/27/2018	821	2 21-0000-0-6290-106-0000-8500-007-619 NY P	1,487.50	1,487.50			
544 PO-190535	09/25/2018	822	2 21-0000-0-6290-106-0000-8500-007-619 NY P	297.50	297.50			
TOTAL PAYMENT AMOUNT				3,867.50 *				3,867.50
TOTAL FUND PAYMENT				80,236.14 **				80,236.14
TOTAL BATCH PAYMENT				297,991.79 ***	0.00			297,991.79
TOTAL USE TAX AMOUNT				52.69				
TOTAL DISTRICT PAYMENT				297,991.79 ****	0.00			297,991.79
TOTAL USE TAX AMOUNT				52.69				
TOTAL FOR ALL DISTRICTS:				297,991.79 ****	0.00			297,991.79
TOTAL USE TAX AMOUNT				52.69				

Number of checks to be printed: 90, not counting voids due to stub overflows.

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Curriculum & Instruction

Action Item X

To: Board of Trustees

Information Item _____

Date: **October 17, 2018**

Attached Pages 173

**From: Michael Jordan,
Director of Curriculum & Instruction and Special Education**

Principal/Administrator Initials:

SUBJECT: Local Control and Accountability Plan (LCAP)

In consultation with SCOE, we made a few minor changes to the documents. No funds or goals were changed with these revisions.

RECOMMENDATION: The CJUSD Board of Trustees approve the Local Control and Accountability Plan (LCAP).

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Contact Name and Title

Email and Phone

Center Joint Unified School
District

Scott A. Loehr
Superintendent

sloehr@centerusd.org
(916) 338-6409

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

The Center Joint Unified School District serves a diverse population of students with the mission that 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.

The CJUSD student population is 15% English Learner and 61% socioeconomically disadvantaged. Ethnic make-up is as follows: 45.28% white, 25.82% Hispanic, 11.18% Black/African American, 8.95% Asian Two or more races 6.96%, native Hawaiian 1.04%, American Indian 0.77%.

CJUSD has seven schools serving 4,464 students in Pre-K through grade 12. CJUSD is comprised of four elementary schools serving grades K-6: Cyril Spinelli, Arthur S. Dudley, North Country. Oak Hill. All four elementary schools feed into Wilson C. Riles Middle School, serving grades 7-8. CJUSD two high schools. Center High is a 9-12 comprehensive high school. McClellan High is a continuation high school.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

Working closely with stakeholders throughout the district, 3 goals have been identified for focus within the next three years.

GOAL 1: Center JUSD students will be challenged and supported to achieve academic success in a clean, safe environment through Multi Tiered Systems of Support (MTSS)
Actions/Services (pp. 58-112)

GOAL 2: Center JUSD students will be college and career ready through Multi Tiered Systems of Support (MTSS)

Actions/Services (pp. 113-128)

GOAL 3: Center JUSD students and families will be engaged and informed regarding the educational process and opportunities through Multi Tiered Systems of Support (MTSS)

Actions/Services (pp. 129-143)

Through analysis of our state and local data and input from staff and stakeholders we identified focus areas that need to be addressed to achieve our district 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. Based on this process, the actions and services in the LCAP fell into the following areas of influence:

1. Academic achievement in ELA and math
2. College & Career Readiness
3. Parental engagement

Key LCAP actions to support these areas are:

MTSS: Data has shown we were not meeting the academic, social and emotional needs of all students. With each site having their own system of support, the district realized the need for a comprehensive plan with consistent language, defined tiers of support and site/teacher expectations. District established a team with administrative representation from each school site, Special Education and the Family Resource Center. Through collaborative conversation, California Scale Up MTSS Statewide (SUMS) training, and the application of the SUMS grant, district team decided MTSS most appropriate approach to meet the academic needs and support parental engagement.

Expansion of College & Career: Opportunities have been expanded at the high school level and and continue to expand through elementary and middle school programs, feeding into established high school programs.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

2017-18:

CJUSD is proud of the continued growth and development of Multi Tiered Systems of Support (MTSS). The MTSS Task Force has created an MTSS Blueprint to serve as the guiding document to fully implement MTSS. The Task Force identified the Hexagon Tool as the decision making tool to measure Tier 2 programs. The Task Force developed a Social & Emotional Learning team. Sites created their own MTSS team. Teams used the Fidelity Integrity Assessment (FIA) tool to

evaluate the components of MTSS that already exist and develop action plans to enhance student supports. Each site chose 2-3 goals. District FIA Team met 3 times with MTSS Site Teams throughout the year to monitor progress.

District administrators and site administrators have worked together to create a district PLC utilizing the principles outlined in Learning by Doing. Site administrators implemented the PLC principles with site staff in the established timeframe, developing norms, PLC groups and collaboration time.

2016-17:

CJUSD is proud to expand Multi Tiered Systems of Support (MTSS). MTSS enables us to address the needs of all students, making a greater impact on learning and social and emotional growth.

MTSS does the following:

- ~Creates systemic change through intentional design and redesign of services and support to quickly identify and match the needs of all students
- ~Aligns academic, behavioral and social-emotional learning in a fully integrated system of support for the benefit of all students
- ~Implements multi-tiered, evidence-based, data-driven districtwide and schoolwide systems of academic, behavioral and social support

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

2017-18: Center JUSD received an orange rating for math performance, grades 3-8. Although data shows progress has been made, the degree of progress is not sufficient to move out of the orange designation. MTSS will continue to provide enhanced student support and CJUSD will continue providing professional development and ongoing teacher collaboration focused on mathematics.

2016-17: Center JUSD did not receive a red or orange overall rating on any state indicators. However, we are working hard to increase reading achievement at all grade levels. District will continue to provide Professional Development and ongoing teacher collaboration to support the newly adopted standards based ELA curriculum. All sites have intervention in place to identify student needs and fill in the learning gaps.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

2017-18: CJUSD received a red performance rating for foster students and rate of suspension. While this is a subgroup we are committed to support and continue monitoring, it is important to point out that this subgroup is comprised of 31 students, making up less than 1% of our population. We are continuing to increase services for foster youth through the Family Resource Center as detailed in Goal 1, Actions 19 & 20. Additionally, we are providing targeted academic intervention as detailed in Goal 1 and positive behavior interventions and support as detailed in Goal 3, Action 7.

Although Center JUSD received an overall green rating on graduation rate, we do recognize a performance gap for students with disabilities, socioeconomically disadvantaged students and Hispanic students. Through ongoing actions in goal 2, we are expanding opportunities for students at the high school level which will in turn will influence graduation rates.

2016-17: Although Center JUSD received an overall yellow rating on the English/Language Arts and math State Indicators, we recognize there are performance gaps for our students with disabilities and African American students. We are addressing this need through the actions in Goal 1, providing purposeful professional development to ensure high quality instruction, targeted intervention with purposeful assessments and multi levels of support.

Although Center JUSD received an overall green rating on graduation rate, we do recognize a performance gap for students with disabilities, socioeconomically disadvantaged students and Hispanic students. The primary actions in Goal 2 focus on developing and expanding opportunities for students at the high school level which in turn will influence graduation rates. The switch to an 8 period Block schedule and the changes to graduation requirements, will increase a-g completion. The expansion of CTE courses have provided varied paths for students to stay engaged and earn a diploma. Additionally, we are being proactive in our efforts to engage students early by creating feeder programs that support several CTE programs.

Although Center JUSD received an overall yellow rating on suspension rates, we do recognize a performance gap for American Indian students. We are addressing the need to reduce suspension rates for all students through Multi Tiered Systems of Supports (MTSS) which encompass PBIS and Restorative Practices. We are improving first time instructional practices through high quality first instruction.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

2017-18: CJUSD will continue to develop and enhance Multi-tiered Student Support (MTSS), providing even more supports for our unduplicated population. CJUSD will continue to provided extended year instruction for EL students transitioning from elementary school to middle school and middle school to high school. CJUSD will continue to expand CTE opportunities into the middle school and elementary schools that will feed into the robust programs at Center High.

2016-17: Center JUSD is focusing on supporting the needs of our unduplicated population through professional development and intervention to effectively implement newly adopted curriculum. Throughout the district, school sites focused on intervention and supporting Long Term English Learners (LTELs). We have worked hard to implement Multi-tiered Student Support (MTSS).

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION**AMOUNT**

Total General Fund Budget Expenditures For LCAP Year	\$48,000,119
--	--------------

Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$30,987,234
---	--------------

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

General Fund budget expenditures not shown in the LCAP are general operating costs such as transportation, maintenance, facilities, and contracts with service providers. Most funding passed directly through to school sites such as Lottery, supply, and athletics allocations are not included. Salaries and benefits for administrators (one is included), managers, non-academic support staff (except for the continuation high school staff), and substitutes are also not a part of the plan. Finally, contributions to other funds are not included in the LCAP.

DESCRIPTION**AMOUNT**

Total Projected LCFF Revenues for LCAP Year	\$41,865,867
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Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Center JUSD students will be challenged and supported to achieve academic success in a clean, safe environment through Multi Tiered Systems of Support (MTSS)

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator	100%, weekly classroom walk throughs
100% weekly classroom walkthroughs	ELA CAASPP Results: (2016-17)
CAASPP ELA/Math overall	3rd: 23.71% Standards Met, 18.54% Standards Exceeded
EL Progress Indicator	4th: 22.88% Standards Met, 21.9% Standards Exceeded
EL Reclassification	5th: 30.14% Standards Met, 15.36% Standards Exceeded
K-2 Benchmarks	6th: 34.41% Standards Met, 12.65% Standards Exceeded
Teacher Misassignments	7th: 35.29% Standards Met, 9.12% Standards Exceeded
Student access to standards aligned curriculum	8th: 39.6% Standards Met, 10.89% Standards Exceeded
Facilities Inspection	11th: 36.68% Standards Met, , 23.20% Standards Exceeded
ERMHS	

Expected

17-18

100%, weekly classroom walk throughs

CAASPP (2016-17)

3rd: 23.9 Standards Met,
21.1% Standards Exceeded

4th: 26.5% Standards Met,
15.8% Standards Exceeded

5th: 32.5% Standards Met,
15.1% Standards Exceeded

6th: 37.5% Standards Met,
17.6% Standards Exceeded

7th: 35.7% Standards Met
10.8% Standards Exceeded

8th: 41.5% Standards Met
15.2% Standards Exceeded

11th: 38.7% Standards Met,
26.9% Standards Exceeded

MATH CAASPP Results: (2016-17)

3rd Grade: 32% Standards Met, 15.3% Standards Exceeded

4th Grade: 23.5% Standards Met,
8% Standards Exceeded

5th Grade: 18.1% Standards Met, 10% Standards Exceeded

6th Grade: 23.7% Standards Met, 13.6% Standards Exceeded

7th Grade: 29.8% Standards Met, 12.8% Standards Exceeded

8th Grade: 28.9% Standards Met, 25.6% Standards Exceeded

11th Grade: 25.2% Standards Met, 21.3% Standards Exceeded

Actual

MATH CAASPP Results: (2016-17)

3rd Grade: 26.81% Standards Met, 8.13% Standards Exceeded

4th Grade: 24.27% Standards Met, 10.68% Standards Exceeded

5th Grade: 13.29% Standards Met, 8.67% Standards Exceeded

6th Grade: 21.74% Standards Met, 10.72% Standards Exceeded

7th Grade: 27.51% Standards Met, 11.83% Standards Exceeded

8th Grade: 26.16% Standards Met, 20.20% Standards Exceeded

11th Grade: 22.74% Standards Met, 14.05% Standards Exceeded

EL Progress Indicator: 75.9%, 2.6% increase in percentage of English Learners who made progress towards English proficiency

CJUSD reclassified 81 EL students in 2017-18, out of 615 EL students reported on CBEDS, showing a 13% reclassification rate

K-2 BENCHMARKS

FLUENCY

Kindergarten: 61% can correctly identify 10 high frequency words.

1st Grade: 24% are reading at a fluent rate of 82 WPM or greater.

2nd Grade: 31% are reading at a fluent rate of 117 WPM or greater.

WRITING

Kindergarten: Focus: 93%, Organization: 90%, Grammar & Usage: 71%, Capitalization/punctuation/spelling: 53%

1st Grade: Focus: 69%, Organization: 94%, Support: 63%, Grammar & Usage: 44%, Capitalization/punctuation/spelling: 37%,

2nd Grade: Focus: 56%, Organization: 63%, Support: 53%, Grammar & Usage: 53%, Capitalization/punctuation/spelling: 44%

Expected

EL Progress Indicator: 74.3%

8.8% reclassification

K-2 BENCHMARKS

FLUENCY

Kindergarten: 59.8% can correctly identify 10 high frequency words.

1st Grade: 7% are reading at a fluent rate of 82 WPM or greater.

2nd Grade: 17% are reading at a fluent rate of 117 WPM or greater.

WRITING

Kindergarten: Focus: 87.7%, Organization: 84.5%, Grammar & Usage: 60.6%, Capitalization/punctuation/spelling: 50.5%

1st Grade: Focus: 64.9%, Organization: 60.9%, Support: 59.6%, Grammar & Usage: 53.6%, Capitalization/punctuation/spelling: 41.8%,

2nd Grade: Focus: 68.1%, Organization: 53.3%, Support: 55.3%, Grammar & Usage: 52.9%, Capitalization/punctuation/spelling: 52.2%

MATH

Kindergarten: 46.7% understanding of basic facts withing 5, 72.1% complete understanding of counting and cardinality

1st Grade: 35.6% understanding of of basic facts within 10, 68% complete understanding of sums and differences to 10

2nd Grade: 66.8% understanding of basic facts within 20, 60.3% complete understanding of sums and differences to 20

Not to exceed 3% misassignments

100% access to stds aligned curriculum

Actual

MATH

Kindergarten: 46.7% understanding of basic facts withing 5, 72.1% complete understanding of counting and cardinality

1st Grade: 35.6% understanding of of basic facts within 10, 68% complete understanding of sums and differences to 10

2nd Grade: 66.8% understanding of basic facts within 20, 60.3% complete understanding of sums and differences to 20

Less than 1% of teachers misassigned (1.4 FTE/198.7)

100% access to stds aligned curriculum

100% pass Facilities Inspection

ERMHS

Students served: 54

Daily Attendance: 95.16%

Average GPA: 2.29%

Expected

Actual

100% pass Facilities Inspection

ERMHS

Students served: 70

Daily Attendance: 93.5%

Average GPA: 2.19%

Baseline

100%, weekly classroom walk throughs

ELA CAASPP Results: (2015-16)

3rd Grade: 21.4% (55/257) Standards Met, 18.6% (48/257) Standards Exceeded

4th Grade: 24% (74/308) Standards Met, 13.3% (41/308) Standards Exceeded

5th Grade: 30% (88/293) Standards Met, 12.6% (37/293) Standards Exceeded

6th Grade: 35% (97/277) Standards Met, 15.1% (42/277) Standards Exceeded

7th Grade: 33.2% (96/289) Standards Met, 8.3% (24/289) Standards Exceeded

8th Grade: 39% (95/243) Standards Met, 12.7% (31/243) Standards Exceeded

11th Grade: 36.2% (105/290) Standards Met, 24.4% (71/290) Standards Exceeded

Expected

Actual

MATH CAASPP Results: (2015-16)

3rd Grade: 29.5% (76/257) Standards Met, 12.8% (33/257) Standards Exceeded

4th Grade: 21% (65/309) Standards Met, 5.5% (17/309) Standards Exceeded

5th Grade: 15.6% (46/293) Standards Met, 7.5% (22/293) Standards Exceeded

6th Grade: 21.2% (59/277) Standards Met, 11.1% (31/277) Standards Exceeded

7th Grade: 27.3% (79/289) Standards Met, 10.3% (30/289) Standards Exceeded

8th Grade: 26.4% (64/242) Standards Met, 23.1% (56/242) Standards Exceeded

11th Grade: 22.7% (65/286) Standards Met, 18.8% (54/286) Standards Exceeded

EL Progress Indicator: 72.8%

CJUSD reclassified 25 students in 2016-17 at 3.8% reclassification rate

K-2 BENCHMARKS

FLUENCY

Kindergarten: 57.8% can correctly identify 10 high frequency words.

1st Grade: 5% are reading at a fluent rate of 82 WPM or greater.

2nd Grade: 15% are reading at a fluent rate of 117 WPM or greater.

Expected

Actual

WRITING

Kindergarten: Focus: 85.7%, Organization: 82.5%, Grammar & Usage: 58.6%, Capitalization/punctuation/spelling: 48.5%

1st Grade: Focus: 62.9%, Organization: 58.9%, Support: 57.6%, Grammar & Usage: 51.6%, Capitalization/punctuation/spelling: 39.8%,

2nd Grade: Focus: 66.1%, Organization: 51.3%, Support: 53.3%, Grammar & Usage: 50.9%, Capitalization/punctuation/spelling: 50.2%

MATH

Kindergarten: 44.7% have an understanding of basic facts withing 5, 70.1% have a complete understanding of counting and cardinality

1st Grade: 33.6% have an understanding of of basic facts within 10, 66% have a complete understanding of sums and differences to 10

2nd Grade: 64.8% have an understanding of basic facts within 20, 58.3% have complete understanding of sums and differences to 20

1% of teachers misassigned (4/208)

100% of students have access to standards aligned curriculum as certified by the CJUSD Board of Trustees

100% of schools passed the Facilities Inspection

ERMHS

Students served: 69

Daily Attendance, 2016-17: 93%

Average GPA 2016-17: 2.09

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
K-12 teachers will use the California State Standards in ELA, ELD, Literacy, History, Social Studies, Science and Technical Subjects. K-12 Teachers will use the California State Standards in mathematics. Teachers will use the new California Social Science Framework to align current California History/Social Science Standards and current curriculum.	K-12 teachers continue to use the California State Standards in ELA, ELD, Literacy, History, Social Studies, Science and Technical Subjects, mathematics and use the new California Social Science Framework to align current California History/Social Science Standards and current curriculum.	Resource 0000 1000-1999: Certificated Personnel Salaries Base \$9,451,579	Resource 0000 1000-1999: Certificated Personnel Salaries Base \$9,890,498
		Resource 0000 3000-3999: Employee Benefits Base \$2,797,467	Resource 0000 3000-3999: Employee Benefits Base \$2,933,980
		Resource 6500 1000-1999: Certificated Personnel Salaries Special Education \$2,950,893	Resource 6500 1000-1999: Certificated Personnel Salaries Special Education \$2,647,828
		Resource 6500 3000-3999: Employee Benefits Special Education \$835,957	Resource 6500 3000-3999: Employee Benefits Special Education \$774,740
		Resource 3010 1000-1999: Certificated Personnel Salaries Title I \$217,030	Resource 3010 1000-1999: Certificated Personnel Salaries Title I \$218,646
		Resource 3010 3000-3999: Employee Benefits Title I \$41,679	Resource 3010 3000-3999: Employee Benefits Title I \$49,378
		Resource 1400 1000-1999: Certificated Personnel Salaries Base \$4,312,894	Resource 1400 1000-1999: Certificated Personnel Salaries Base \$4,310,739
		Resource 1400 3000-3999: Employee Benefits Base \$1,379,038	Resource 1400 3000-3999: Employee Benefits Base \$1,336,619

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
-----------------------------	----------------------------	--------------------------	----------------------------------

Purchase History/Social Science standards aligned curriculum for grades 7th-12th, by June 2018. Provide professional development to support the implementation of adopted curriculum.

Curriculum selection will happen in the Fall of 2018 with purchase to be completed by December 2018.

Resource 0000 4000-4999:
Books And Supplies Base
\$250,000

\$0

Resource 0000 5800:
Professional/Consulting Services
And Operating Expenditures
Base \$50,000

\$0

Action 3

**Planned
Actions/Services**
K-12 Teachers will access Professional Development to support the implementation of California Common Core State Standards.

**Actual
Actions/Services**
The following PD opportunities were provided:
Buy Back Day 7/31/17
4th Mondays for all K-6 teachers (held 6),
Wonders Cadre Team meetings(held 4),
Admin SCOE meetings (held 2),
Wonders RSP/Title 1 trainings (held 2),
ELD Wonders trainings held (2),
7th/8th grade Study Sync Trainings (held 2)

**Budgeted
Expenditures**
Resource 4035 1000-1999:
Certificated Personnel Salaries
Title II \$10,000

Resource 4035 3000-3999:
Employee Benefits Title II \$1,765

Resource 4035 5000-5999:
Services And Other Operating
Expenditures Title II \$15,000

**Estimated Actual
Expenditures**
Resource 6264 1000-1999:
Certificated Personnel Salaries
Other \$84,046

Resource 6264 3000-3999:
Employee Benefits Other \$14,657

Resource 4035 5000-5999:
Services And Other Operating
Expenditures Title II \$72,000

Resource 6264 7000-7439: Other
Outgo Other \$5,628

Action 4

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

Provide Teacher Induction support to new teachers

Supported 15 new teachers through the Teacher Induction Program

Resource 4035 1000-1999: Certificated Personnel Salaries Title II \$32,850

Resource 4035 1000-1999: Certificated Personnel Salaries Title II \$30,000

Resource 4035 3000-3999: Employee Benefits Title II \$5,798

Resource 4035 3000-3999: Employee Benefits Title II \$5,294

Resource 4035 5800: Professional/Consulting Services And Operating Expenditures Title II \$34,200

Resource 4035 5800: Professional/Consulting Services And Operating Expenditures Title II \$7,705

Resource 6264 5800: Professional/Consulting Services And Operating Expenditures Title II \$20,295

Action 5

Planned Actions/Services

District will work closely with site administrators to reduce or eliminate the need for combination classes.

Actual Actions/Services

Zero combination classes
* Certificated salaries and benefits marked with \$0 are included in Goal 1 Action 1

Budgeted Expenditures

Resource 0000 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$134,910

Resource 0000 3000-3999: Employee Benefits Supplemental and Concentration \$33,121

Estimated Actual Expenditures

Resource 0000 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0

Resource 0000 3000-3999: Employee Benefits Supplemental and Concentration \$0

Action 6

Planned Actions/Services

McClellan HS will provide support classes: Success, Study Skills, and General Math.

Students identified as struggling will be enrolled in Intervention Periods through our Title One program.

Actual Actions/Services

McClellan provided intervention to all students throughout the day with credit recovery and academically targeted intervention classes;
1 section of Success class for struggling students, 1 section of applied math for students below grade level in math, 2 sections of

Budgeted Expenditures

Resource 0000/Dept 740 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$35,507

Resource 0000/Dept 740 3000-3999: Employee Benefits

Estimated Actual Expenditures

Resource 0000/Dept 740 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0

Resource 0000/Dept 740 3000-3999: Employee Benefits

Site Admin will regularly meet with struggling students to provide individualized support and guidance in achieving greater academic success

Applied English for students below grade level in reading.

Study hall classes held 3 times each 6-week grading period for struggling students.

Principal and counselor met with students behind in credits and at risk of not graduating multiple times during the year. Notes on meetings entered on Google spreadsheet.

No study skills class will be offered going forward as this has proved redundant with Success class.

Provided additional credit recovery through Edgenuity program

* Certificated salaries and benefits marked with \$0 are included in Goal 1 Action 1

Supplemental and Concentration \$9,304

Resource 3010 1000-1999: Certificated Personnel Salaries Title I \$15,000

Resource 3010 3000-3999: Employee Benefits Title I \$11,242

Supplemental and Concentration \$0

Resource 0000 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$12,000

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Center HS will provide support classes: Math Lab, English lab and Summer School program	Introduced Integrated Math 1A & 1B Provided 11 support classes: 8 math, 3 English	Resource 0000/Dept 740 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$125,502	Resource 0000 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0
	SST Coordinator, 1 period	Resource 0000/Dept 740 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$850	Resource 0000 3000-3999: Employee Benefits Supplemental and Concentration \$0
	District purchased Corrective Reading intervention curriculum		

*Associated salary and benefit costs included in Goal 1 Action 1

Resource 0000/Dept 740 3000-3999: Employee Benefits Supplemental and Concentration \$32,467

Resource 1400 1000-1999: Certificated Personnel Salaries LCFF \$0

Resource 0000/Dept 740 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$12,500

Resource 1400 3000-3999: Employee Benefits LCFF \$0

Resource 0000 4000-4999: Books And Supplies Supplemental and Concentration \$34,772

Action 8

Planned Actions/Services

Wilson Riles Middle School will provide support: EL Support Class, Intervention Period during the school day (Tues-Fri) and Husky Help before and after school (Tues-Fri). College tutors provide tutoring in the AVID elective classes twice a week for AVID students.

Actual Actions/Services

Riles provided the following: 1 EL support class; 8 reading intervention classes- 2x/week during homeroom; 18 Husky Help sessions offered after school weekly in four core subject areas, college tutors 2x/week in AVID elective classes

Before school Husky Help eliminated Spring 2018 due to lack of participation Fall 2017

District purchased Corrective Reading intervention curriculum

* Certificated salaries and benefits marked with \$0 are included in Goal 1 Action 11

Budgeted Expenditures

Resource 3010 1000-1999: Certificated Personnel Salaries Title I \$77,569

Resource 3010 3000-3999: Employee Benefits Title I \$24,423

Resource 3010 5800: Professional/Consulting Services And Operating Expenditures Title I \$7,000

Estimated Actual Expenditures

Resource 3010 1000-1999: Certificated Personnel Salaries Title I \$0

Resource 3010 3000-3999: Employee Benefits Title I \$0

Resource 3010 5800: Professional/Consulting Services And Operating Expenditures Title I \$8,632

Resource 0000 4000-4999: Books And Supplies Supplemental and Concentration \$34,772

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Oak Hill Elementary will provide after school intervention for grades 1st-6th in English/Language Arts and 3rd-6th in math	ELA intervention served 78 students, grades 1st-6th	Resource 0000 / Dept 740 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$20,000	Resource 0000 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$104,729
	Math intervention served 73 students, grades 3rd-6th		
	Transitional Kindergarten Program served 27 students	Resource 0000/Dept 740 3000-3999: Employee Benefits Supplemental and Concentration \$3,530	Resource 0000 3000-3999: Employee Benefits Supplemental and Concentration \$35,209
	Launched EL Homework Help afterschool program for English Learners		Resource 0000 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$5,180
	District purchased WonderWorks intervention curriculum		Resource 4203 2000-2999: Classified Personnel Salaries Title III \$14,964
			Resource 4203 3000-3999: Employee Benefits Title III \$257
			Resource 0000 4000-4999: Books And Supplies Supplemental and Concentration \$53,072

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Spinelli Elementary will provide morning intervention for grades 1st-6th in English/Language Arts and Math. Title I push in and pull out support for grades K-6th in English/Language Arts and math.	Morning Intervention was provided for 1 hour a day five days a week in grades 3-6 in ELA and Math. Morning intervention was taught by two Title 1 teachers. Along with teacher directed lessons, Moby Max, Math Facts in a Flash, and Accelerated Reader were used daily in intervention. Title I push in	Resource 3010 1000-1999: Certificated Personnel Salaries Title I \$124,036	Resource 3010 1000-1999: Certificated Personnel Salaries Title I \$0
		Resource 3010 3000-3999: Employee Benefits Title I \$24,249	Resource 3010 3000-3999: Employee Benefits Title I \$0
			Resource 3010 5800: Professional/Consulting Services

and/or pull out support for grades K-6 in ELA occurred daily. Push in and/or pull out support for math occurred daily in Grade 3.

Spinelli provided extended day Kindergarten

Launched EL Homework Help afterschool program for English Learners

District purchased WonderWorks intervention curriculum

* Certificated salaries and benefits marked with \$0 are included in Goal 1 Action 1

* Homework Help after school program costs included in Goal 1 Action 9

And Operating Expenditures Title I \$9,416

Resource 0000 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$79,634

Resource 0000 3000-3999: Employee Benefits Supplemental and Concentration \$25,106

Resource 4203 2000-2999: Classified Personnel Salaries Title III \$0

Resource 4203 3000-3999: Employee Benefits Title III \$0

Resource 0000 4000-4999: Books And Supplies Supplemental and Concentration \$0

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
North Country will provide RTI in ELA the form of specific diagnostic leveled groups for 30 minutes during the school day in grades first through sixth. The groups are based on information from universal screeners and are fluid in terms of students moving groups every few weeks based on progress in their groups and classroom assessments. All staff is involved including RSP and Title I. Staff pushes in or pulls out based on grade level group size and	North Country provided math intervention: 30 minutes during the school day for grades 1st-6th. Math was also available during morning intervention three days a week. Moby Max was used for supplemental math instruction and practice with math fluency. North Country used Accelerated Reader as a supplemental reading program to encourage readers to read leveled books to improve	Resource 3010 1000-1999: Certificated Personnel Salaries Title I \$45,535 Resource 3010 2000-2999: Classified Personnel Salaries Title I \$56,485 Resource 3010 3000-3999: Employee Benefits Title I \$22,454 Resource 3310 2000-2999: Classified Personnel Salaries Special Education \$291,014	Resource 3010 1000-1999: Certificated Personnel Salaries Title I \$48,319 Resource 3010 2000-2999: Classified Personnel Salaries Title I \$63,431 Resource 3010 3000-3999: Employee Benefits Title I \$26,230 Resource 3010 5800: Professional/Consulting Services

need. Morning Intervention for reading is still available one hour before school for grades 1-6 three days a week. Student goals are written in their Leadership Notebooks and tracked regularly.

fluency and measure comprehension.

Transitional Kindergarten Program served 23 students

Launched EL Homework Help afterschool program for English Learners

* Homework Help after school program costs included in Goal 1 Action 9
District purchased WonderWorks intervention curriculum

Resource 3310

3000-3999: Employee Benefits Special Education \$147,405

And Operating Expenditures Title I \$10,699

Resource 0000 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$50,633

Resource 0000 3000-3999: Employee Benefits Supplemental and Concentration \$25,799

Resource 4203 2000-2999: Classified Personnel Salaries Title III \$0

Resource 4203 3000-3999: Employee Benefits Title III \$0

Resource 0000 4000-4999: Books And Supplies Supplemental and Concentration \$0

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Dudley will provide Intervention, within the school day, in grades K-6. Intervention occurs two ways: during a 30 minute Intervention Rotation and during a 30 minute Workshop. Teachers are able to provide support to targeted groups as well as to individuals using this strategy. Qualifying for Intervention support is related to local common assessments. Title I staff push in to classrooms to provide support to students. This push-in support may occur during direct instruction, independent practice, workshop,	Dudley Elementary used three Instructional Assistants as well as a 0.5 FTE Title I teacher to provide push-in and pull-out support to students. The Instructional Assistants each pushed into classrooms in grades 1-6 for 30 minute workshop sessions. The Title I teacher pulled out small groups from all grades, 1-6.	Resource 3010 1000-1999: Certificated Personnel Salaries Title I \$41,064 Resource 3010 2000-2999: Classified Personnel Salaries Title I \$54,383 Resource 3010 3000-3999: Employee Benefits Title I \$23,647	Resource 3010 1000-1999: Certificated Personnel Salaries Title I \$0 Resource 3010 2000-2999: Classified Personnel Salaries Title I \$52,939 Resource 3010 3000-3999: Employee Benefits Title I \$20,974 Resource 0000 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0
	Transitional Kindergarten Program served 14 students		

and/or Intervention rotation. This support can be in ELA or Math. If the child continues to struggle with academic needs, a Student Success Plan will be written. Student Success Plans defines specific concerns and establish SMART goals for the individual child as well as listing accommodations and modifications that will be employed to assist the student in meeting his/her goal.

Launched EL Homework Help afterschool program for English Learners

District purchased WonderWorks intervention curriculum

* Certificated salaries and benefits marked with \$0 are included in Goal 1 Action 1

* Homework Help after school program costs included in Goal 1 Action 9

Resource 0000 3000-3999: Employee Benefits Supplemental and Concentration \$0

Resource 4203 2000-2999: Classified Personnel Salaries Title III \$0

Resource 4203 3000-3999: Employee Benefits Title III \$0

Resource 0000 4000-4999: Books And Supplies Supplemental and Concentration \$0

Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
GATE opportunities: <ul style="list-style-type: none"> Wilson Riles Middle School GATE Academy. Teachers will use GATE strategies such as compacting, differentiation, depth and complexity, and Blooms Taxonomy questioning in order to provide students with a deeper understanding of the material. The academy will provide them with lessons that will challenge the students to think about subjects in a different way. Oak Hill Elementary: Differentiated learning within the GATE/high achiever class 4th-5th. 	<p>Riles Middle School served 68 students through 8 GATE Academy sections in English, Social Studies and science; teachers use differentiated strategies in GATE courses</p> <p>Oak Hill: 49 GATE students were served in the GATE/High Achiever Classes in 4th -6th grade, 46 students participated in the GATE challenge activities before and after school</p> <p>Spinelli served 8 GATE students, providing differentiated learning based on the GATE plan occurred within the classroom for GATE students. After school GATE club offered many challenging activities. GATE students will participate in the Annual Nature Bowl.</p>	<p>Resource 0000 1000-1999: Certificated Personnel Salaries Base \$20,000</p> <p>Resource 0000 3000-3999: Employee Benefits Base \$3,530</p> <p>Resource 0000 4000-4999: Books And Supplies Base \$10,000</p>	<p>Resource 0000 1000-1999: Certificated Personnel Salaries Base \$0</p> <p>Resource 0000 3000-3999: Employee Benefits Base \$0</p> <p>Resource 0000 4000-4999: Books And Supplies Base \$8,579</p> <p>Resource 0000 5000-5999: Services And Other Operating Expenditures Base \$8,377</p>

GATE challenge activities before and after school.

- Spinelli: Differentiated learning within the classroom. Weekly GATE challenge activities after school. Annual participation in Nature Bowl.
- North Country: Differentiated learning within the classroom. GATE challenge activities after school for grades 3-6: video production and editing including story boards, script writing and public speaking. GATE students add goals to their Leadership Notebooks and celebrate progress on a monthly basis.
- Dudley: Differentiated learning for GATE qualifying students will occur within the classroom. These differentiation strategies will be shared with the parents of GATE qualifying students through a Student Success Plan which defines specific goals for the individual child as

North Country served 8 students through differentiated learning, challenge activities (video production, script writing, public speaking) and goal setting and monitoring through Leadership Notebooks

Dudley served 6 students through differentiated learning

* Certificated salaries and benefits marked with \$0 are included in Goal 1 Action 1

well as listing accommodations and modifications that will be employed to assist the student in meeting his/her goal.

Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Teacher collaboration: vertical between elementary-middle, horizontal between elementary sites, grade level/dept	The collaboration between sites as described did not happen this year. However, this model is of value and will continue to be an expectation for upcoming years.	Resource 0000 5000-5999: Services And Other Operating Expenditures Base \$500	\$0

Action 15

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide Bilingual Assistants to school sites to support students and families	7 bilingual assistants throughout the district	Resource 0000 / Dept 740 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$154,780 Resource 0000 / Dept 740 3000-3999: Employee Benefits Supplemental and Concentration \$72,327	Resource 0000 / Dept 740 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$160,623 Resource 0000 / Dept 740 3000-3999: Employee Benefits Supplemental and Concentration \$72,669

Action 16

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Add .5 FTE EL Teacher at Spinelli Elementary and .5 FTE EL Teacher at North Country Elementary	Increased EL teacher support at Spinelli by .5 FTE and North Country by .5 FTE.	Resource 0000 / Dept 740 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$450,649	Resource 0000 / Dept 740 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0

* Certificated salaries and benefits marked with \$0 are included in Goal 1 Action 1

Resource 0000 / Dept 740 3000-3999: Employee Benefits Supplemental and Concentration \$125,957

Resource 0000 / Dept 740 3000-3999: Employee Benefits Supplemental and Concentration \$0

Action 17

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Support transition of EL students from middle to high school with summer school for incoming 9th grade EL students.	EL Summer School held for EL students transitioning from elementary school to 7th grade and from middle school to 9th grade.	Resource 0000 / Dept 740 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$10,000	Resource 0000 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$2,000
Measure the effectiveness of the reclassification roadmap, making adjustments as needed to account for changes in standardized language assessment and other adjustments deemed appropriate to meet the needs of the EL population.	8 EL students were served in the transition to high school summer school program, summer 2017	Resource 0000 / Dept 740 3000-3999: Employee Benefits Supplemental and Concentration \$1,765	Resource 0000 3000-3999: Employee Benefits Supplemental and Concentration \$319
Support transition of EL students from elementary to middle school with summer school for incoming 7th graders.	8 EL Students were served in the transition to middle school summer school program, summer 2017		

Action 18

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Support long-term EL students with Long Term EL Support class at Center High School and Wilson Riles Middle School.	CHS provided 2 sections of Long Term EL Support Class, serving 36 students	Resource 0000 / Dept 740 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$50,472	Resource 0000 / Dept 740 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0

EL teacher at CHS to be given extra prep in schedule to track/monitor/support EL students, long term EL students and monitor Redesignated Fluent English Proficient students.

CHS EL teacher utilized an additional prep period to track/monitor/support EL students, long term EL students and monitor Redesignated Fluent English Proficient students.

Resource 0000 / Dept 740 3000-3999: Employee Benefits Supplemental and Concentration \$15,275

Resource 0000 / Dept 740 3000-3999: Employee Benefits Supplemental and Concentration \$0

Riles Middle School provided 2 sections of Long Term EL Support, serving 18 students.

* Certificated salaries and benefits marked with \$0 are included in Goal 1 Action 1

Action 19

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Family Resource Center Integrated Services Technicians will provide mentoring, tutoring, and transition planning for secondary foster youth and unaccompanied homeless youth who are identified as needing those services.	The Family Resource Center provided mentoring and transition planning for 34 secondary foster youth and unaccompanied homeless youth. Of the 34 students served, 4 were Seniors. All 4 students completed the FAFSA and applied to post-secondary institutions. Students that participated in the mentoring program received individualized case management services that are catered to best fit the needs of each youth and their unique circumstances. Lessons included but are not limited to: study skills, conflict management, resume development, job search, how to prepare for a job interview, planning for life after high school (affordable housing, applying to college, applying for financial aid,	Resource 5640 2000-2999: Classified Personnel Salaries Federal Funds \$27,500 Resource 5640 3000-3999: Employee Benefits Federal Funds \$6,935	Resource 0000 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$16,077 Resource 0000 3000-3999: Employee Benefits Supplemental and Concentration \$7,871 Resource 3010 2000-2999: Classified Personnel Salaries Title I \$14,840 Resource 3010 3000-3999: Employee Benefits Title I \$7,266 Resource 5640 2000-2999: Classified Personnel Salaries Federal Funds \$8,432 Resource 5640 3000-3999: Employee Benefits Federal Funds \$2,126

applying for health insurance, grocery shopping), as well as how to get your state ID/license. The Casey Life Skills Assessment, a life skills assessment tool, was used to identify areas of strength and areas of improvement for each youth. Youth experiencing homelessness, and youth in foster care, are educated on their rights and the resources available to them based on their unique situations so that they are better able to advocate for themselves. The Family Resource Center developed a needs assessment to determine how the program can better support schools and students by possibly expanding services.

Action 20

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Family Resource Center will provide clothing, school supplies, consultation services, prevention and early mental health intervention services and coordinate appropriate support services and referrals through a variety of community partners.	The CJUSD Family Resource Center serves students and families throughout the school year. Services offered by the Family Resource Center are focused on helping to eliminate barriers to school success and help ensure a positive outcome for every CJUSD student. This is achieved by serving and supporting students, families, and schools through services, resources, and referrals that are integrated, comprehensive, and responsive to the identified needs. The ability to successfully serve students and families is attributed	Resource 5630 4000-4999: Books And Supplies Federal Funds \$7,500	Resource 0000 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$48,336
		Resource 5630 5000-5999: Services And Other Operating Expenditures Federal Funds \$5,600	Resource 0000 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$4,258
		Resource 5630/5640 1000-1999: Certificated Personnel Salaries Federal Funds \$55,972	Resource 0000 3000-3999: Employee Benefits Supplemental and Concentration \$15,180
		Resource 5630/5640 2000-2999: Classified Personnel Salaries Federal Funds \$60,000	Resource 0000 4000-4999: Books And Supplies

to the Family Resource Center's strong partnerships with local community agencies, the County Office of Education, and district and school sites. The Family Resource Center developed a needs assessment to determine how the program can better support schools and students by possibly expanding services. The Family Resource Center has provided students with the following:

Clothing: 174

School Supplies: 190

Spinelli Homework Club: 11

Support Services and Referrals: 37

Resource 5630/5640 3000-3999:
Employee Benefits Federal Funds
\$28,126

Resource 0000/Dept 740 1000-
1999: Certificated Personnel
Salaries Supplemental and
Concentration \$52,288

Resource 0000/Dept 740 3000-
3999: Employee Benefits
Supplemental and Concentration
\$13,271

Resource 3010 2000-2999:
Classified Personnel Salaries
Title I \$14,689

Resource 3010 3000-3999:
Employee Benefits Title I \$4,440

Supplemental and Concentration
\$4,252

Resource 0000 5000-5999:
Services And Other Operating
Expenditures Supplemental and
Concentration \$14,487

Resource 3010 2000-2999:
Classified Personnel Salaries
Title I \$3,268

Resource 3010 3000-3999:
Employee Benefits Title I \$7,428

Resource 3010 4000-4999:
Books And Supplies Title I
\$17,696

Resource 5630/5640 1000-1999:
Certificated Personnel Salaries
Federal Funds \$60,659

Resource 5630/5640 2000-2999:
Classified Personnel Salaries
Federal Funds \$18,621

Resource 5630/5640 3000-3999:
Employee Benefits Federal
Funds \$40,072

Resource 5630/5640 4000-4999:
Books And Supplies Federal
Funds \$26,571

Resource 5630/5640 5000-5999:
Services And Other Operating
Expenditures Federal Funds
\$6,157

Resource 9315 1000-1999:
Certificated Personnel Salaries
Locally Defined \$3,276

Resource 9315 3000-3999:
Employee Benefits Locally
Defined \$606

Resource 9315 4000-4999:
Books And Supplies Locally
Defined \$1,263

Resource 9315 5000-5999:
Services And Other Operating
Expenditures Locally Defined
\$5,248

Action 21

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide academic support for Special Education Students: study skills classes, instructional assistants	CHS provided 8 sections of Study Skills class. Special Education teachers at middle and high given additional prep to support and monitor students working toward IEP goals. WCR instructional specialists support students and teachers in 4 special ed classes (math and English) and push into 20 general education classes. Academic support provided to special education students through instructional assistants. Number of IS/ISPH per site: CHS: 17 WCR: 4	Resource 3310/6500 2000-2999: Classified Personnel Salaries Special Education \$1,719,462 Resource 3310/6500 3000-3999: Employee Benefits Special Education \$903,211	Resource 6500 1000-1999: Certificated Personnel Salaries Special Education \$0 Resource 3310/6500 2000-2999: Classified Personnel Salaries Special Education \$1,807,995 Resource 3310/6500 3000-3999: Employee Benefits Special Education \$869,678

North Country: 14
Spinelli: 12
Oak Hill: 7.5

* Certificated salaries and benefits marked with \$0 are included in Goal 1 Action 1

Action 22

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
School Psychologists, School Counselors, and the Behavior Specialist on the Educationally-related Mental Health Services (ERMHS) Team will provide evidence-based social, emotional, and behavioral interventions to students in individual and group counseling, psychoeducational lessons in classroom settings, and consultation to staff and parents in order to enable students to reach IEP goals and access their educational programs.	Team provided evidence-based social, emotional, behavioral interventions and psychoeducational lessons to students in individual and group counseling	Resource 6512 1000-1999: Certificated Personnel Salaries Special Education \$113,980 Resource 6512 2000-2999: Classified Personnel Salaries Special Education \$68,336 Resource 6512 3000-3999: Employee Benefits Special Education \$60,499 Resource 6512 4000-4999: Books And Supplies Special Education \$13,500 Resource 6512 5000-5999: Services And Other Operating Expenditures Special Education \$11,000	Resource 6512 1000-1999: Certificated Personnel Salaries Special Education \$118,106 Resource 6512 2000-2999: Classified Personnel Salaries Special Education \$53,671 Resource 6512 3000-3999: Employee Benefits Special Education \$53,254 Resource 6512 4000-4999: Books And Supplies Special Education \$6,208 Resource 6512 5000-5999: Services And Other Operating Expenditures Special Education \$4,309 Resource 6512 7000-7439: Other Outgo Special Education \$12,607

Action 23

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Conduct research, identify and prioritize needs to begin the	Entering into a contract with a consultant or architect in 2018-19	Resource 0000 4000-4999: Books And Supplies Base \$500	\$0

process for developing a Facilities Master Plan

to begin updating Facilities Master Plan

Resource 0000 5000-5999:
Services And Other Operating
Expenditures Base \$1000

\$0

Action 24

Planned Actions/Services

Review staff levels and create a plan to add district administrative positions accordingly. Add a Director of Curriculum, Instruction, and Special Education as a result of prior review.

Actual Actions/Services

As a result of review, Director of Curriculum, Instruction and Special Education was added to district level administration

Budgeted Expenditures

Resource 6500 1000-1999:
Certificated Personnel Salaries
Special Education \$56,070

Resource 6500 3000-3999:
Employee Benefits Special
Education \$18,002

Resource 0000 1000-1999:
Certificated Personnel Salaries
Base \$56,070

Resource 0000 3000-3999:
Employee Benefits Base \$18,002

Estimated Actual Expenditures

Resource 6500 1000-1999:
Certificated Personnel Salaries
Special Education \$61,563

Resource 6500 3000-3999:
Employee Benefits Special
Education \$19,146

Resource 0000 1000-1999:
Certificated Personnel Salaries
Base \$61,563

Resource 0000 3000-3999:
Employee Benefits Base \$19,146

Action 25

Planned Actions/Services

Review staff levels and create a plan to add site administrative positions accordingly

Actual Actions/Services

Reviewed needs. As a result, adding .5 FTE Academic Coordinator at Dudley.

Budgeted Expenditures

Resource 0000 4000-4999:
Books And Supplies Base \$500

Estimated Actual Expenditures

\$0

Action 26

Planned Actions/Services

Continue implementing push-in model offering MTSS (Multi Tiered Systems of Support), increasing push-in services by 10 students district wide

Actual Actions/Services

8 students enrolled in special education preschool programs transitioned to gen ed kinder during 2017-18 school year

Budgeted Expenditures

\$0

Estimated Actual Expenditures

\$0

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

District expanded professional development opportunities to extend curriculum training, collaboration and articulation.

All sites fully implemented intervention models for at-risk students, through push-in, pull-out and extended day support.. Transitional Kindergarten and extended day Kindergarten was offered.

54 long term EL students were identified and served in LTEL support model at middle school and high school. Over 200 elementary EL students received after school homework help to ease the burden on families, pairing elementary EL students with high achieving high school students

All sites provided extension through GATE models at all 4 elementary sites and middle school GATE Academy, serving 139 GATE students.

Transitional Summer School served 8 EL students to support a successful transition to high school and served 8 EL students to support a successful transition to middle school.

The Family Resource Center continued to provide support to meet the basic needs for foster and low income youth with clothing, school supplies and referrals for additional services.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

10% increase in EL reclassification over last year

2.6% increase in percentage of English Learners who made progress toward English proficiency

Reading fluency improved as measured by K-2 Benchmarks:

3.2% increase in Kindergarten Fluency

19% increase in 1st grade fluency

16% increase in 2nd grade fluency

Math improved as measured by K-2 Benchmarks

2% growth Kindergarten understanding of basic facts

2% growth, 1st grade understanding of math facts
2% growth, 2nd grade understanding of math facts

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 2: The curriculum adoption timeline has been pushed back.

Action 3: The costs associated with one buy-back day have been added to the Estimated Actual Expenditures.

Action 6: Supplemental/Concentration funds were used instead of Title I funds.

Action 7: The purchase of Corrective Reading intervention curriculum were added to the actual expenditures.

Action 8: The one intervention period was not provided.

Action 9: The salary and benefit costs of the Transitional Kindergarten teacher and WonderWorks are added to the actual expenditures.

Action 10: Title I (Resource 3010) salary and benefit costs decreased due to change in personnel. The costs associated with a full day kindergarten class, Moby Max, and Renaissance Learning were added to the actual expenditures.

Action 11: Special education staff were included in the planned actions, but did not participate in the actual intervention model. The costs associated with a Transitional Kindergarten teacher were added to actual costs as were the costs for the Moby Max and Accelerated Reader programs.

Action 13: The actual supplies and services included a higher costs for GATE placement testing materials and a field trip to the California Academy of Sciences that required a chartered bus rather than district transportation.

Action 17: Fewer EL students were serviced than anticipated.

Action 18: One section at CHS was budgeted yet three sections are included in the estimated actual expenditures.

Action 20: Funding sources for employees changed. The Health Assistant was included in FRC budgeted costs because she was funded by them. But, the HA does not serve the FRC so that salary is not included in actual costs.

Action 21: Certificated staff who teach the Study Skills courses are included in the actual costs.

Action 23: The District is just now entering into a contract to begin updated the Facilities Master Plan. No expenses have yet occurred.

Action 25: No expenditures were necessary for this action.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Action 2: Due to the late release of the HSS Toolkit and our district priority to give departments an appropriate amount of time to fully review and pilot the selected materials, this timeline has been pushed back.

Action 6: Before/After school intervention periods at McClellan High proved to be ineffective according to 2015-16 site data. Therefore, site implemented intervention classes scheduled during the regular school day. Study Skills classes will no longer be offered as Success class meets the same needs.

Action 7: Center High replacing English Lab with Academic Lab A to provide a structured intervention using the Corrective Reading program where students are assessed and placed into the leveled program based on individualized need. Bringing back Credit Recovery classes.

Action 8: Riles Middle School adding Academic Lab A to provide a structured intervention using the Corrective Reading program where students are assessed and placed into the leveled program based on individualized need. Also adding math support courses during the school day. Husky Help will be offered strictly after school.

Actions 9, 10, 11, 12: Added EL Homework Help to all 4 elementary sites to provide high school tutors to help EL students with daily homework.

Action 10: Spinelli data on before school intervention showed ineffective for these grade K-2. K-2 intervention needs will be met through push-in and pull-out support services. Morning intervention will continue for grades 3-6.

Action 11: North Country elementary will add before school math intervention in addition to ELA intervention.

Action 12: To meet growing need for additional support in math, Dudley Elementary is adding 0.5 FTE Title I coordinator

Action 13: Oak Hill Elementary is eliminating the GATE/High Achiever class. GATE students will be dispersed throughout the classrooms with teachers providing differential instruction to extend learning.

Action 19 & 20: Staffing changes at the Family Resource Center have expanded reach and services as described in detail in Goal 1 actions 19 & 20 for the 2018-19 and 2019-20 academic years.

Action 26: The intent of Action 26 for the 2017-18 year has not changed. Changes in language on Action 26 for 2018-19 and 2019-20 are meant to clarify the intent and data that is used to measure progress.

Action 27: To increase intervention supports and elective choices for students, Riles Middle School is taking steps to transition to a block schedule for the 2019-20 school year.

Action 28: Added Nurse and Health Assistants to ensure the physical health of low income students. Although these funds are principally directed to our low income population, all students will have access to services.

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

Through Multi Tiered Systems of Support (MTSS) Center JUSD students will be college and career ready

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator	2017-18: Increased CTE offerings to 18 total CTE courses and 54 sections
CTE Offerings	2017-18: 18% a-g completion rate
a-g Completion	
AP Enrollment	2017-18: 29.3% (81/276) students completed at least one AP class
AP Passage Rate, 3 or better	2017: 66.6% of AP students with scores 3+
11th grade Assessment	2018 CAASPP Data, grade 11: 16.6% MET achievement Standard in math 32.5% MET achievement Standard in ELA
17-18	
Maintain 14 CTE offerings	
Increase a-g completion rate to 23.5%	
29% complete at least one AP class	

Expected

Actual

70.3% of AP students with scores 3+

46.5% MET achievement Standard in math

66.5% MET achievement Standard in ELA

Baseline

14 CTE offerings, 43 sections

2016-17: 23% (69/299) of current seniors a-g qualifiers passing all their classes with a C or higher grade

2016-17: 27% (161/595 Jr/Sr students) completed at least 1 AP course

2016: 68.8% AP students with scores 3+

2016 Smarter Balanced, grade 11:

44% (117/264) MET Achievement Standard in math

64% (172/267) MET Achievement Standard in English/Language Arts

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
CHS will increase the opportunity for students taking CTE courses	During the 2016-17 school year 727 students participated in at least one CTE course.	Resource 1400 1000-1999: Certificated Personnel Salaries Base \$318,244	Resource 1400 1000-1999: Certificated Personnel Salaries Base \$0
	During the 2017-18 school year, 1,032 students participated in at least one CTE course	Resource 1400 3000-3999: Employee Benefits Base \$94,760	Resource 1400 3000-3999: Employee Benefits Base \$0

* Certificated salaries and benefits marked with \$0 are included in Goal 1 Action 1

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase participation and completion of a-g courses	During the 15-16 school year, 22.01% of students completed a-g requirements. During the 16-17 school year the percentage increased participation to 25.8%.	Resource 1400 1000-1999: Certificated Personnel Salaries Base \$54,392	\$0
	Submitting EL coursework for a-g approval	Resource 1400 3000-3999: Employee Benefits Base \$17,599	\$0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
CHS will increase the opportunity for students taking AP courses by 3%	During the 15-16 school year, 10.9% of students took an AP exam and in 16-17 the percentage decreased to 10.4%.	Resource 0000 1000-1999: Certificated Personnel Salaries Base \$198,905	\$0
		Resource 0000 3000-3999: Employee Benefits Base \$65,000	\$0

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue Project Lead the Way at Riles Middle School, 1 section Launch Project Lead the Way at Oak Hill Elementary, grades K-1 and 4-5 Continue Media Studio at North Country and Oak Hill	Oak Hill expanded Project Lead the Way, initially offering to only 4th grade, to now include Kindergarten, 1st, and 5th, serving 450 students. Oak Hill continued the Media Studio.	Resource 0000 1000-1999: Certificated Personnel Salaries Base \$14,182	Resource 0000 1000-1999: Certificated Personnel Salaries Base \$0
		Resource 0000 3000-3999: Employee Benefits Base \$4,012	Resource 0000 3000-3999: Employee Benefits Base \$0

Launch Media Studio at Riles Middle School

North Country extended the Media Studio to include an after school Video Club, supporting 40 students in grades 1st-6th.

Spinelli PLTW launched February 2018.
K-6 teachers full training in two modules of PLTW. Teachers will teach one module between April and May 2018.

Riles offered one section of PLTW. Media Studio is under construction.

* Certificated salaries and benefits marked with \$0 are included in Goal 1 Action 1

Resource 0036 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$4,444

Resource 0036 3000-3999: Employee Benefits Supplemental and Concentration \$785

Resource 0000 4000-4999: Books And Supplies Base \$60,501

Resource 0000 5000-5999: Services And Other Operating Expenditures Base \$1,050

Resource 0036 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$3,216

Resource 0036 3000-3999: Employee Benefits Supplemental and Concentration \$568

Resource 6300 4000-4999: Books And Supplies Lottery \$5,519

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
CHS will work with American River College to provide field trips to learn about CTE offerings that correspond to pathways at CHS. Counselors will discuss CTE course offerings with students during yearly one-on-one meetings with students.	College and Career Coordinator worked directly with students, parents and staff to provide college, career and employment guidance. Students went to ARC on March 9th for "Manufacturing Day" to learn about CTE options. Counselors met with all students, one-on-one, to discuss course selection, including CTE pathways and options. AVID at CHS and WCR supports the pathways to college. 2	Resource 0000 / Dept 740 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,000	Resource 7338 5000-5999: Services And Other Operating Expenditures Other \$631.70 Resource 0000 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$38,866 Resource 0000 3000-3999: Employee Benefits Supplemental and Concentration \$18,381

sections at Riles served 54 students, 4 sections at Center High served 104 students.

Resource 0000/Dept 916
Supplemental and Concentration
\$8,204

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Counselor will provide individualized support to ensure students are meeting graduation requirements and are successfully transitioning into post secondary education and career options through college/career exploration, college enrollment assistance, financial aid application assistance and scholarship assistance.	Counselors met one-on-one to discuss students' progress toward graduation when reviewing transcripts as well as when discussing course selections. Staff held a financial aid night as well as 4 community college sponsored events by American River College and Sierra College. College and Career Coordinator and counselors routinely met during the school day with students and families for college admissions assistance, scholarship information, and financial aid. Scholarships were posted and shared with students in the College and Career Center. Armed Forces recruiters were regularly on campus and available during lunches as well as present at the yearly College and Career Fair. Lennar home builders and Placer County Office of Education teamed up with Center High to offer workshops and career opportunities or internships to Center High and McClellan High students. Center High students were offered a field trip to another local high school for a Historically Black College Fair. Counselors also went to an Air Force Educators tour in San Antonio,	Resource 0000 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$221,532 Resource 0000 3000-3999: Employee Benefits Supplemental and Concentration \$72,935 Resource 3010 1000-1999: Certificated Personnel Salaries Title I \$15,666 Resource 3010 3000-3999: Employee Benefits Title I \$5,943	Resource 0000 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$258,294 Resource 0000 3000-3999: Employee Benefits Supplemental and Concentration \$78,106 Resource 3010 1000-1999: Certificated Personnel Salaries Title I \$10,021 Resource 3010 3000-3999: Employee Benefits Title I \$1,768

Texas. College and Career Coordinator hosted and facilitated a College and Career Fair at Center High with colleges, armed forces recruiters, and local business representatives. Various companies worked with College and Career Coordinator to offer internships and jobs to students.

Offered dual enrollment with Sierra College through business course.

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide transitional support to prepare for college & career provided through WorkAbility and Department of Rehabilitation.	194 students served through WorkAbility	Resource 3410 2000-2999: Classified Personnel Salaries Federal Funds \$61,232	Resource 3410 2000-2999: Classified Personnel Salaries Federal Funds \$65,234
	33 students served through Dept of Rehabilitation	Resource 3410 3000-3999: Employee Benefits Federal Funds \$21,620	Resource 3410 3000-3999: Employee Benefits Federal Funds \$23,006
	1 section of Job Skills	Resource 6520 2000-2999: Classified Personnel Salaries Special Education \$37,877	Resource 3410 4000-4999: Books And Supplies Federal Funds \$11,647
		Resource 6520 3000-3999: Employee Benefits Special Education \$14,298	Resource 3410 5000-5999: Services And Other Operating Expenditures Federal Funds \$800
			Resource 6520 2000-2999: Classified Personnel Salaries Special Education \$73,537
			Resource 6520 3000-3999: Employee Benefits Special Education \$15,585

Resource 6520 4000-4999:
Books And Supplies Special
Education \$6,543

Resource 6520 5000-5999:
Services And Other Operating
Expenditures Special Education
\$5,500

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
McClellan HS is implementing the Get Focused, Stay Focused curriculum with current 10th graders to help them develop a 10 year plan.	All 10th grade students enrolled in Get Focused Stay Focused in January 2018 * Certificated salaries and benefits marked with \$0 are included in Goal 1 Action 1	Resource 0000/Dept 740 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$12,610 Resource 0000/Dept 740 3000-3999: Employee Benefits Supplemental and Concentration \$4,879	Resource 0000/Dept 740 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0 Resource 0000/Dept 740 3000-3999: Employee Benefits Supplemental and Concentration \$0 Resource 3010 1000-1999: Certificated Personnel Salaries Title I \$0 Resource 3010 3000-3999: Employee Benefits Title I \$0

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Project Lead the Way was expanded at Oak Hill Elementary and Spinelli Elementary. North Country increased student participation in the Media Studio by expanding Studio hours. Center High has increased connections between Center HS, Sierra College and American River College to provide more opportunities for students to explore the post secondary paths. A partnership with Lennar Home Builders has provided workshops and internships for students exploring the construction industry. Center HS and Sierra College teamed up to offer a dual enrollment business course.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Center HS increased participation in CTE courses by 42%

Center HS has increased a-g participation by 3.79%

Center HS increased CTE offerings, adding 4 courses and 11 sections of instruction

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 2: No additional teachers were hired as was budgeted.

Action 3: No additional teachers were hired as was budgeted.

Action 4: PLTW was expanded at sites more quickly than anticipated, and Spinelli launched their program.

Action 5: The College and Career Coordinator's salary was added to actual expenditures, but was not included in the budgeted expenditures. This position helped coordinate the "actual actions and services" that were not included in the "planned actions and services".

Action 7: The Workability/DOR staff will work during the summer on a time sheet paid out of Resource 6520. Student salaries were mistakenly not included in the budgeted expenditures but were included in actual costs. These additional salary costs are the reason for the large discrepancy between budgeted and actual expenditures.

Action 8: MHS' counselor helped teach the program. The associated salary was added to actual expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Action 4: Project Lead the Way was launched at Spinelli elementary a year earlier than expected

Action 9: Media Communications Academy (MCA) and Center High School will continue to prepare MCA students for college and career by requiring all academy students to complete CORE and CTE coursework

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

Center JUSD students and families will be engaged and informed throughout the educational process by way of the Multi Tiered Systems of Support (MTSS)

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator	2017 P2 Districtwide Attendance: 94.56%
Daily attendance	
District Wide Participation	District Wide Participation: 35% (1555/4327) participated in clubs, activities or athletics in 2017-18
District Graduation Rate	
Chronic Absenteeism	Center High: 496 McClellan HS: 50 WCR Middle: 274 Oak Hill: 267 North Country: 121 Spinelli: 84 Dudley: 263
Middle School Drop Out Rate	
CJUSD Drop Out Rate	
Suspension Rate	
Expulsion Rate	District graduation rate according to CDE Dashboard for 2016-17: 91.4%, 1.6% decline
California Healthy Kids Survey (CHKS)	Chronic Absenteeism: 14.4%, as reported on CDE Dashboard, previously recorded using district data

Expected

Parent Survey

Parental Input on Decision Making through site Parent Advisory Mtgs conducted at all school sites districtwide

Parental Participation

17-18

95% Attendance

35% Participation

92.8% grad rate

9.5% Chronic Absenteeism

Maintain less 1% middle school drop out rate

2% high school drop out rate

10% Suspension Rate

11 or less Expulsions

CALIFORNIA HEALTHY KIDS SURVEY (2016 administration)

Connectedness

7th: 10% low level

8th: 7% low level

11th: 11% low level

MHS: 7% low level

Perceived Safety, secondary

19.79% secondary students feel "very safe" at school and 49.46% feel "safe" at school

Perceived Safety, elementary

Actual

Riles Middle School drop out rate 2015-16: less than 1%

CJUSD drop out rate 2016-17: 1.2%

CJUSD 2017-18 Suspension Rate: 10%

CJUSD 2017-18 Expulsions: 13

Results on connectedness and perceived safety as measured by the California Healthy Kids Survey (CHKS) Spring 2018 as follows:

School Connectedness:

5th: 29% high level, 64% moderate, 7% low

7th: 41% high level, 44% moderate, 15% low

9th: 43% high level, 48% moderate, 9% low

11th: 33% high level, 55% moderate, 12% low

MHS: 57% high level, 40% moderate, 2% low

Perceived Safety:

5th: 21% feel very safe at school all of the time, 39% most of the time, 34% some of the time

7th: 12% feel very safe at school, 40% feel safe, 36% neither safe or unsafe, 8% unsafe, 4% very unsafe

9th: 10% feel very safe at school, 45% feel safe, 38% neither safe or unsafe, 5% unsafe, 2% very unsafe

11th: 11% feel very safe at school, 46% feel safe, 36% neither safe or unsafe, 4% unsafe, 3% very unsafe

MHS: 30% feel very safe at school, 37% feel safe, 28% neither safe or unsafe, 2% unsafe, 2% very unsafe

Parental Input on decision making through a total of 49 districtwide Parent Advisory Meetings

57% families have Parent Portal accounts

Expected

Actual

37% of 5th graders feel safe at school "all of the time", 39% of 5th graders feel safe at school "most of the time"

98% of staff feel their school site is "very safe" or "safe"

Parent survey

Elementary Results: 41.8% Strongly Agree, 38.6% Agree, 12.5% Neutral, 4.3% Disagree, 2.7% Strongly Disagree

Secondary results: 19.9% Strongly Agree, 48.5% Agree, 17.4% Neutral, 5.5% Disagree, 7.7% Strongly Disagree

49 total site meetings

53% families have active Parent Portal accounts

Baseline

2016 P2 Districtwide Attendance: 93.46%

District Wide Participation: 29.4% (1313/4455) participated in clubs, activities or athletics in 2016-17

Center High: 544/1307

McClellan HS: 27/90

WCR Middle: 240/667

Oak Hill: 208/812

North Country: 195/624

Spinelli: 54/268

Dudley: 45/687

District graduation rate according to CDE Dashboard for 2015-16: 91.8%.

Chronic Absenteeism: 10%

Riles Middle School drop out rate 2014-15: less than 1%

CJUSD high school drop out rate 2015-16: 2.3%

Expected

Actual

CJUSD 2016-17 Suspension Rate: 10.04%

CJUSD 2016-17 Expulsions: 12

California Healthy Kids Survey
(Spring 2016 administration)

Connectedness

7th grade connectedness: 47% high level, 41% moderate, 12% low

8th grade connectedness: 40% high level, 51% moderate, 9% low

11th grade connectedness: 41% high level, 46% moderate, 13% low

MHS connectedness: 53% high level, 38% moderate, 9% low

Perceived Safety, secondary

15.9% secondary students feel "very safe" at school and 45.46% feel "safe" at school

Perceived Safety, elementary

33% of 5th graders feel safe at school "all of the time", 35% of 5th graders feel safe at school "most of the time"

Perceived Safety, Staff

96% of staff feel their school site is "very safe" or "safe"

Parent Survey: 4 sites surveyed parents asking if their child feels safe and secure at school.

Elementary results: 41.3% Strongly Agree, 38.1% Agree, 12.7% Neutral, 4.8% Disagree, 3.2% Strongly Disagree

Secondary results: 19.4% Strongly Agree, 48.5% Agree, 17.9% Neutral, 6% Disagree, 8.2% Strongly Disagree

Parents will be surveyed at all sites in Spring 2018 using the California Healthy Kids Survey.

35 total site meetings

Expected**Actual**

Parental Participation: 48% families have active Parent Portal accounts (previously Homelink)
 Dudley: 8%
 North Country: 7%
 Oak Hill: 7%
 Spinelli: 4%
 Riles MS: 106%
 Center HS: 87%
 McClellan HS: 98%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Review effectiveness of committee (staff, parents, students) recommendations and plan next steps to increase daily attendance. Review SARB process to engage more stakeholders.	<p>Dudley implemented positive reinforcement with Awards certificates to students with perfect attendance each trimester.</p> <p>Oak Hill instituted a recognition program that awards one student in grades k-3, and one student in grades 4-6 with a \$25 gift card to Barnes and Noble. Students are put into the drawing if they have 1 or less absences during trimester.</p> <p>Spinelli Office Assistant calls the families of absent students daily.</p>	Resource 0000/Department 740 4000-4999: Books And Supplies Supplemental and Concentration \$500	Resource 3010 5000-5999: Services And Other Operating Expenditures Title I \$942.78

Attendance letters are sent monthly to students with excessive tardies and absences. SART meetings are held by the Principal. Students who have perfect attendance all year are recognized at Tiger Day with medals.

North Country set site goal to increase attendance from 95% to 97%. Awards perfect attendance each trimester

McClellan discussed general attendance policies and ideas at 5 staff meetings and held 5 student focused meetings to discuss individual students with attendance issues. Principal active in CASCWA, focused on attendance issues and SARB process.

Riles continues to reach out to families regarding attendance

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement recommended strategies that lessen or eliminate the barrier of after school transportation that is hindering participating in after school activities such a fan busses to away games and Sr. Walk ceremony at elementary sites.	<p>After school transportation is still limited to the end of the school day at Riles Middle School.</p> <p>Provided fan bus to away football playoff game and senior walk activity planned</p>	Resource 0000/Department 740 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$500	\$0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue Help Your Child in School parent classes provided by the Family Resource Center to assist families in accessing technology to connect to online supports and communicate with teachers.	Due to the grant funds ending, the Help Your Child in School parent classes did not occur this year. The Family Resource Center developed a needs assessment to determine how the program can better support students and families with regard to student and family engagement. Based on the results of the needs assessment, the Family Resource Center may consider expanding services that focus on family engagement. This may include direct services, strategies to engagement, and/or offering courses.	Resource 0000/Department 740 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$8,500 Resource 0000/Department 740 3000-3999: Employee Benefits Supplemental and Concentration \$1,500	\$0 \$0

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to utilize the web site, social media and School Messenger to communicate opportunities that will increase participation in school activities and in supporting roles	CHS: Leadership Team exploring options and feasibility of parent and student liaison to help increase communication. Principal planning to conduct weekly messages to parents for 18-19 school year. Continued use of Facebook, website, and app. MHS: School events posted to calendar on website. School messenger utilized to announce award assemblies held after each	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$15,411	Resource 0000 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$38,759

grading period. School messenger also used to announce 2 Back-to-School nights.

Dudley: Weekly email/phone message goes out to all families through the SchoolMessenger system. Important information and flyers are sent home in weekly Thursday Folders.

Spinelli: School activities are communicated on the school marquee, the school website, School Messenger and flyers sent home.

Oak Hill: Uses web site, School Messenger and electronic marquee to communicate with parents. PTA has social media that they use to let parents know what events are coming.

North Country: Created a Twitter account. All postings are on the school web page, Twitter and Facebook. Site works closely with PTO to plan engaging family activities. School messenger is utilized for reminders and important updates.

Riles: Communication with families via school's website, Facebook page, School Messenger including emails and phone calls.

District contracted with Document Tracking Service to further expand reach by making district plans more accessible to all stakeholders

and expand the languages and number of documents translated for our English Learner families.

District contracted Xerox translation service as an option to further expand translation capabilities.

District purchased Ellevation Services to support EL teacher reporting needs and expand collaboration and communication between EL teachers, general ed teachers and families

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to reach out to EL families with TK children for enrollment in early learning opportunities offered through the district. Continue to conduct annual needs assessment at DELAC.	EL Homework Help at the elementary schools was created based on feedback from the Needs Assessment.	Resource 0000/Department 740 4000-4999: Books And Supplies Supplemental and Concentration \$500	\$0

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase Parent Portal accounts by utilizing a variety of communication pathways to engage more parents and students.	Parent Portal accounts showed 11% increase from prior year.	Resource 0000/Department 740 4000-4999: Books And Supplies Supplemental and Concentration \$500	\$0

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Dudley and Oak Hill continue Positive Behavior Interventions and Support (PBIS), Riles MS to restart PBIS, Spinelli exploring PBIS	Dudley: utilizing tier I and tier II supports in PBIS Staff trained in tier III supports during the 2018-19 school year. January 2018, hosted a Family PBIS night to help parents more clearly understand PBIS strategies. Riles: PBIS team attended Year One PBIS training with PCOE and began implementation. Spinelli not participating in PBIS	Resource 0000 / Dept 740 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$15,000	Resource 0000 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$15,700 Resource 3010 4000-4999: Books And Supplies Title I \$612.72

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Utilizing direct feedback from EL families participating in ELAC Meetings, DELAC Meetings and sharing their thoughts through our annual EL survey, CJUSD expanded services to EL students at all 4 elementary sites by launching EL Homework Help.

CJUSD expanded Positive Behavior Interventions and Support (PBIS) at Dudley Elementary, Oak Hill Elementary and Riles Middle School.

CJUSD expanded parent communication by increasing the number of parents utilizing the Parent Portal and providing information through social media with consistent posts which resulted in increased reach.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

CJUSD Parent Portal usage increase by 11%

CJUSD student attendance has increased by 1.1%

Facebook Analytics show significant growth in reach, views and engagement during the 2017-18 school year as compared to the 2016-17 school year indicating our focus on consistent, relevant posts have been successful in reaching more families

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Actions 2, 3, 5, 6: No actual costs associated with implementing actions.

Action 4: Added costs associated with Ellevation and Document Tracking Services (DTS).

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Action 1: Previous action was too broad. Modified action to make it more specific to address student attendance with each site identifying an attendance goal and collaborating with stakeholders to increase daily attendance.

Action 2: District has maximized all possible resources to provide the most comprehensive after school transportation for students. In surrounding districts, athletic transportation has been drastically cut and/or completely eliminated. It is a priority of the CJUSD Board to continue to provide transportation to athletic events, fan buses to playoff games and transportation to annual Sr. Walk at the elementary sites. Action has been modified for 2018-19 and 2019-20 to ensure transportation will continue, but acknowledging that we have addressed the need and eliminated some barriers in maintaining and expanding transportation, despite the growing financial burden on the district.

Action 3: Family Resource Center eliminated Help Your Child in School Parent Classes. This was funded by a grant and the grant ended.

Action 4: Expanded technology support with launch of Ellevation, an online system that organizes all English Learner information and data into one dashboard, increasing collaboration and communication between EL teachers, classroom teachers, administrators and parents.

Action 7: 2017-18 has been a transition year for Spinelli Elementary with a new site principal. As a result we are pushing back PBIS at Spinelli and making 2018-19 a year to explore with implementation in 2019-20.

Action 8: Added Safe School Ambassadors, an anti-bullying and violence-prevention program that is student-centered and focused on changing social norms. School staff and students work in collaboration to implement the program. The program identifies and selects student leaders from diverse groups across the campus. Ambassadors are trained in the skills of non-violent communication to stop bullying, cyber-bullying and harassment. The SSA Program empowers students to be an “upstander” – giving them the motivation,

support and intervention skills to prevent and stop bullying and harassment. Overall, the SSA Program has a positive impact on improving school climate and student retention.

Action 9: Leader in Me is a whole school transformation process based on student empowerment based on the idea that every child can be a leader. Leader in Me is not new to North Country. Rather, it is deeply rooted in the culture of North Country. Leader in Me has been added as an action because it supports Goal 3.

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

STAKEHOLDER ENGAGEMENT 2017-18

District Meetings: Superintendent presents draft LCAP and budget for review and comment to Leadership team and Parent Superintendent Council

Leadership Meeting: 9/12/17, 11/14/17, 1/9/18, 4/10/18, 5/8/18

Curriculum & Instruction: 2/14/2018, 5/17/18

MTSS: 5/16/18

SEL: 5/17/18

Parent Superintendent Council

District Advisory Groups: Director of C&I/Spec Ed presents draft LCAP and budget for review and comment to DELAC 11/2/17 and 5/3/18

Superintendent responded in writing to questions and comments received from the Parent Superintendent Council by 6/7/18 and DELAC by 6/7/18

Site Meetings: Site leadership presents draft LCAP and budget for review & comment:

8/1/17, 8/28/17, 9/5/17, 9/11/17, 10/16/17, 10/30/17, 11/7/17, 11/13/17, 11/16/18, 11/27/18, 11/28/17, 1/10/18, 2/6/18, 3/12/18, 3/20/18, 4/2/18, 4/3/18, 4/20/18, 5/4/18, 5/21/18

Union Meetings: Superintendent presents draft LCAP and budget for review and comment to CUTA and CSEA

CUTA 4/11/18

CSEA 4/27/18

Survey: Nov 1, 2017-May 1, 2018 All teachers, leadership students at Center HS and Riles MS, parents and other community members were invited to comment. The survey was posted on the district website. Survey links were distributed through email, classroom presentations and the district newsletter. Families were also invited via autodialer to access the survey link on the website.

Draft LCAP Posted online: 5/25/18 All stakeholders invited to comment

Submitted for public hearing: 6/6/18 District holds public hearing to solicit public comments on the LCAP and budget. Community questions and comments responded to and posted on CJUSD website .

Submitted for CJUSD Board approval: 6/13/18 CJUSD Board adopts the LCAP and the budget.

STAKEHOLDER ENGAGEMENT 2016-17

District Meetings: Superintendent presents draft LCAP and budget for review and comment to Leadership team and Parent Superintendent Council

Leadership Meeting 11/16, 12/6/16, 1/10/17

Parent Superintendent Council 11/30/16, 3/22/17, 4/26/17

District Advisory Groups: Superintendent presents draft LCAP and budget for review and comment to DELAC 3/8/17, 5/10/17

Superintendent responded in writing to questions and comments received from the Parent Superintendent Council by 5/10/17 and DELAC by 5/24/17

Site Meetings: Site leadership presents draft LCAP and budget for review & comment:

CHS: Booster Club 4/18/17, May 2017 Staff

MHS: 5/3/17 SSC, 5/7/17 Staff

WCR: 4/19/17 SSC & PTA, 5/1/17 Staff

Dudley: 11/9/16 SSC, 3/21/17 SUMS, 4/24/17 Staff,

North Country: 12/8/16 & 4/20/17 SSC, 4/18/17 Staff

Oak Hill: 4/20/17 SSC & PTA, 5/3/17 Staff

Spinelli: 1/19/17 SSC & ELAC, 4/24/17 Staff

Union Meetings: Superintendent presents draft LCAP and budget for review and comment to CUTA and CSEA

CUTA 11/18/16, 2/15/17, 2/23/17

CSEA November 2016, February 2017

Survey: October 2016-January 2017 All teachers, leadership students at Center HS and Riles MS, parents and other community members were invited to comment. The survey was posted on the district website. Survey links were distributed through email,

classroom presentations and the district newsletter. Families were also invited via autodialer to access the survey link on the website.

Draft LCAP Posted online: 6/1/17 All stakeholders invited to comment

Submitted for public hearing: 6/7/17 District holds public hearing to solicit public comments on the LCAP and budget. Community questions and comments responded to and posted on CJUSD website .

Submitted for CJUSD Board approval: 6/14/17 CJUSD Board adopts the LCAP and the budget.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

2017-18

Stakeholders reviewed data and progress and concurred the need to continue working toward our three established district goals and the actions and services associated. Stakeholders at DELAC Meeting were pleased with the progress of EL learners as shared in Goal 1 data and the expanded opportunities available to EL population as a result of annual needs assessment.

2016-17

The consensus at all meetings with stakeholders was to continue our work toward our three district goals through the continued expansion of programs, student supports and family outreach

Stakeholders at DELAC meeting were pleased with the varied CTE programs offered at the middle and high school and the expansion of programs and outreach through the Family Resource Center.

Stakeholders in staff meetings, union meetings and parent advisory meetings recognize the academic, social and emotional needs of students and supported the addition of Multi Tiered Student Supports (MTSS) on all three district goals.



Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

Center JUSD students will be challenged and supported to achieve academic success in a clean, safe environment through Multi Tiered Systems of Support (MTSS)

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

The percentage of students who meet or exceed standards on CAASPP is lower than expected

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CCSS, ELD, NGSS implementation by district or site personnel weekly classroom walkthroughs and observation tool	100%, weekly classroom walk throughs	100%, weekly classroom walk throughs	100%, weekly classroom walk throughs	100%, weekly classroom walk throughs
CAASPP ELA/Math overall	ELA CAASPP Results: (2015-16) 3rd Grade: 21.4% (55/257) Standards Met,	CAASPP (2016-17) 3rd: 23.9 Standards Met,	CAASPP (2017-18) 3rd: 26.4% Standards Met,	CAASPP (2018-19) 3rd: 28.9% Standards Met,

Metrics/Indicators

Baseline	2017-18	2018-19	2019-20
18.6% (48/257) Standards Exceeded	21.1% Standards Exceeded	23.6% Standards Exceeded	26.1% Standards Exceeded
4th Grade: 24% (74/308) Standards Met, 13.3% (41/308) Standards Exceeded	4th: 26.5% Standards Met, 15.8% Standards Exceeded	4th: 29% Standards Met, 18.3% Standards Exceeded	4th: 31.5% Standards Met, 20.8% Standards Exceeded
5th Grade: 30% (88/293) Standards Met, 12.6% (37/293) Standards Exceeded	5th: 32.5% Standards Met, 15.1% Standards Exceeded	5th: 35% Standards Met, 17.6% Standards Exceeded	5th: 37.5% Standards Met, 20.1% Standards Exceeded
6th Grade: 35% (97/277) Standards Met, 15.1% (42/277) Standards Exceeded	6th: 37.5% Standards Met, 17.6% Standards Exceeded	6th: 40% Standards Met, 20.1% Standards Exceeded	6th: 42.5% Standards Met, 22.6% Standards Exceeded
7th Grade: 33.2% (96/289) Standards Met, 8.3% (24/289) Standards Exceeded	7th: 35.7% Standards Met 10.8% Standards Exceeded	7th: 38.2% Standards Met 13.3% Standards Exceeded	7th: 41% Standards Met 15.8% Standards Exceeded
8th Grade: 39% (95/243) Standards Met, 12.7% (31/243) Standards Exceeded	8th: 41.5% Standards Met 15.2% Standards Exceeded	8th: 44% Standards Met 17.7% Standards Exceeded	8th: 46.5% Standards Met 20.2% Standards Exceeded
11th Grade: 36.2% (105/290) Standards Met, 24.4% (71/290) Standards Exceeded	11th: 38.7% Standards Met, 26.9% Standards Exceeded	11th: 41.2% Standards Met, 29.4% Standards Exceeded	11th: 43.7% Standards Met, 31.9% Standards Exceeded

Baseline	2017-18	2018-19	2019-20
MATH CAASPP Results: (2015-16) 3rd Grade: 29.5% (76/257) Standards Met, 12.8% (33/257) Standards Exceeded 4th Grade: 21% (65/309) Standards Met, 5.5% (17/309) Standards Exceeded 5th Grade: 15.6% (46/293) Standards Met, 7.5% (22/293) Standards Exceeded 6th Grade: 21.2% (59/277) Standards Met, 11.1% (31/277) Standards Exceeded 7th Grade: 27.3% (79/289) Standards Met, 10.3% (30/289) Standards Exceeded 8th Grade: 26.4% (64/242) Standards Met, 23.1% (56/242) Standards Exceeded 11th Grade: 22.7% (65/286) Standards Met, 18.8% (54/286) Standards Exceeded	MATH CAASPP Results: (2016-17) 3rd Grade: 32% Standards Met, 15.3% Standards Exceeded 4th Grade: 23.5% Standards Met, 8% Standards Exceeded 5th Grade: 18.1% Standards Met, 10% Standards Exceeded 6th Grade: 23.7% Standards Met, 13.6% Standards Exceeded 7th Grade: 29.8% Standards Met, 12.8% Standards Exceeded 8th Grade: 28.9% Standards Met, 25.6% Standards Exceeded 11th Grade: 25.2% Standards Met, 21.3% Standards Exceeded	MATH CAASPP Results: (2017-18) 3rd Grade: 34.5% Standards Met, 17.8% Standards Exceeded 4th Grade: 26% Standards Met, 10.5% Standards Exceeded 5th Grade: 20.6% Standards Met, 12.5% Standards Exceeded 6th Grade: 26.2% Standards Met, 16.1% Standards Exceeded 7th Grade: 32.3% Standards Met, 15.3% Standards Exceeded 8th Grade: 31.4% Standards Met, 28.1% Standards Exceeded 11th Grade: 27.7% Standards Met, 23.8% Standards Exceeded	MATH CAASPP Results: (2018-19) 3rd Grade: 37% Standards Met, 20.3% Standards Exceeded 4th Grade: 28.5% Standards Met, 13% Standards Exceeded 5th Grade: 23.1% Standards Met, 15% Standards Exceeded 6th Grade: 28.7% Standards Met, 18.6% Standards Exceeded 7th Grade: 34.8% Standards Met, 17.8% Standards Exceeded 8th Grade: 33.9% Standards Met, 30.6% Standards Exceeded 11th Grade: 30.2% Standards Met, 26.3% Standards Exceeded

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
EL Progress Indicator	EL Progress Indicator 72.8%	EL Progress Indicator: 74.3%	Baseline to be reestablished	EL Progress Indicator: Increase by 2%
EL Reclassification	CJUSD reclassified 25 students in 2016-17 at 3.8% reclassification rate	8.8% reclassification	13.5% reclassification	16% reclassification
K-2 Benchmarks	<p>FLUENCY Kindergarten: 57.8% can correctly identify 10 high frequency words.</p> <p>1st Grade: 5% are reading at a fluent rate of 82 WPM or greater.</p> <p>2nd Grade: 15% are reading at a fluent rate of 117 WPM or greater.</p> <p>WRITING Kindergarten: Focus: 85.7%, Organization: 82.5%, Grammar & Usage: 58.6%, Capitalization/punctuatio n/spelling: 48.5% 1st Grade: Focus:62.9%, Organization: 58.9%, Support: 57.6%, Grammar & Usage: 51.6%, Capitalization/punctuatio n/spelling: 39.8%, 2nd Grade: Focus: 66.1%, Organization:</p>	<p>FLUENCY Kindergarten: 59.8% can correctly identify 10 high frequency words.</p> <p>1st Grade: 7% are reading at a fluent rate of 82 WPM or greater.</p> <p>2nd Grade: 17% are reading at a fluent rate of 117 WPM or greater.</p> <p>WRITING Kindergarten: Focus: 87.7%, Organization: 84.5%, Grammar & Usage: 60.6%, Capitalization/punctuatio n/spelling: 50.5% 1st Grade: Focus:64.9%, Organization: 60.9%, Support: 59.6%, Grammar & Usage: 53.6%, Capitalization/punctuatio n/spelling: 41.8%, 2nd Grade: Focus: 68.1%, Organization:</p>	<p>FLUENCY Kindergarten: 61.8% can correctly identify 10 high frequency words.</p> <p>1st Grade: 9% are reading at a fluent rate of 82 WPM or greater.</p> <p>2nd Grade: 19% are reading at a fluent rate of 117 WPM or greater.</p> <p>WRITING Kindergarten: Focus: 89.7%, Organization: 86.5%, Grammar & Usage: 62.6%, Capitalization/punctuatio n/spelling: 52.5% 1st Grade: Focus:66.9%, Organization: 62.9%, Support: 61.6%, Grammar & Usage: 55.6%, Capitalization/punctuatio n/spelling: 43.8%, 2nd Grade: Focus: 70.1%, Organization:</p>	<p>FLUENCY Kindergarten: 63.8% can correctly identify 10 high frequency words.</p> <p>1st Grade: 11% are reading at a fluent rate of 82 WPM or greater.</p> <p>2nd Grade: 21% are reading at a fluent rate of 117 WPM or greater.</p> <p>WRITING Kindergarten: Focus: 91.7%, Organization: 88.5%, Grammar & Usage: 64.6%, Capitalization/punctuatio n/spelling: 54.5% 1st Grade: Focus:68.9%, Organization: 64.9%, Support: 63.6%, Grammar & Usage: 57.6%, Capitalization/punctuatio n/spelling: 45.8%, 2nd Grade: Focus: 72.1%, Organization:</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	51.3%, Support: 53.3%, Grammar & Usage: 50.9%, Capitalization/punctuation/spelling: 50.2%	53.3%, Support: 55.3%, Grammar & Usage: 52.9%, Capitalization/punctuation/spelling: 52.2%	55.3%, Support: 57.3%, Grammar & Usage: 54.9%, Capitalization/punctuation/spelling: 54.2%	57.3%, Support: 59.3%, Grammar & Usage: 56.9%, Capitalization/punctuation/spelling: 56.2%
	MATH Kindergarten: 44.7% have an understanding of basic facts withing 5, 70.1% have a complete understanding of counting and cardinality	MATH Kindergarten: 46.7% understanding of basic facts withing 5, 72.1% complete understanding of counting and cardinality	MATH Kindergarten: 48.7% understanding of basic facts withing 5, 74.1% complete understanding of counting and cardinality	MATH Kindergarten: 50.7% understanding of basic facts withing 5, 76.1% complete understanding of counting and cardinality
	1st Grade: 33.6% have an understanding of of basic facts within 10, 66% have a complete understanding of sums and differences to 10	1st Grade: 35.6% understanding of of basic facts within 10, 68% complete understanding of sums and differences to 10	1st Grade: 37.6% understanding of of basic facts within 10, 70% complete understanding of sums and differences to 10	1st Grade: 39.6% understanding of of basic facts within 10, 72% complete understanding of sums and differences to 10
	2nd Grade: 64.8% have an understanding of basic facts within 20, 58.3% have complete understanding of sums and differences to 20	2nd Grade: 66.8% understanding of basic facts within 20, 60.3% complete understanding of sums and differences to 20	2nd Grade: 68.8% understanding of basic facts within 20, 62.3% complete understanding of sums and differences to 20	2nd Grade: 70.8% understanding of basic facts within 20, 64.3% complete understanding of sums and differences to 20
Teacher Misassignments	1% of teachers misassigned (4/208)	Not to exceed 3% misassignments	Not to exceed 3% misassignments	Not to exceed 3% misassignments
Student access to standards aligned curriculum	100% of students have access to standards aligned curriculum as certified by the CJUSD Board of Trustees	100% access to standards aligned curriculum	100% access to standards aligned curriculum	100% access to standards aligned curriculum

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Facilities Inspection	100% of schools passed the Facilities Inspection	100% pass Facilities Inspection	100% pass Facilities Inspection	100% pass Facilities Inspection
ERMHS	Students served: 69 Daily Attendance, 2016-17: 93% Average GPA 2016-17: 2.09	Students served: 70 Daily Attendance: 93.5% Average GPA: 2.19%	Students served: 72 Daily Attendance: 94% Average GPA: 2.29%	Students served: 74 Daily Attendance: 94.5% Average GPA: 2.40%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

K-12 teachers will use the California State Standards in ELA, ELD, Literacy, History, Social Studies, Science and Technical Subjects. K-12 Teachers will use the California State Standards in mathematics. Teachers will use the new California Social Science Framework to align current California History/Social Science Standards and current curriculum.

K-12 teachers will use the California State Standards in ELA, ELD, Literacy, History, Social Studies, Science and Technical Subjects. K-12 Teachers will use the California State Standards in mathematics. Teachers will use the newly adopted History/Social Science curriculum. Teachers will use the Next Generation Science Standards (NGSS) to align current Science curriculum.

K-12 teachers will use the California State Standards in ELA, ELD, Literacy, History, Social Studies, Science and Technical Subjects. K-12 Teachers will use the California State Standards in mathematics. Teachers will use the adopted History/Social Science curriculum. Teachers will use the newly adopted NGSS curriculum.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$9,451,579	\$9,451,579	\$9,451,579
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Resource 0000	1000-1999: Certificated Personnel Salaries Resource 0000	1000-1999: Certificated Personnel Salaries Resource 0000
Amount	\$2,797,467	\$2,972,510	\$3,147,364
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits Resource 0000	3000-3999: Employee Benefits Resource 0000	3000-3999: Employee Benefits Resource 0000
Amount	\$2,950,893	\$2,950,893	\$2,950,893
Source	Special Education	Special Education	Special Education
Budget Reference	1000-1999: Certificated Personnel Salaries Resource 6500	1000-1999: Certificated Personnel Salaries Resource 6500	1000-1999: Certificated Personnel Salaries Resource 6500
Amount	\$835,957	\$890,608	\$945,199
Source	Special Education	Special Education	Special Education
Budget Reference	3000-3999: Employee Benefits Resource 6500	3000-3999: Employee Benefits Resource 6500	3000-3999: Employee Benefits Resource 6500

Amount	\$217,030	\$217,030	\$217,030
Source	Title I	Title I	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries Resource 3010	1000-1999: Certificated Personnel Salaries Resource 3010	1000-1999: Certificated Personnel Salaries Resource 3010
Amount	\$41,679	\$45,698	\$49,713
Source	Title I	Title I	Title I
Budget Reference	3000-3999: Employee Benefits Resource 3010	3000-3999: Employee Benefits Resource 3010	3000-3999: Employee Benefits Resource 3010
Amount	\$4,312,894	\$4,312,894	\$4,312,894
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Resource 1400	1000-1999: Certificated Personnel Salaries Resource 1400	1000-1999: Certificated Personnel Salaries Resource 1400
Amount	\$1,379,038	\$1,458,912	\$1,538,701
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits Resource 1400	3000-3999: Employee Benefits Resource 1400	3000-3999: Employee Benefits Resource 1400

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

Purchase History/Social Science standards aligned curriculum for grades 7th-12th, by June 2018. Provide professional development to support the implementation of adopted curriculum.

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

Purchase Next Generation Science Standards aligned curriculum for grades 7th-12th by June 2019. Provide professional development to support the implementation of adopted curriculum.

Purchase K-6 History/Social Science standards aligned curriculum for grades K-6th by June 2019. Provide professional development to support the implementation of adopted curriculum.

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

Purchase K-6 Next Generation Science Standards aligned curriculum for grades K-6th by June 2020. Provide professional development to support the implementation of adopted curriculum.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$250,000	\$500,000	\$250,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies Resource 0000	4000-4999: Books And Supplies Resource 0000	4000-4999: Books And Supplies Resource 0000
Amount	\$50,000	\$100,000	\$50,000
Source	Base	Base	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Resource 0000	5800: Professional/Consulting Services And Operating Expenditures Resource 0000	5800: Professional/Consulting Services And Operating Expenditures Resource 0000

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

K-12 Teachers will access Professional Development to support the implementation of California Common Core State Standards.

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

K-12 Teachers will
~continue Professional Development to support the implementation of California Common Core State Standards

~access Professional Development to support the implementation of NGSS

~access Professional Development to support the newly adopted History/Social Science curriculum

~add 184th day to teacher contract for additional professional development day

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

K-12 Teachers will
~continue Professional Development to support the implementation of California Common Core State Standards

~access Professional Development to support the adopted History/Social Science curriculum

~access Professional Development to support the implementation of NGSS newly adopted curriculum

~continue with 184th day on teacher contract for professional development day

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$10,000	\$10,000
Source	Title II	Title II	Title II
Budget Reference	1000-1999: Certificated Personnel Salaries Resource 4035	1000-1999: Certificated Personnel Salaries Resource 4035	1000-1999: Certificated Personnel Salaries Resource 4035
Amount	\$1,765	\$1,950	\$2,135
Source	Title II	Title II	Title II
Budget Reference	3000-3999: Employee Benefits Resource 4035	3000-3999: Employee Benefits Resource 4035	3000-3999: Employee Benefits Resource 4035
Amount	\$15,000	\$15,000	\$15,000
Source	Title II	Title II	Title II
Budget Reference	5000-5999: Services And Other Operating Expenditures Resource 4035	5000-5999: Services And Other Operating Expenditures Resource 4035	5000-5999: Services And Other Operating Expenditures Resource 4035
Amount		\$77,180	\$77,180
Source		LCFF	LCFF
Budget Reference		1000-1999: Certificated Personnel Salaries Resource 0000/1400	1000-1999: Certificated Personnel Salaries Resource 0000/1400
Amount		\$23,209	\$23,209
Source		LCFF	LCFF
Budget Reference		3000-3999: Employee Benefits Resource 0000/1400	3000-3999: Employee Benefits Resource 0000/1400

Amount		\$14,390	\$14,390
Source		Special Education	Special Education
Budget Reference		1000-1999: Certificated Personnel Salaries Resource 6500	1000-1999: Certificated Personnel Salaries Resource 6500
Amount		\$4,210	\$4,210
Source		Special Education	Special Education
Budget Reference		3000-3999: Employee Benefits Resource 6500	3000-3999: Employee Benefits Resource 6500
Amount		\$1,188	\$1,188
Source		Title I	Title I
Budget Reference		1000-1999: Certificated Personnel Salaries Resource 3010	1000-1999: Certificated Personnel Salaries Resource 3010
Amount		\$268	\$268
Source		Title I	Title I
Budget Reference		3000-3999: Employee Benefits Resource 3010	3000-3999: Employee Benefits Resource 3010

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/ServicesSelect from New, Modified, or Unchanged
for 2017-18

Modified Action

Select from New, Modified, or Unchanged
for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged
for 2019-20

Unchanged Action

2017-18 Actions/Services

Provide Teacher Induction support to new
teachers

2018-19 Actions/Services

Provide Teacher Induction support to new
teachers

2019-20 Actions/Services

Provide Teacher Induction support to new
teachers**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$32,850	\$32,850	\$32,850
Source	Title II	Title II	Title II
Budget Reference	1000-1999: Certificated Personnel Salaries Resource 4035	1000-1999: Certificated Personnel Salaries Resource 4035	1000-1999: Certificated Personnel Salaries Resource 4035
Amount	\$5,798	\$6,406	\$7,014
Source	Title II	Title II	Title II
Budget Reference	3000-3999: Employee Benefits Resource 4035	3000-3999: Employee Benefits Resource 4035	3000-3999: Employee Benefits Resource 4035
Amount	\$34,200	\$34,200	\$34,200
Source	Title II	Title II	Title II
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Resource 4035	5800: Professional/Consulting Services And Operating Expenditures Resource 4035	5000-5999: Services And Other Operating Expenditures Resource 4035

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

Specific Schools: Elementary Sites
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: elementary schools

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

District will work closely with site administrators to reduce or eliminate the need for combination classes.

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

District will work closely with site administrators to reduce or eliminate the need for combination classes.

* Certificated salaries and benefits marked with \$0 are included in Goal 1 Action 1

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

District will work closely with site administrators to reduce or eliminate the need for combination classes.

* Certificated salaries and benefits marked with \$0 are included in Goal 1 Action 1

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$134,910	\$0	\$0
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Resource 0000	1000-1999: Certificated Personnel Salaries Resource 0000	1000-1999: Certificated Personnel Salaries Resource 0000
Amount	\$33,121	\$0	\$0
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Resource 0000	3000-3999: Employee Benefits Resource 0000	3000-3999: Employee Benefits Resource 0000

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: McClellan High School

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: McClellan High

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

McClellan HS will provide credit recovery intervention throughout the day to all student and the following targeted academic support classes: Success, Applied English, and Applied Math.

Site Admin will regularly meet with struggling students to provide individualized support and guidance in achieving greater academic success

2018-19 Actions/Services

McClellan HS will provide credit recovery intervention throughout the day to all students and the following targeted academic support classes: Success, Applied English, and Applied Math. Additional credit recovery support provided using Edgenuity software.

Site Admin will regularly meet with struggling students to provide individualized support and guidance in achieving greater academic success

Counselor, maintain at 10 hours per week

* Certificated salaries and benefits marked with \$0 are included in Goal 1 Action

2019-20 Actions/Services

McClellan HS will provide credit recovery intervention throughout the day to all student and the following targeted academic support classes: Success, Applied English, and Applied Math. Additional credit recovery support provided using Edgenuity software.

Site Admin will regularly meet with struggling students to provide individualized support and guidance in achieving greater academic success

Counselor, maintain at 10 hours per week

* Certificated salaries and benefits marked with \$0 are included in Goal 1 Action 1

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$35,507	\$0	\$0
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Resource 0000/Dept 740	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$9,304	\$134,064	\$134,064
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Resource 0000/Dept 740	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

Amount	\$15,000	\$69,652	\$72,199
Source	Title I	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Resource 3010	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$11,242	\$10,423	\$10,423
Source	Title I	Title I	Title I
Budget Reference	3000-3999: Employee Benefits Resource 3010	1000-1999: Certificated Personnel Salaries Resource 3010	1000-1999: Certificated Personnel Salaries Resource 3010
Amount		\$1,870	\$2,063
Source		Title I	Title I
Budget Reference		3000-3999: Employee Benefits Resource 3010	3000-3999: Employee Benefits Resource 3010
Amount		\$5,488	\$5,488
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount		\$3223	\$3223
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount		\$3,960	\$3,960
Source		Title I	Title I
Budget Reference		4000-4999: Books And Supplies Resource 3010	4000-4999: Books And Supplies Resource 3010

Amount	\$5,060	\$5,060
Source	Title I	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures Resource 3010	5000-5999: Services And Other Operating Expenditures Resource 3010
Amount	\$3,024	\$3,024
Source	Lottery	Lottery
Budget Reference	4000-4999: Books And Supplies Resource 6300	4000-4999: Books And Supplies Resource 6300

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Center High School

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Center HS

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

New Action

Modified Action

2017-18 Actions/Services

Center HS will provide support classes:
Math Lab, English lab and Summer
School program

2018-19 Actions/Services

Center HS will provide support classes:
Academic Lab A using Corrective Reading
curriculum,
Math Lab, Credit Recovery classes,
Summer School program

* Certificated salaries and benefits marked
with \$0 are included in Goal 1 Action 1

2019-20 Actions/Services

Center HS will provide support classes:
Academic Lab A using Corrective Reading
curriculum,
Math Lab, Credit Recovery classes,
Summer School program

* Certificated salaries and benefits marked
with \$0 are included in Goal 1 Action 1

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$125,502	\$0	\$0
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Resource 0000/Dept 740	1000-1999: Certificated Personnel Salaries Resource 0000	1000-1999: Certificated Personnel Salaries Resource 0000
Amount	\$850	\$0	\$0
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Resource 0000/Dept 740	3000-3999: Employee Benefits Resource 0000	3000-3999: Employee Benefits Resource 0000
Amount	\$32,467	\$12,500	\$12,500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Resource 0000/Dept 740	5800: Professional/Consulting Services And Operating Expenditures Resource 0000	5800: Professional/Consulting Services And Operating Expenditures Resource 0000

Amount	\$12,500
Source	Supplemental and Concentration
Budget	5000-5999: Services And Other
Reference	Operating Expenditures Resource 0000/Dept 740

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Riles Middle School

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

Wilson Riles Middle School will provide support: EL Support Class, Intervention Period during the school day (Tues-Fri) and Husky Help before and after school (Tues-Fri). College tutors provide tutoring in the AVID elective classes twice a week for AVID students.

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Wilson Riles Middle School will provide support: EL Support Class, 4-6 sections of Academic Lab A utilizing the Corrective Reading program, 2-3 sections of math support and Husky Help after school 18hrs/week. College tutors provide tutoring in the AVID elective classes twice a week for AVID students.

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

Wilson Riles Middle School will provide support: EL Support Class, 4-6 sections of Academic Lab A utilizing the Corrective Reading program, 2-3 sections of math support and Husky Help after school 18hrs/week. College tutors provide tutoring in the AVID elective classes twice a week for AVID students.

* Certificated salaries and benefits marked with \$0 are included in Goal 1 Action 1

* Certificated salaries and benefits marked with \$0 are included in Goal 1 Action 1

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$77,569	\$0	\$0
Source	Title I	Title I	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries Resource 3010	1000-1999: Certificated Personnel Salaries Resource 3010	1000-1999: Certificated Personnel Salaries Resource 3010
Amount	\$24,423	\$0	\$0
Source	Title I	Title I	Title I
Budget Reference	3000-3999: Employee Benefits Resource 3010	3000-3999: Employee Benefits Resource 3010	3000-3999: Employee Benefits Resource 3010
Amount	\$7,000	\$7,000	\$7,000
Source	Title I	Title I	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Resource 3010	5800: Professional/Consulting Services And Operating Expenditures Resource 3010	5800: Professional/Consulting Services And Operating Expenditures Resource 3010

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Oak Hill Elementary

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: OAk Hill Elementary

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

Oak Hill Elementary will provide after school intervention for grades 1st-6th in English/Language Arts and 3rd-6th in math

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Oak Hill Elementary will provide after school intervention for grades 1st-6th in English/Language Arts and 3rd-6th in math

As a newly identified Title I school site, Oak Hill is hiring a Title I Coordinator, 3 Instructional Assistants and a part-time counselor.

Transitional Kindergarten Program

EL Homework Help afterschool program for English Learners

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

Oak Hill Elementary will provide before or after school intervention for grades 1st-6th in English/Language Arts and 3rd-6th in math

Continue supporting students through Title I program

Transitional Kindergarten Program

EL Homework Help afterschool program for English Learners

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$20,000	\$97,879	\$97,879
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Resource 0000 / Dept 740	1000-1999: Certificated Personnel Salaries Resource 0000 / Dept 740	1000-1999: Certificated Personnel Salaries Resource 0000 / Dept 740
Amount	\$3,530	\$35,819	\$37,623
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Resource 0000/Dept 740	3000-3999: Employee Benefits Resource 0000/Dept 740	3000-3999: Employee Benefits Resource 0000/Dept 740
Amount		\$17,364	\$17,364
Source		Title III	Title III
Budget Reference		2000-2999: Classified Personnel Salaries Resource 4203	2000-2999: Classified Personnel Salaries Resource 4203
Amount		\$298	\$298
Source		Title III	Title III
Budget Reference		3000-3999: Employee Benefits Resource 4203	3000-3999: Employee Benefits Resource 4203

Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Spinelli Elementary

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action
Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action
Unchanged Action

2017-18 Actions/Services

Spinelli Elementary will provide morning intervention for grades 1st-6th in English/Language Arts and Math. Title I push in and pull out support for grades K-6th in English/Language Arts and math.

2018-19 Actions/Services

Spinelli Elementary will provide morning intervention for grades 3rd-6th in English/Language Arts and Math, 5 days per week, 60 minutes per day..

Title I push in and pull out support for grades K-6th in English/Language Arts and math. Based on Universal Screeners and other diagnostic assessments, students who require extra help to bring them to grade level are serviced for 40 minutes daily to address specific deficiencies. SMART Goals are written and monitored for all students receiving extra support.

Extended day Kindergarten

EL Homework Help afterschool program for English Learners

* Certificated salaries and benefits marked with \$0 are included in Goal 1 Action 1
* EL Homework Help after school program costs included in Goal 1 Action 9

2019-20 Actions/Services

Spinelli Elementary will provide morning intervention for grades 3rd-6th in English/Language Arts and Math, 5 days per week, 60 minutes per day..

Title I push in and pull out support for grades K-6th in English/Language Arts and math. Based on Universal Screeners and other diagnostic assessments, students who require extra help to bring them to grade level are serviced for 40 minutes daily to address specific deficiencies. SMART Goals are written and monitored for all students receiving extra support.

Extended day Kindergarten

EL Homework Help afterschool program for English Learners

* Certificated salaries and benefits marked with \$0 are included in Goal 1 Action 1
* EL Homework Help after school program costs included in Goal 1 Action 9

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$124,036	\$0	\$0
Source	Title I	Title I	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries Resource 3010	1000-1999: Certificated Personnel Salaries Resource 3010	1000-1999: Certificated Personnel Salaries Resource 3010
Amount	\$24,249	\$0	\$0
Source	Title I	Title I	Title I
Budget Reference	3000-3999: Employee Benefits Resource 3010	3000-3999: Employee Benefits Resource 3010	3000-3999: Employee Benefits Resource 3010
Amount		\$80,910	\$80,910
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		1000-1999: Certificated Personnel Salaries Resource 0000	1000-1999: Certificated Personnel Salaries Resource 0000
Amount		\$26,948	\$28,611
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits Resource 0000	3000-3999: Employee Benefits Resource 0000
Amount		\$0	\$0
Source		Title III	Title III
Budget Reference		2000-2999: Classified Personnel Salaries Resource 4203	2000-2999: Classified Personnel Salaries Resource 4203
Amount		\$0	\$0
Source		Title III	Title III
Budget Reference		3000-3999: Employee Benefits Resource 4203	3000-3999: Employee Benefits Resource 4203

Action 11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: North Country Elem

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: North Country

Elementary School

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

North Country will provide RTI in ELA the form of specific diagnostic leveled groups for 30 minutes during the school day in grades first through sixth. The groups are based on information from universal screeners and are fluid in terms of students moving groups every few weeks based on progress in their groups and classroom assessments. All staff is involved including RSP and Title I. Staff pushes in or pulls out based on grade

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

North Country will provide RTI in ELA the form of specific diagnostic leveled groups for 30 minutes during the school day in grades first through sixth. Kindergarten will be added to the RTI block. Groups are based on information from universal screeners and are fluid in terms of students moving groups every few weeks based on progress in their groups and classroom assessments. All staff is involved including RSP and Title I. Staff

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

North Country will provide RTI in ELA the form of specific diagnostic leveled groups for 30 minutes during the school day in grades first through sixth. Kindergarten will be added to the RTI block. The groups are based on information from universal screeners and are fluid in terms of students moving groups every few weeks based on progress in their groups and classroom assessments. All staff is involved including RSP and Title I. Staff

level group size and need. Morning Intervention for reading is still available one hour before school for grades 1-6 three days a week. Student goals are written in their Leadership Notebooks and tracked regularly.

pushes in or pulls out based on grade level group size and need. Morning Intervention for reading is still available one hour before school for grades 1-6 three days a week. Math intervention will be added in the hour before school. Students will have intervention goals listed in their Leadership Notebooks as a WIG (Wildly Important Goal) which will be tracked and re-visited bi-weekly.

Transitional Kindergarten Program

EL Homework Help afterschool program for English Learners

* EL Homework Help after school program costs included in Goal 1 Action 9

pushes in or pulls out based on grade level group size and need. Morning Intervention for reading is still available one hour before school for grades 1-6 three days a week. Math intervention will be added in the hour before school. Students will have intervention goals listed in their Leadership Notebooks as a WIG (Wildly Important Goal) which will be tracked and re-visited bi-weekly. Math intervention will be included in a master block schedule.

Transitional Kindergarten Program

EL Homework Help afterschool program for English Learners

* EL Homework Help after school program costs included in Goal 1 Action 9

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$45,535	\$45,535	\$45,535
Source	Title I	Title I	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries Resource 3010	1000-1999: Certificated Personnel Salaries Resource 3010	1000-1999: Certificated Personnel Salaries Resource 3010
Amount	\$56,485	\$56,485	\$56,485
Source	Title I	Title I	Title I
Budget Reference	2000-2999: Classified Personnel Salaries Resource 3010	2000-2999: Classified Personnel Salaries Resource 3010	2000-2999: Classified Personnel Salaries Resource 3010

Amount	\$22,454	\$24,938	\$27,418
Source	Title I	Title I	Title I
Budget Reference	3000-3999: Employee Benefits Resource 3010	3000-3999: Employee Benefits Resource 3010	3000-3999: Employee Benefits Resource 3010
Amount	\$291,014	\$52,658	\$52,658
Source	Special Education	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Resource 3310	1000-1999: Certificated Personnel Salaries Resource 0000	1000-1999: Certificated Personnel Salaries Resource 0000
Amount	\$147,405	\$27,132	\$28,106
Source	Special Education	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Resource 3310	3000-3999: Employee Benefits Resource 0000	3000-3999: Employee Benefits Resource 0000
Amount		\$0	\$0
Source		Title III	Title III
Budget Reference		2000-2999: Classified Personnel Salaries Resource 4203	2000-2999: Classified Personnel Salaries Resource 4203
Amount		\$0	\$0
Source		Title III	Title III
Budget Reference		3000-3999: Employee Benefits Resource 4203	3000-3999: Employee Benefits Resource 4203

Action 12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

Specific Schools: Dudley Elementary
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Dudley Elementary

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

Dudley will add an Intervention Coordinator

Dudley will provide Intervention, within the school day, in grades K-6. Intervention occurs two ways: during a 30 minute Intervention Rotation and during a 30 minute Workshop. Teachers are able to provide support to targeted groups as well as to individuals using this strategy. Qualifying for Intervention support is related to local common assessments. Title I staff push in to classrooms to provide support to students. This push-in support may occur during direct instruction, independent practice,

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Dudley will provide Intervention, within the school day, in grades K-6. Intervention occurs two ways: during a 30 minute Intervention Rotation and during a 30 minute Workshop. Teachers are able to provide support to targeted groups as well as to individuals using this strategy. Qualifying for Intervention support is related to local common assessments. Title I staff push in to classrooms to provide support to students. This push-in support may occur during direct instruction, independent practice, workshop, and/or Intervention rotation. This support can be in ELA or Math. If the child continues to struggle with academic

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

Dudley will provide Intervention, within the school day, in grades K-6. Intervention occurs two ways: during a 30 minute Intervention Rotation and during a 30 minute Workshop. Teachers are able to provide support to targeted groups as well as to individuals using this strategy. Qualifying for Intervention support is related to local common assessments. Title I staff push in to classrooms to provide support to students. This push-in support may occur during direct instruction, independent practice, workshop, and/or Intervention rotation. This support can be in ELA or Math. If the child continues to struggle with academic

workshop, and/or Intervention rotation. This support can be in ELA or Math. If the child continues to struggle with academic needs, a Student Success Plan will be written. Student Success Plans defines specific concerns and establish SMART goals for the individual child as well as listing accommodations and modifications that will be employed to assist the student in meeting his/her goal.

needs, a Student Success Plan will be written. Student Success Plans defines specific concerns and establish SMART goals for the individual child as well as listing accommodations and modifications that will be employed to assist the student in meeting his/her goal. Dudley uses two 0.5 FTE Title I teachers to provide targeted small group support in ELA and Mathematics for students who have Student Success Plans in place.

needs, a Student Success Plan will be written. Student Success Plans defines specific concerns and establish SMART goals for the individual child as well as listing accommodations and modifications that will be employed to assist the student in meeting his/her goal. Dudley uses two 0.5 FTE Title I teachers to provide targeted small group support in ELA and Mathematics for students who have Student Success Plans in place.

Transitional Kindergarten Program

Transitional Kindergarten Program

EL Homework Help afterschool program for English Learners

EL Homework Help afterschool program for English Learners

* Certificated salaries and benefits marked with \$0 are included in Goal 1 Action 1
* EL Homework Help after school program costs included in Goal 1 Action 9

* Certificated salaries and benefits marked with \$0 are included in Goal 1 Action 1
* EL Homework Help after school program costs included in Goal 1 Action 9

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$41,064	\$0	\$0
Source	Title I	Title I	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries Resource 3010	1000-1999: Certificated Personnel Salaries Resource 3010	1000-1999: Certificated Personnel Salaries Resource 3010
Amount	\$54,383	\$57,909	\$57,909
Source	Title I	Title I	Title I
Budget Reference	2000-2999: Classified Personnel Salaries Resource 3010	2000-2999: Classified Personnel Salaries Resource 3010	2000-2999: Classified Personnel Salaries Resource 3010

Amount	\$23,647	\$23,701	\$25,266
Source	Title I	Title I	Title I
Budget Reference	3000-3999: Employee Benefits Resource 3010	3000-3999: Employee Benefits Resource 3010	3000-3999: Employee Benefits Resource 3010
Amount		\$0	\$0
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		1000-1999: Certificated Personnel Salaries Resource 0000	1000-1999: Certificated Personnel Salaries Resource 0000
Amount		\$0	\$0
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits Resource 0000	3000-3999: Employee Benefits Resource 0000
Amount		\$0	\$0
Source		Title III	Title III
Budget Reference		2000-2999: Classified Personnel Salaries Resource 4203	2000-2999: Classified Personnel Salaries Resource 4203
Amount		\$0	\$0
Source		Title III	Title III
Budget Reference		3000-3999: Employee Benefits Resource 4203	3000-3999: Employee Benefits Resource 4203

Action 13

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Student Groups: GATE

Specific Schools: Dudley Elementary
North Country Elementary
Dudley Elementary
Spinelli Elementary
Riles Middle School

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

GATE opportunities:

- Wilson Riles Middle School GATE Academy. Teachers will use GATE strategies such as compacting, differentiation, depth and complexity, and Blooms Taxonomy questioning in order to provide students with a deeper understanding of the material. The academy will provide them with lessons that will challenge the students to think about subjects in a different way.
- Oak Hill Elementary: Differentiated learning within the GATE/high achiever class 4th-

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

GATE opportunities:

- Wilson Riles Middle School will provide 6 sections in GATE Academy (English, Social Studies, Science). Teachers will use GATE strategies such as compacting, differentiation, depth and complexity, and Blooms Taxonomy questioning in order to provide students with a deeper understanding of the material. The academy will provide them with lessons that will challenge the students to think about subjects in a different way.

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

Wilson Riles Middle School will provide 6 sections in GATE Academy (English, Social Studies, Science). Teachers will use GATE strategies such as compacting, differentiation, depth and complexity, and Blooms Taxonomy questioning in order to provide students with a deeper understanding of the material. The academy will provide them with lessons that will challenge the students to think about subjects in a different way.

Oak Hill Elementary: Oak Hill Elementary will provide differentiated learning within the classroom. GATE challenge activities before and after school

- 5th. GATE challenge activities before and after school.
- Spinelli: Differentiated learning within the classroom. Weekly GATE challenge activities after school. Annual participation in Nature Bowl.
- North Country: Differentiated learning within the classroom. GATE challenge activities after school for grades 3-6: video production and editing including story boards, script writing and public speaking. GATE students add goals to their Leadership Notebooks and celebrate progress on a monthly basis.
- Dudley: Differentiated learning for GATE qualifying students will occur within the classroom. These differentiation strategies will be shared with the parents of GATE qualifying students through a Student Success Plan which defines specific goals for the individual child as well as listing accommodations and modifications that will be employed to assist the student in meeting his/her goal.

- Oak Hill Elementary: Oak Hill Elementary will provide differentiated learning within the classroom. GATE challenge activities before and after school
- Spinelli: Differentiated learning within the classroom. Weekly GATE challenge activities after school. Annual participation in Nature Bowl.
- North Country: Differentiated learning within the classroom. GATE challenge activities after school for grades 3-6: video production and editing including story boards, script writing and public speaking. GATE students add goals to their Leadership Notebooks and celebrate progress on a monthly basis.
- Dudley: Differentiated learning for GATE qualifying student will occur within the classroom. These differentiation strategies will be shared with the parents of our GATE qualifying students through a Student Success Plan which defines specific goals for the individual child as well as listing accommodations and modifications that will be employed to assist the student in meeting his/her goal.

* Certificated salaries and benefits marked with \$0 are included in Goal 1 Action 1

Spinelli: Differentiated learning within the classroom. Weekly GATE challenge activities after school. Annual participation in Nature Bowl.

North Country: Differentiated learning within the classroom. GATE challenge activities after school: for grades 3-6: video production and editing including story boards, script writing and public speaking. GATE students add goals to their Leadership Notebooks and celebrate progress on a monthly basis.

Dudley: Differentiated learning for GATE qualifying student will occur within the classroom. These differentiation strategies will be shared with the parents of our GATE qualifying students through a Student Success Plan which defines specific goals for the individual child as well as listing accommodations and modifications that will be employed to assist the student in meeting his/her goal.

* Certificated salaries and benefits marked with \$0 are included in Goal 1 Action 1

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$20,000	\$0	\$0
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Resource 0000	1000-1999: Certificated Personnel Salaries Resource 0000	1000-1999: Certificated Personnel Salaries Resource 0000
Amount	\$3,530	\$0	\$0
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits Resource 0000	3000-3999: Employee Benefits Resource 0000	3000-3999: Employee Benefits Resource 0000
Amount	\$10,000	\$10,000	\$10,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies Resource 0000	4000-4999: Books And Supplies Resource 0000	4000-4999: Books And Supplies Resource 0000

Action 14

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

Unchanged Action

2017-18 Actions/Services

Teacher collaboration: vertical between
elementary-middle, horizontal between
elementary sites, grade level/dept

Select from New, Modified, or Unchanged
for 2018-19

Unchanged Action

2018-19 Actions/Services

Teacher collaboration: vertical between
elementary-middle, horizontal between
elementary sites, grade level/dept

Select from New, Modified, or Unchanged
for 2019-20

Unchanged Action

2019-20 Actions/Services

Teacher collaboration: vertical between
elementary-middle, horizontal between
elementary sites, grade level/dept

Budgeted Expenditures

Year 2017-18

Amount \$500

Source Base

Budget 5000-5999: Services And Other
Reference Operating Expenditures
Resource 0000

2018-19

\$500

Base

5000-5999: Services And Other
Operating Expenditures
Resource 0000

2019-20

\$500

Base

5000-5999: Services And Other
Operating Expenditures
Resource 0000

Action 15

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth,
and/or Low Income)

English Learners

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to
Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or
Specific Grade Spans)

All Schools

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

Modified Action

Select from New, Modified, or Unchanged
for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged
for 2019-20

Unchanged Action

2017-18 Actions/Services

Continue to provide Bilingual Assistants to
school sites to support students and
families

2018-19 Actions/Services

Continue to provide Bilingual Assistants to
school sites to support students and
families

2019-20 Actions/Services

Continue to provide Bilingual Assistants to
school sites to support students and
families

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$154,780	\$154,780	\$154,780
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Resource 0000 / Dept 740	2000-2999: Classified Personnel Salaries Resource 0000 / Dept 740	2000-2999: Classified Personnel Salaries Resource 0000 / Dept 740
Amount	\$72,327	\$76,819	\$81,307
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Resource 0000 / Dept 740	3000-3999: Employee Benefits Resource 0000 / Dept 740	3000-3999: Employee Benefits Resource 0000 / Dept 740

Action 16

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Spinelli Elementary
North Country Elementary

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Add .5 FTE EL Teacher at Spinelli Elementary and .5 FTE EL Teacher at North Country Elementary

2018-19 Actions/Services

Maintain EL coverage at each site

* Certificated salaries and benefits marked with \$0 are included in Goal 1 Action 1

2019-20 Actions/Services

Maintain EL coverage at each site

* Certificated salaries and benefits marked with \$0 are included in Goal 1 Action 1

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$450,649	\$0	\$0
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Resource 0000 / Dept 740	1000-1999: Certificated Personnel Salaries Resource 0000 / Dept 740	1000-1999: Certificated Personnel Salaries Resource 0000 / Dept 740
Amount	\$125,957	\$0	\$0
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Resource 0000 / Dept 740	3000-3999: Employee Benefits Resource 0000 / Dept 740	3000-3999: Employee Benefits Resource 0000 / Dept 740

Action 17

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Riles Middle School
Center High School

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Riles MS and Center HS

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

Support transition of EL students from middle to high school with summer school for incoming 9th grade EL students.

Measure the effectiveness of the reclassification roadmap, making adjustments as needed to account for changes in standardized language assessment and other adjustments deemed appropriate to meet the needs of the EL population.

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

Support transition of EL students from middle to high school with summer school for incoming 9th grade EL students.

Support transition of EL students from elementary to middle school with summer school for incoming 7th graders.

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

Support transition of EL students from middle to high school with summer school for incoming 9th grade EL students.

Support transition of EL students from elementary to middle school with summer school for incoming 7th graders.

Support transition of EL students from elementary to middle school with summer school for incoming 7th graders.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$10,000	\$10,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Resource 0000 / Dept 740	1000-1999: Certificated Personnel Salaries Resource 0000 / Dept 740	1000-1999: Certificated Personnel Salaries Resource 0000 / Dept 740
Amount	\$1,765	\$1,950	\$2,135
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Resource 0000 / Dept 740	3000-3999: Employee Benefits Resource 0000 / Dept 740	3000-3999: Employee Benefits Resource 0000 / Dept 740

Action 18

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Riles Middle School
Center High School

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners
[Add Students to be Served selection here]

Limited to Unduplicated Student Group(s)
[Add Scope of Services selection here]

Specific Schools: Riles MS, Center HS
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

Unchanged Action

2017-18 Actions/Services

Support long-term EL students with Long
Term EL Support class at Center High
School and Wilson Riles Middle School.

EL teacher at CHS to be given extra prep
in schedule to track/monitor/support EL
students, long term EL students and
monitor Redesignated Fluent English
Proficient students.

Select from New, Modified, or Unchanged
for 2018-19

Unchanged Action

2018-19 Actions/Services

Support long-term EL students with Long
Term EL Support class at Center High
School and Wilson Riles Middle School.

The EL teacher at CHS to be given extra
prep in schedule to track/monitor/support
EL students, long term EL students and
monitor Redesignated Fluent English
Proficient students.

Select from New, Modified, or Unchanged
for 2019-20

Unchanged Action

2019-20 Actions/Services

Support long-term EL students with Long
Term EL Support class at Center High
School and Wilson Riles Middle School.

The EL teacher at CHS to be given extra
prep in schedule to track/monitor/support
EL students, long term EL students and
monitor Redesignated Fluent English
Proficient students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$50,472	\$50,472	\$50,472
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Resource 0000 / Dept 740	1000-1999: Certificated Personnel Salaries Resource 0000 / Dept 740	1000-1999: Certificated Personnel Salaries Resource 0000 / Dept 740
Amount	\$15,275	\$16,210	\$17,413
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Resource 0000 / Dept 740	3000-3999: Employee Benefits Resource 0000 / Dept 740	3000-3999: Employee Benefits Resource 0000 / Dept 740

Action 19

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Foster Youth

Low Income

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

Family Resource Center Integrated Services Technicians will provide mentoring, tutoring, and transition planning for secondary foster youth and unaccompanied homeless youth who are identified as needing those services.

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Family Resource Center Integrated Services Technicians (IST) will provide mentoring and transition planning for middle and high school youth in foster care, youth experiencing homelessness, and referred socioeconomically disadvantaged students who are identified as needing such services.

100% of students served who are Seniors will have a completed transition plan. This

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

Family Resource Center Integrated Services Technicians (IST) will continue to provide mentoring and transition planning for middle and high school youth in foster care, youth experiencing homelessness, and referred socioeconomically disadvantaged students who are identified as needing such services. 100% of students served who are Seniors will have a completed transition plan. This will be measured by IST case management logs.

will be measured by IST case management logs.

The IST and Family Resource Program Coordinator will coordinate opportunities for youth to explore post-secondary options, such as visiting college campuses, trade schools, and employment agencies.

The IST and Family Resource Program Coordinator will coordinate opportunities for youth to explore post-secondary options, such as visiting college campuses, trade schools, and employment agencies.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$27,500	\$27,500	\$27,500
Source	Federal Funds	Federal Funds	Federal Funds
Budget Reference	2000-2999: Classified Personnel Salaries Resource 5640	2000-2999: Classified Personnel Salaries Resource 5640	2000-2999: Classified Personnel Salaries Resource 5640
Amount	\$6,935	\$7,734	\$8,531
Source	Federal Funds	Federal Funds	Federal Funds
Budget Reference	3000-3999: Employee Benefits Resource 5640	3000-3999: Employee Benefits Resource 5640	3000-3999: Employee Benefits Resource 5640

Action 20

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Family Resource Center will provide clothing, school supplies, consultation services, prevention and early mental health intervention services and coordinate appropriate support services and referrals through a variety of community partners.

2018-19 Actions/Services

Family Resource Center will provide clothing, school supplies, consultation services, prevention and early mental health intervention services and coordinate appropriate support services and referrals through a variety of community partners. Based on the results of the Family Resource Center needs assessment, the Family Resource Center may consider expanding support services.

2019-20 Actions/Services

Family Resource Center will provide clothing, school supplies, consultation services, prevention and early mental health intervention services and coordinate appropriate support services and referrals through a variety of community partners. Based on the results of the Family Resource Center needs assessment, the Family Resource Center will maintain or expand support services.

Budgeted Expenditures

Year 2017-18

Amount \$7,500

Source Federal Funds

Budget Reference 4000-4999: Books And Supplies Resource 5630

2018-19

\$7,500

Federal Funds

4000-4999: Books And Supplies Resource 5630

2019-20

\$7,500

Federal Funds

4000-4999: Books And Supplies Resource 5630

Amount	\$5,600	\$5,600	\$5,600
Source	Federal Funds	Federal Funds	Federal Funds
Budget Reference	5000-5999: Services And Other Operating Expenditures Resource 5630	5000-5999: Services And Other Operating Expenditures Resource 5630	5000-5999: Services And Other Operating Expenditures Resource 5630
Amount	\$55,972	\$55,972	\$55,972
Source	Federal Funds	Federal Funds	Federal Funds
Budget Reference	1000-1999: Certificated Personnel Salaries Resource 5630/5640	1000-1999: Certificated Personnel Salaries Resource 5630/5640	1000-1999: Certificated Personnel Salaries Resource 5630/5640
Amount	\$60,000	\$60,000	\$60,000
Source	Federal Funds	Federal Funds	Federal Funds
Budget Reference	2000-2999: Classified Personnel Salaries Resource 5630/5640	2000-2999: Classified Personnel Salaries Resource 5630/5640	2000-2999: Classified Personnel Salaries Resource 5630/5640
Amount	\$28,126	\$30,309	\$32,490
Source	Federal Funds	Federal Funds	Federal Funds
Budget Reference	3000-3999: Employee Benefits Resource 5630/5640	3000-3999: Employee Benefits Resource 5630/5640	3000-3999: Employee Benefits Resource 5630/5640
Amount	\$52,288	\$52,288	\$52,288
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Resource 0000/Dept 740	1000-1999: Certificated Personnel Salaries Resource 0000/Dept 740	1000-1999: Certificated Personnel Salaries Resource 0000/Dept 740
Amount	\$13,271	\$14,239	\$15,206
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Resource 0000/Dept 740	3000-3999: Employee Benefits Resource 0000/Dept 740	3000-3999: Employee Benefits Resource 0000/Dept 740

Amount	\$14,689	\$14,689	\$14,689
Source	Title I	Title I	Title I
Budget Reference	2000-2999: Classified Personnel Salaries Resource 3010	2000-2999: Classified Personnel Salaries Resource 3010	2000-2999: Classified Personnel Salaries Resource 3010
Amount	\$4,440	\$4,867	\$5,293
Source	Title I	Title I	Title I
Budget Reference	3000-3999: Employee Benefits Resource 3010	3000-3999: Employee Benefits Resource 3010	3000-3999: Employee Benefits Resource 3010

Action 21

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: Special Education

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

Provide academic support for Special Education Students: study skills classes, instructional assistants

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

Provide academic support for Special Education Students: study skills classes, instructional assistants

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

Provide academic support for Special Education Students: study skills classes, instructional assistants

* Certificated salaries and benefits marked with \$0 are included in Goal 1 Action 1

* Certificated salaries and benefits marked with \$0 are included in Goal 1 Action 1

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,719,462	\$1,719,462	\$1,719,462
Source	Special Education	Special Education	Special Education
Budget Reference	2000-2999: Classified Personnel Salaries Resource 3310/6500	2000-2999: Classified Personnel Salaries Resource 3310/6500	2000-2999: Classified Personnel Salaries Resource 3310/6500
Amount	\$903,211	\$953,110	\$1,002,975
Source	Special Education	Special Education	Special Education
Budget Reference	3000-3999: Employee Benefits Resource 3310/6500	3000-3999: Employee Benefits Resource 3310/6500	3000-3999: Employee Benefits Resource 3310/6500
Amount		\$0	\$0
Source		Special Education	Special Education
Budget Reference		1000-1999: Certificated Personnel Salaries Resource 6500	1000-1999: Certificated Personnel Salaries Resource 6500

Action 22

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: Special Education

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

School Psychologists, School Counselors, and the Behavior Specialist on the Educationally-related Mental Health Services (ERMHS) Team will provide evidence-based social, emotional, and behavioral interventions to students in individual and group counseling, psychoeducational lessons in classroom settings, and consultation to staff and parents in order to enable students to reach IEP goals and access their educational programs.

2018-19 Actions/Services

School Psychologists, School Counselors, and the Behavior Specialist on the Educationally-related Mental Health Services (ERMHS) Team will provide evidence-based social, emotional, and behavioral interventions to students in individual and group counseling, psychoeducational lessons in classroom settings, and consultation to staff and parents in order to enable students to reach IEP goals and access their educational programs.

2019-20 Actions/Services

School Psychologists, School Counselors, and the Behavior Specialist on the Educationally-related Mental Health Services (ERMHS) Team will provide evidence-based social, emotional, and behavioral interventions to students in individual and group counseling, psychoeducational lessons in classroom settings, and consultation to staff and parents in order to enable students to reach IEP goals and access their educational programs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$113,980	\$113,980	\$113,980
Source	Special Education	Special Education	Special Education
Budget Reference	1000-1999: Certificated Personnel Salaries Resource 6512	1000-1999: Certificated Personnel Salaries Resource 6512	1000-1999: Certificated Personnel Salaries Resource 6512
Amount	\$68,336	\$68,336	\$68,336
Source	Special Education	Special Education	Special Education
Budget Reference	2000-2999: Classified Personnel Salaries Resource 6512	2000-2999: Classified Personnel Salaries Resource 6512	2000-2999: Classified Personnel Salaries Resource 6512

Amount	\$60,499	\$64,584	\$68,674
Source	Special Education	Special Education	Special Education
Budget Reference	3000-3999: Employee Benefits Resource 6512	3000-3999: Employee Benefits Resource 6512	3000-3999: Employee Benefits Resource 6512
Amount	\$13,500	\$13,500	\$13,500
Source	Special Education	Special Education	Special Education
Budget Reference	4000-4999: Books And Supplies Resource 6512	4000-4999: Books And Supplies Resource 6512	4000-4999: Books And Supplies Resource 6512
Amount	\$11,000	\$11,000	\$11,000
Source	Special Education	Special Education	Special Education
Budget Reference	5000-5999: Services And Other Operating Expenditures Resource 6512	5000-5999: Services And Other Operating Expenditures Resource 6512	5000-5999: Services And Other Operating Expenditures Resource 6512

Action 23

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Conduct research, identify and prioritize needs to begin the process for developing a Facilities Master Plan

2018-19 Actions/Services

Conduct research, identify and prioritize needs to begin the process for developing a Facilities Master Plan

2019-20 Actions/Services

Conduct research, identify and prioritize needs to begin the process for developing a Facilities Master Plan

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$500	\$500	\$500
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies Resource 0000	4000-4999: Books And Supplies Resource 0000	4000-4999: Books And Supplies Resource 0000
Amount	\$1000	\$1000	\$1000
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Resource 0000	5000-5999: Services And Other Operating Expenditures Resource 0000	5000-5999: Services And Other Operating Expenditures Resource 0000

Action 24

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Review staff levels and create a plan to add district administrative positions accordingly. Add a Director of Curriculum, Instruction, and Special Education as a result of prior review.

Unchanged Action

2018-19 Actions/Services

Review staff levels and create a plan to add district administrative positions accordingly

Unchanged Action

2019-20 Actions/Services

Review staff levels and create a plan to add district administrative positions accordingly

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$56,070	\$500	\$500
Source	Special Education	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Resource 6500	4000-4999: Books And Supplies Resource 0000	4000-4999: Books And Supplies Resource 0000
Amount	\$18,002		
Source	Special Education		
Budget Reference	3000-3999: Employee Benefits Resource 6500		
Amount	\$56,070		
Source	Base		
Budget Reference	1000-1999: Certificated Personnel Salaries Resource 0000		
Amount	\$18,002		
Source	Base		
Budget Reference	3000-3999: Employee Benefits Resource 0000		

Action 25

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

Review staff levels and create a plan to add site administrative positions accordingly

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

Review staff levels and create a plan to add site administrative positions accordingly

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

Review staff levels and create a plan to add site administrative positions accordingly

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$500	\$500	\$500
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies Resource 0000	4000-4999: Books And Supplies Resource 0000	4000-4999: Books And Supplies Resource 0000

Action 26

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students with Disabilities
Specific Student Groups: Special Education

Specific Grade Spans: Kindergarten

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

Continue implementing push-in model offering MTSS (Multi Tiered Systems of Support), increasing push-in services by 10 students district wide

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Continue implementing push-in model offering MTSS (Multi Tiered Systems of Support), increasing push-in services by 10 students transitioning from special education pre-school programs into general education kindergarten

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

Continue implementing push-in model offering MTSS (Multi Tiered Systems of Support), increasing push-in services by 10 students transitioning from special education pre-school programs into general education kindergarten

Budgeted Expenditures

Year	2017-18
Amount	\$0

2018-19
\$0

2019-20
\$0

Action 27

All

Specific Schools: Wilson Riles Middle School

OR

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

New Action

Plan and prepare for transition to block schedule which will increase intervention and elective choices for students, implement

New Action

Implement block schedule to increase intervention and elective choices for students

Budgeted Expenditures

Amount

\$0

\$0

Action 28

[Add Students to be Served selection here]

All Schools

[Add Location(s) selection here]

OR

Low Income

[Add Students to be Served selection here]

LEA-wide

[Add Scope of Services selection here]

All Schools

[Add Location(s) selection here]

Actions/Services

New Action

Nurse and Health Assistants conduct hearing/sight checks, diabetes monitoring and general welfare checks. Services are principally directed to low-income students. However, all students have access to services.

Nurse and Health Assistants conduct hearing/sight checks, diabetes monitoring and general welfare checks. Services are principally directed to low-income students. However, all students have access to services.

Budgeted Expenditures

Amount	\$57,756	\$57,756
Source	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$34,372	\$34,372
Source	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$39,916	\$41,637
Source	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$3,160	\$3,160
Source	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$191,840	\$191,840
Source	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	\$27,100	\$27,100
Source	Federal Funds	Federal Funds
Budget Reference	2000-2999: Classified Personnel Salaries Resource 5640	2000-2999: Classified Personnel Salaries Resource 5640

Amount
Source
Budget
Reference

\$6,947

Federal Funds

3000-3999: Employee Benefits
Resource 5640

\$7,462

Federal Funds

3000-3999: Employee Benefits
Resource 5640

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 2

Through Multi Tiered Systems of Support (MTSS) Center JUSD students will be college and career ready

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

Examination of student achievement data from a variety of sources reveals that students are not achieving at the full potential necessary to succeed in college and career. To prepare students for College & Career, it is a priority of CJUSD to increase CTE opportunities, a-g participation and completion rate, increase AP offerings and AP test passage rate, increase graduation rate

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CTE Offerings	14 CTE offerings, 43 sections	Maintain 14 CTE offerings	Maintain 14 CTE offerings	Maintain 14 CTE offerings
a-g Completion	2016-17: 23% (69/299) of current seniors a-g qualifiers passing all their classes with a C or higher grade	Increase a-g completion rate to 23.5%	Increase a-g completion rate to 24%	Increase a-g completion rate to 24.5%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
AP Enrollment	2016-17: 27% (161/595 Jr/Sr students) completed at least 1 AP course	29% complete at least one AP class	31% complete at least one AP class	33% complete at least one AP class
AP Passage Rate, 3 or better	2016: 68.8% AP students with scores 3+	70.3% of AP students with scores 3+	71.8% of AP students with scores 3+	73.3% of AP students with scores 3+
11th grade Assessment	2016 Smarter Balanced, grade 11: 44% (117/264) MET Achievement Standard in math 64% (172/267) MET Achievement Standard in English/Language Arts	46.5% MET achievement Standard in math 66.5% MET achievement Standard in ELA	49% MET achievement Standard in math 69% MET achievement Standard in ELA	51.5% MET achievement Standard in math 71.5% MET achievement Standard in ELA

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Center High School

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/ServicesSelect from New, Modified, or Unchanged
for 2017-18

Modified Action

Select from New, Modified, or Unchanged
for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged
for 2019-20

Unchanged Action

2017-18 Actions/Services

CHS will increase the number of students
taking CTE courses

2018-19 Actions/Services

CHS will increase the number of students
taking CTE courses* Certificated salaries and benefits marked
with \$0 are included in Goal 1 Action 1

2019-20 Actions/Services

CHS will increase the number of students
taking CTE courses* Certificated salaries and benefits marked
with \$0 are included in Goal 1 Action 1**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$318,244	\$0	\$0
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Resource 1400	1000-1999: Certificated Personnel Salaries Resource 1400	1000-1999: Certificated Personnel Salaries Resource 1400
Amount	\$94,760	\$0	\$0
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits Resource 1400	3000-3999: Employee Benefits Resource 1400	3000-3999: Employee Benefits Resource 1400

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Center High School

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Increase participation and completion of a-g courses

2018-19 Actions/Services

Increase participation and completion of a-g

2019-20 Actions/Services

Increase participation and completion of a-g

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$54,392	\$54,392	\$54,392
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Resource 1400	1000-1999: Certificated Personnel Salaries Resource 1400	1000-1999: Certificated Personnel Salaries Resource 1400
Amount	\$17,599	\$18,606	\$19,613
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits Resource 1400	3000-3999: Employee Benefits Resource 1400	3000-3999: Employee Benefits Resource 1400

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Center High School

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

CHS will increase the number of students taking AP courses by 3%

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

CHS will increase the number of students taking AP courses by 3%

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

CHS will increase the number of students taking AP courses by 3%

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$198,905	\$210,950	\$222,995
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Resource 0000	1000-1999: Certificated Personnel Salaries Resource 0000	4000-4999: Books And Supplies Resource 0000
Amount	\$65,000	\$71,289	\$78,019
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits Resource 0000	3000-3999: Employee Benefits Resource 0000	3000-3999: Employee Benefits Resource 0000

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

Specific Schools: Oak Hill Elementary
North Country Elementary
Riles Middle School

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Riles MS, Oak Hill, North Country

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

Continue Project Lead the Way at Riles Middle School, 1 section

Launch Project Lead the Way at Oak Hill Elementary, grades K-1 and 4-5

Continue Media Studio at North Country and Oak Hill

Launch Media Studio at Riles Middle School

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

Continue to expand existing Project Lead the Way programs at Center High School, Riles MS, Oak Hill Elementary, North Country Elementary and Spinelli Elementary

Continue to expand existing Media Studio programs at Riles MS, Oak Hill Elementary, North Country Elementary and Spinelli Elementary

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

Continue to expand existing Project Lead the Way programs at Center High, Riles MS, Oak Hill Elementary, North Country Elementary and Spinelli Elementary

Continue to expand existing Media Studio programs at Riles MS, Oak Hill Elementary, North Country Elementary and Spinelli Elementary

Investigate possibility of adding Project Lead the Way and/or Studio Media to other sites

Investigate possibility of adding Project
Lead the Way and/or Studio Media to
other sites

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$14,182	\$0	\$0
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Resource 0000	1000-1999: Certificated Personnel Salaries Resource 0000	1000-1999: Certificated Personnel Salaries Resource 0000
Amount	\$4,012	\$0	\$0
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits Resource 0000	3000-3999: Employee Benefits Resource 0000	3000-3999: Employee Benefits Resource 0000
Amount	\$4,444	\$4,444	\$4,444
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Resource 0036	1000-1999: Certificated Personnel Salaries Resource 0036	1000-1999: Certificated Personnel Salaries Resource 0036
Amount	\$785	\$867	\$949
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Resource 0036	3000-3999: Employee Benefits Resource 0036	3000-3999: Employee Benefits Resource 0036

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

Specific Schools: Center High School
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Center HS

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

CHS will work with American River College to provide field trips to learn about CTE offerings that correspond to pathways at CHS. Counselors will discuss CTE course offerings with students during yearly one-on-one meetings with students.

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

CHS will work with Sierra College to provide field trips to learn about CTE offerings that correspond to pathways at CHS. Counselors will discuss CTE course offerings with students during yearly one-on-one meetings with students.

College and Career Coordinator to work directly with students and staff to provide college, career and employment guidance.

AVID at CHS and WCR to support pathways to college.

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

CHS will work with both American River College and Sierra College to provide field trips to learn about CTE offerings that correspond to pathways at CHS. Counselors will discuss CTE course offerings with students during yearly one-on-one meetings with students.

College and Career Coordinator to work directly with students and staff to provide college, career and employment guidance.

AVID at CHS and WCR to support pathways to college.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$10,000	\$10,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Resource 0000 / Dept 740	5000-5999: Services And Other Operating Expenditures Resource 0000/Dept 916	5000-5999: Services And Other Operating Expenditures Resource 0000/Dept 916
Amount		\$40,827	\$40,827
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		2000-2999: Classified Personnel Salaries Resource 0000	2000-2999: Classified Personnel Salaries Resource 0000
Amount		\$19,757	\$20,696
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits Resource 0000	3000-3999: Employee Benefits Resource 0000

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Center High School

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

Schoolwide
[Add Scope of Services selection here]

Specific Schools: Center HS
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged
for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged
for 2019-20

New Action

Unchanged Action

2017-18 Actions/Services

Counselor will provide individualized support to ensure students are meeting graduation requirements and are successfully transitioning into post secondary education and career options through college/career exploration, college enrollment assistance, financial aid application assistance and scholarship assistance.

Staff will schedule presentations from businesses, colleges and the military to expose students to post secondary options.

2018-19 Actions/Services

Counselor will provide individualized support to ensure students are meeting graduation requirements and are successfully transitioning into post secondary college and career through college/career exploration, college enrollment assistance, financial aid application assistance and scholarship assistance.

Staff will schedule presentations from businesses, colleges and the military to expose students to post secondary options

2019-20 Actions/Services

Counselor will provide individualized support to ensure students are meeting graduation requirements and are successfully transitioning into post secondary college and career through college/career exploration, college enrollment assistance, financial aid application assistance and scholarship assistance.

Staff will schedule presentations from businesses, colleges and the military to expose students to post secondary options

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$221,532	\$221,532	\$221,532
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Resource 0000	1000-1999: Certificated Personnel Salaries Resource 0000	1000-1999: Certificated Personnel Salaries Resource 0000
Amount	\$72,935	\$77,038	\$81,137
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Resource 0000	3000-3999: Employee Benefits Resource 0000	3000-3999: Employee Benefits Resource 0000
Amount	\$15,666	\$15,666	\$15,666
Source	Title I	Title I	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries Resource 3010	1000-1999: Certificated Personnel Salaries Resource 3010	1000-1999: Certificated Personnel Salaries Resource 3010
Amount	\$5,943	\$6,233	\$6,523
Source	Title I	Title I	Title I
Budget Reference	3000-3999: Employee Benefits Resource 3010	3000-3999: Employee Benefits Resource 3010	3000-3999: Employee Benefits Resource 3010

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: Special Education

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Center High School

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide transitional support to prepare for college & career provided through WorkAbility and Department of Rehabilitation.

Provide transitional support to prepare for college & career provided through WorkAbility and Department of Rehabilitation

Provide transitional support to prepare for college & career provided through WorkAbility and Department of Rehabilitation

Budgeted Expenditures

Year 2017-18
Amount \$61,232
Source Federal Funds
Budget Reference 2000-2999: Classified Personnel Salaries Resource 3410
Amount \$21,620
Source Federal Funds
Budget Reference 3000-3999: Employee Benefits Resource 3410
Amount \$37,877
Source Special Education
Budget Reference 2000-2999: Classified Personnel Salaries Resource 6520

2018-19
\$61,232
Federal Funds
2000-2999: Classified Personnel Salaries Resource 3410
\$23,397
Federal Funds
3000-3999: Employee Benefits Resource 3410
\$37,877
Special Education
2000-2999: Classified Personnel Salaries Resource 6520

2019-20
\$61,232
Federal Funds
2000-2999: Classified Personnel Salaries Resource 3410
\$25,172
Federal Funds
3000-3999: Employee Benefits Resource 3410
\$37,877
Special Education
2000-2999: Classified Personnel Salaries Resource 6520

Amount	\$14,298	\$15,397	\$16,496
Source	Special Education	Special Education	Special Education
Budget Reference	3000-3999: Employee Benefits Resource 6520	3000-3999: Employee Benefits Resource 6520	3000-3999: Employee Benefits Resource 6520

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: McClellan High School

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: McClellan High

Specific Grade Spans: 10

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

McClellan HS is implementing the Get Focused, Stay Focused curriculum with current 10th graders to help them develop a 10 year plan.

2018-19 Actions/Services

Continue implementing the Get Focused, Stay Focused curriculum with current 10th graders to help them develop a 10 year plan

2019-20 Actions/Services

Continue implementing the Get Focused, Stay Focused curriculum with current 10th graders to help them develop a 10 year plan

* Certificated salaries and benefits marked with \$0 are included in Goal 1 Action 1

* Certificated salaries and benefits marked with \$0 are included in Goal 1 Action 1

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$12,610	\$0	\$0
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Resource 0000/Dept 740	1000-1999: Certificated Personnel Salaries Resource 0000/Dept 740	1000-1999: Certificated Personnel Salaries Resource 0000/Dept 740
Amount	\$4,879	\$0	\$0
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Resource 0000/Dept 740	3000-3999: Employee Benefits Resource 0000/Dept 740	3000-3999: Employee Benefits Resource 0000/Dept 740

Action 9

[Add Students to be Served selection here]

Specific Schools: Center High School
[Add Location(s) selection here]

OR

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

Schoolwide
[Add Scope of Services selection here]

Specific Schools: Center High School
[Add Location(s) selection here]

Actions/Services

New Action

Media Communications Academy (MCA) will continue to prepare MCA students for college and career by requiring all

Unchanged Action

Media Communications Academy (MCA) will continue to prepare MCA students for college and career by requiring all

academy students to complete CORE and
CTE coursework

academy students to complete CORE and
CTE coursework

Budgeted Expenditures

Amount	\$352,442	\$354,995
Source	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Resource 1400	1000-1999: Certificated Personnel Salaries Resource 1400
Amount	\$88,867	\$102,459
Source	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Resource 1400	3000-3999: Employee Benefits Resource 1400
Amount	\$38,500	\$38,500
Source	California Partnership Academies	California Partnership Academies
Budget Reference	1000-1999: Certificated Personnel Salaries Resources 6385/7220	1000-1999: Certificated Personnel Salaries Resources 6385/7220
Amount	\$6,000	\$6,000
Source	California Partnership Academies	California Partnership Academies
Budget Reference	3000-3999: Employee Benefits Resources 6385/7220	3000-3999: Employee Benefits Resources 6385/7220
Amount	\$4,000	\$4,000
Source	California Partnership Academies	California Partnership Academies
Budget Reference	4000-4999: Books And Supplies Resources 6385/7220	4000-4999: Books And Supplies Resources 6385/7220

Amount		\$52,000	\$52,000
Source		California Partnership Academies	California Partnership Academies
Budget Reference		5000-5999: Services And Other Operating Expenditures Resources 6385/7220	5000-5999: Services And Other Operating Expenditures Resources 6385/7220
Amount		\$5,000	\$5,000
Source		California Partnership Academies	California Partnership Academies
Budget Reference		7000-7439: Other Outgo Resources 6385/7220	7000-7439: Other Outgo Resources 6385/7220

Action 10

All

All Schools

Specific Schools: Wilson Riles Middle School

OR

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

New Action

Expand 7-12 pipeline of courses feeding into CTE offerings at Center HS by planning and preparing for Riles transition to block schedule

New Action

Expand 7-12 pipeline of courses feeding into CTE offerings at Center HS by implementing block schedule

Budgeted Expenditures

Amount	\$0	\$0
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Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 3

Center JUSD students and families will be engaged and informed throughout the educational process by way of the Multi Tiered Systems of Support (MTSS)

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

To address the need to increase pupil engagement and school engagement, while improving school climate and increasing family involvement, it is a priority of CJUSD to decrease absence rates and increase the number of students and families actively involved, connected and engaged in a comprehensive school experience through involvement outside the classroom.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Daily attendance	2016 P2 Districtwide Attendance: 93.46%	95% attendance	95% attendance rate	95% attendance
District Wide Participation	District Wide Participation: 29.4% (1313/4455) participated in clubs, activities or athletics in 2016-17	35% participation	37% participation	39% participation

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Center High: 544/1307 McClellan HS: 27/90 WCR Middle: 240/667 Oak Hill: 208/812 North Country: 195/624 Spinelli: 54/268 Dudley: 45/687			
District Graduation Rate	District graduation rate according to CDE Dashboard for 2015-16: 91.8%.	92.8% grad rate	93.8% grad rate	94.8% grad rate
Chronic Absenteeism	Chronic Absenteeism: 10%	9.5% Chronic Absenteeism	9% Chronic Absenteeism	8.5% Chronic Absenteeism
Middle School Drop Out Rate	Riles Middle School drop out rate 2014-15: less than 1%	Maintain less 1% middle school drop out rate	Maintain less 1% middle school drop out rate	Maintain less 1% middle school drop out rate
CJUSD Drop Out Rate	CJUSD high school drop out rate 2015-16: 2.3%	2% high school drop out rate	Maintain 2% or less high school drop out rate	Maintain 2% or less high school drop our rate
Suspension Rate	CJUSD 2016-17 Suspension Rate: 10.04%	10% Suspension Rate	9.5% Suspension Rate	9% Suspension Rate
Expulsion Rate	CJUSD 2016-17 Expulsions: 12	11 or less Expulsions	10 or less Expulsions	9 or less Expulsions
California Healthy Kids Survey (CHKS)	California Healthy Kids Survey (Spring 2016 administration) Connectedness 7th grade connectedness: 47% high level, 41% moderate, 12% low	Connectedness 7th: 10% low level 8th: 7% low level 11th: 11% low level MHS: 7% low level Perceived Safety, secondary 19.79% secondary students feel "very safe"	CHKS not given	Connectedness 7th: 8% low level 8th: 5% low level 11th: 9% low level MHS: 5% low level Perceived Safety, secondary 23.79% secondary students feel "very safe"

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent Survey	<p>8th grade connectedness: 40% high level, 51% moderate, 9% low</p> <p>11th grade connectedness: 41% high level, 46% moderate, 13% low</p> <p>MHS connectedness: 53% high level, 38% moderate, 9% low</p> <p>Perceived Safety, secondary 15.9% secondary students feel "very safe" at school and 45.46% feel "safe" at school</p>	<p>at school and 49.46% feel "safe" at school</p> <p>Perceived Safety, elementary 37% of 5th graders feel safe at school "all of the time", 39% of 5th graders feel safe at school "most of the time"</p> <p>98% of staff feel their school site is "very safe" or "safe"</p>		<p>at school and 53.46% feel "safe" at school</p> <p>Perceived Safety, elementary 41% of 5th graders feel safe at school "all of the time", 43% of 5th graders feel safe at school "most of the time"</p> <p>99% of staff feel their school site is "very safe" or "safe"</p>
	<p>Perceived Safety, elementary 33% of 5th graders feel safe at school "all of the time", 35% of 5th graders feel safe at school "most of the time"</p>			
	<p>Perceived Safety, Staff 96% of staff feel their school site is "very safe" or "safe"</p>			
	<p>Parent Survey: 4 sites surveyed parents asking</p>	<p>Parent survey</p>	<p>Parent survey</p>	<p>Elementary Results: 42.8% Strongly Agree,</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>if their child feels safe and secure at school. Elementary results: 41.3% Strongly Agree, 38.1% Agree, 12.7% Neutral, 4.8% Disagree, 3.2% Strongly Disagree</p> <p>Secondary results: 19.4% Strongly Agree, 48.5% Agree, 17.9% Neutral, 6% Disagree, 8.2% Strongly Disagree</p> <p>Parents will be surveyed at all sites in Spring 2018 using the California Healthy Kids Survey.</p>	<p>Elementary Results: 41.8% Strongly Agree, 38.6% Agree, 12.5% Neutral, 4.3% Disagree, 2.7% Strongly Disagree</p> <p>Secondary results: 19.9% Strongly Agree, 48.5% Agree, 17.4% Neutral, 5.5% Disagree, 7.7% Strongly Disagree</p>	<p>Elementary Results: 42.3% Strongly Agree, 39.1% Agree, 12% Neutral, 3.8% Disagree, 2.2% Strongly Disagree</p> <p>Secondary results: 21% Strongly Agree, 49.5% Agree, 16.9% Neutral, 5% Disagree, 7.2% Strongly Disagree</p>	<p>40% Agree, 11.5% Neutral, 3.3% Disagree, 2% Strongly Disagree</p> <p>Secondary results: 21.5% Strongly Agree, 50% Agree, 16.5% Neutral, 4.5% Disagree, 6.5% Strongly Disagree</p>
Parental Input on Decision Making through site Parent Advisory Meetings conducted at all school sites districtwide	35 total site meetings	49 total site meetings	49 total site meetings	49 total site meetings
Parental Participation	<p>Parental Participation: 48% families have active Parent Portal accounts (previously Homelink) Dudley: 8% North Country: 7% Oak Hill: 7% Spinelli: 4% Riles MS: 106%</p>	53% families have active Parent Portal accounts	58% families have active Parent Portal accounts	63% families have active Parent Portal accounts

Center HS: 87%
McClellan HS: 98%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Review effectiveness of committee (staff, parents, students) recommendations and

2018-19 Actions/Services

Site will set an attendance goal for the year, engaging staff, students & parents to

2019-20 Actions/Services

Site will continue to review attendance data and policies with stakeholders while

plan next steps to increase daily attendance. Review SARB process to engage more stakeholders.

review current attendance practices including the SARB process and brainstorm ideas to increase daily attendance.

implementing additional practices to increase daily attendance.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$500	\$500	\$500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Resource 0000/Department 740	4000-4999: Books And Supplies Resource 0000/Department 740	4000-4999: Books And Supplies Resource 0000/Department 740

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action		Modified Action	Modified Action
2017-18 Actions/Services		2018-19 Actions/Services	2019-20 Actions/Services
Implement recommended strategies that lessen or eliminate the barrier of after school transportation that is hindering participating in after school activities such as fan buses to away games and Sr. Walk ceremony at elementary sites.		Continue to provide home/school transportation, co-curricular and extra curricular transportation (ie: fan bus, field trips, athletics) and will continue to look for ways to increase transportation services	Continue to provide home/school transportation, co-curricular and extra curricular transportation (ie: fan bus, field trips, athletics) and will continue to look for ways to increase transportation services
Budgeted Expenditures			
Year	2017-18	2018-19	2019-20
Amount	\$500	\$679,390	\$679,390
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Resource 0000/Department 740	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount		\$407,221	\$415,365
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount		\$213,700	\$213,700
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		4000-4999: Books And Supplies	4000-4999: Books And Supplies

Amount	\$311,300	\$311,300
Source	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	\$31,707	\$31,707
Source	Special Education	Special Education
Budget Reference	2000-2999: Classified Personnel Salaries Resource 6500	2000-2999: Classified Personnel Salaries Resource 6500
Amount	\$10,912	\$11,130
Source	Special Education	Special Education
Budget Reference	3000-3999: Employee Benefits Resource 6500	3000-3999: Employee Benefits Resource 6500

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

Actions/ServicesSelect from New, Modified, or Unchanged
for 2017-18

Modified Action

Select from New, Modified, or Unchanged
for 2018-19

Modified Action

Select from New, Modified, or Unchanged
for 2019-20

Modified Action

2017-18 Actions/Services

Continue Help Your Child in School parent
classes provided by the Family Resource
Center to assist families in accessing
technology to connect to online supports
and communicate with teachers.

2018-19 Actions/Services

Program discontinued, grant funding
ended

2019-20 Actions/Services

Program discontinued, grant funding
ended

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$8,500		
Source	Supplemental and Concentration		
Budget Reference	1000-1999: Certificated Personnel Salaries Resource 0000/Department 740		
Amount	\$1,500		
Source	Supplemental and Concentration		
Budget Reference	3000-3999: Employee Benefits Resource 0000/Department 740		

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

All Schools

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

Continue to utilize the web site, social media and School Messenger to communicate opportunities that will increase participation in school activities and in supporting roles

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Continue to utilize the web site and social media and School Messenger to communicate opportunities that will increase participation in school activities and in supporting roles.

Increase collaboration and communication between EL teachers, general education teachers and families through technology such as Ellevation.

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

Continue to utilize the web site and social media and School Messenger to communicate opportunities that will increase participation in school activities and in supporting roles.

Increase collaboration and communication between EL teachers, general education teachers and families through technology such as Ellevation.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,411	\$15,411	\$15,411
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Continue to reach out to EL families with TK children for enrollment in early learning opportunities offered through the district.

2018-19 Actions/Services

Continue to reach out to EL families with TK children for enrollment in early learning opportunities offered through district.

2019-20 Actions/Services

Continue to reach out to EL families with TK children for enrollment in early learning opportunities offered through district.

Continue to conduct annual needs assessment at DELAC.

Continue to conduct annual needs assessment at DELAC.

Continue to conduct annual needs assessment at DELAC.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$500	\$500	\$500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Resource 0000/Department 740	4000-4999: Books And Supplies Resource 0000/Department 740	4000-4999: Books And Supplies Resource 0000/Department 740

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Increase Parent Portal accounts by utilizing a variety of communication pathways to engage more parents and students.

2018-19 Actions/Services

Increase Parent Portal accounts by utilizing a variety of communication pathways to engage more parents and students

2019-20 Actions/Services

Increase Parent Portal accounts by utilizing a variety of communication pathways to engage more parents and students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$500	\$500	\$500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Resource 0000/Department 740	4000-4999: Books And Supplies Resource 0000/Department 740	4000-4999: Books And Supplies Resource 0000/Department 740

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Dudley Elementary
Oak Hill Elementary

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide
[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Dudley, Oak Hill, Spinelli,
Riles MS
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

2017-18 Actions/Services

Dudley and Oak Hill continue Positive Behavior Interventions and Support (PBIS), Riles MS to restart PBIS, Spinelli exploring PBIS

Budgeted Expenditures

Year	2017-18
Amount	\$15,000
Source	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Resource 0000 / Dept 740

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Dudley, Oak Hill, Riles MS to continue using PBIS. Spinelli to explore PBIS

2018-19
\$20,000
Supplemental and Concentration
5800: Professional/Consulting Services And Operating Expenditures Resource 0000 / Dept 740

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

Dudley, Oak Hill, Riles MS continue using PBIS, Spinelli to implement

2019-20
\$20,000
Supplemental and Concentration
5800: Professional/Consulting Services And Operating Expenditures Resource 0000 / Dept 740

Action 8

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

LEA-wide

All Schools

Actions/Services

New Action

Continue Safe School Ambassadors at Spinelli Elem, Oak Hill Elem, Dudley Elem, Riles Middle, and Center High. Implement Safe School Ambassadors at North Country Elem.

Unchanged Action

Continue Safe School Ambassadors at Spinelli Elem, Dudley Elem, Oak Hill Elem, North Country Elem, Riles Middle and Center High.

Budgeted Expenditures

Amount	\$17,551	\$17,551
Source	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Resource 0000	1000-1999: Certificated Personnel Salaries Resource 0000
Amount	\$3,422	\$3,747
Source	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Resource 0000	2000-2999: Classified Personnel Salaries Resource 0000

Action 9

All

Specific Schools: North Country

OR

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

New Action

North Country will continue Leader in Me program to address behavioral component of MTSS and to engage students and families

North Country will continue Leader in Me program to address behavioral component of MTSS and to engage students and families

Budgeted Expenditures

Amount	\$5,000	\$5,000
Source	Lottery	Lottery
Budget Reference	5000-5999: Services And Other Operating Expenditures Resource 6300	5000-5999: Services And Other Operating Expenditures Resource 6300

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$6,876,572	19.94%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The Center Joint Unified School District has a 68.6% unduplicated student count. The Supplemental and Concentration funds used for actions and services serving all students are principally directed to serve unduplicated students as described below.

(Goal 1, Action 5) CJUSD is using Supplemental and Concentration funds to reduce or eliminate the need for combination classes, providing more single grade level classrooms for unduplicated students. Past practice has shown that pupils from unduplicated student groups achieve greater when in single grade level settings. Combination classes are primarily in the primary grades. K-2 Benchmark data shows increase in ELA and math at Kindergarten, 1st grade and 2nd grade. This cohort was taught in single grade level classrooms.

Justification: Intervene Early. Reteaching through before and after school tutorials, focused on particular standards, has led to improved learning outcomes as measured on state assessments. See Deborah Brennanin "Improving Schools: What Works? In Educational Leadership February 2015

Justification: Research documents that teachers can create engaging environments through personal care, maintaining positive social environments, and creating academic tasks that are authentic, collaborative and give students choices where they can experience some control over their learning. Fredricks and McColskey (2012; Perry, Turner and Meyer, 2006)

Justification:

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Campbell, Frances A., and Craig T. Ramey. "Effects of early intervention on intellectual and academic achievement: a follow-up study of children from low-income families." *Child development* 65.2 (1994): 684-698.

(Goal 1, Actions 6, 7, 9, 10, 11, 12) McClellan High School, Center High School, and Oak Hill Elementary are using Supplemental and Concentration funds to provide appropriate, targeted intervention to address the individual academic needs and learning gaps of struggling students who are predominately from our unduplicated student groups. McClellan High School is providing credit recovery intervention throughout the day, targeted academic support classes: Success and additional credit recovery support for unduplicated students and providing individualized support and guidance with one on one meetings with the admin team. Center High is providing Math Lab, Academic Lab A, Credit Recovery classes and Summer School for unduplicated students who are struggling academically in math and English. Oak Hill is providing after school intervention in English/ Language Arts(grades 1-6) and math (grades 3-6) for unduplicated students. Spinelli will provide morning intervention for grades 1st-6th in ELA and math for unduplicated students. North Country will provide ELA intervention during the school day and math and reading intervention in the morning for unduplicated students. Dudley will provide ELA and math intervention within the school day for unduplicated students. Past experience has shown that a high percentage of the participants benefiting from these programs and services are pupils from our unduplicated student groups. We believe that with appropriate, targeted intervention we can address individualized learning gaps so students experience greater academic success.

(Goal 1, Action 15) CJUSD is using Supplemental and Concentration funds to employ 7 bilingual assistants to serve English Learner students and families throughout the district to support English language acquisition.

Justification: Bourne, J. (2001) 'Doing "what comes naturally": how the discourses and routines of teachers' practice constrain opportunities for bilingual support in UK primary schools' in *Language and Education* Vol 15: 4, 2001

(Goal 1, Action 16) CJUSD is using Supplemental and Concentration funds to ensure there is an EL Teacher at all 4 elementary sites, Riles Middle School and Center High to provide instruction, collaborate with teachers and administrators, push into classrooms, serve as a resource for differentiation, monitor progress.

Justification: Checkley, K. (2003) 'Teaching English Language Learners in the General Classroom' *Education Update*, January 2003 Vol 45:1

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

(Goal 1, Action 17) CJUSD is using Supplemental and Concentration funds to help EL students better transition from elementary to middle and middle to high. Past practice has shown that EL students struggle to make connections and acclimate to the new school site expectations. The Summer School transitional program gets them physically on the new site weeks earlier than their English only peers and allows them to learn the rules of the campus and begin building relationships with teachers and students while receiving targeted instruction in language acquisition.

(Goal 1, Action 18) CJUSD is using Supplemental and Concentration funds to support Long Term English Language Learners (LTEL) by providing a support class designed to target the individual's complex academic and linguistic needs while fostering a school connection to dissuade the habits of non-engagement, passivity and invisibility in school that are common among Long Term English Learners.

Justification: Olsen, Laurie. "Meeting the Unique Needs of Long Term English Language Learners, A Guide for Educators" National Education Association, March 2014.

(Goal 1, Action 20) CJUSD is using Supplemental and Concentration funds to provide clothing, school supplies, consultation services and mental health services to low income, foster and homeless pupils because research indicates when these needs are met, students experience greater academic achievement.

(Goal 1, Action 28) CJUSD is using Supplemental and Concentration funds to provide general health and welfare checks to ensure the physical health of low income students. Although these funds are principally directed to low income students, all students have access. According to research, schools can improve the health and learning of students by supporting opportunities to learn about and practice healthy behaviors and providing school health services.

Justification: Michael, Shannon L et al. "Critical Connections: Health and Academics." The Journal of School Health 85.11 (2015): 740–758. PMC. Web. 12 June 2018.

(Goal 2, Action 4) CJUSD is using Supplemental and Concentration funds to expand CTE opportunities into the middle school and elementary schools through Project Lead the Way and Media Studio connecting students to engaging programs that build from one

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

level to the next, thus keeping them engaged in school. Our unduplicated student groups have unique needs so principally directing these funds will ensure unduplicated students have increased access to these programs.

(Goal 2, Action 5, Action 6, Action 8, Action 9) CJUSD is using Supplemental and Concentration funds to bridge the gap between high school and post secondary education. Data has shown that unduplicated pupils have far less exposure to post secondary options making them less likely to attend and graduate from college. A significant percentage of unduplicated students will be served through the Center HS-American River College-Sierra College connection, Get Focused-Stay Focused curriculum in the classroom, individualized support from counselors to guide progress and transition from high school to post secondary education and enrollment in the Media Communications Academy.

Justification: Dougherty, Shaun. "Career and Technical Education in High School, Does it Improve Student Outcomes" Thomas B. Fordham Institute (2016)

(Goal 3, Action 1, 2, 4, 6) CJUSD is using Supplemental and Concentration funds to engage more parents in site and district meetings where collaborative work can be done to make recommendations on how to increase daily attendance, SARB, increase student involvement in extracurricular activities by eliminating barriers, establish parent outreach, improve school to family communication through Parent Portal to increase family participation in school activities, and to investigate and implement alternative methods to communicate with and engage more parents. The parents of unduplicated pupils will be targeted for participation in these activities. By bridging that gap between home and school we can develop collaborative, supportive relationships that will impact students by increasing overall academic achievement and social and emotional growth. Past experience has shown these programs and services serve parents of unduplicated students and sites have had more success in reaching families of unduplicated students using technology.

(Goal 3, Action 5) CJUSD is using Supplemental and Concentration funds to engage families of English Learners through outreach. Past outreach efforts have helped us identify needs which we were able to address through programs such as EL Homework Help and Transitional Kindergarten.

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

(Goal 3, Action 7) CJUSD is using Supplemental and Concentration funds to provide Positive Behavior Interventions and Support to Dudley, Oak Hill and Riles Middle School. School data shows unduplicated pupils often have the greatest need for behavioral supports and social culture to achieve social, emotional and academic success

Justification: Parent school involvement in children's education is associated with positive educational outcomes.

"Understanding the impact of parent school involvement on children's educational outcomes", GL Zellman, JM Waterman - The Journal of Educational Research, 1998 - Taylor & Francis

Justification: Parent school involvement in children's education is associated with positive educational outcomes. Zellman, Gail L., and Jill M. Waterman. "Understanding the impact of parent school involvement on children's educational outcomes." The Journal of Educational Research 91.6 (1998): 370-380.

(Goal 3, Action 8) CJUSD is using Supplemental and Concentration funds to provide Safe School Ambassadors at Center High, Riles Middle, Spineli Elementary, Oak Hill Elementary and Dudley Elementary to impact school climate. According to research, the prevalence of bullying and victimization is higher in low-economic school districts.

Neft, D. I. (2006). Social and emotional profiles of bullies and victims: Implications for school -based prevention programs (Order No. 3240252). Available from ProQuest Central Student. (305292053). Retrieved from <https://search.proquest.com/docview/305292053?accountid=193259>

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$3,734,329

10.55%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The Center Joint Unified School District has a 64.45% unduplicated student count. The Supplemental and Concentration funds used for actions and services serving all students are principally directed to serve unduplicated students as described below.

(Goal 1, Actions 6, 7, 9) McClellan High School, Center High School, and Oak Hill Elementary are using Supplemental and Concentration funds to provide appropriate, targeted intervention to address the individual academic needs and learning gaps of struggling students who are predominately from our unduplicated student groups. McClellan High School is providing support classes to unduplicated students through Success, Study Skills and General Math and providing individualized support and guidance with one on one meetings with the admin team. Center High is providing Math Lab, English Lab and Summer School for unduplicated students who are struggling academically in math and English. Oak Hill is providing before and after school intervention in English/ Language Arts and math for unduplicated students. Past experience has shown that a high percentage of the participants benefiting from these programs and services are pupils from our unduplicated student groups. We believe that with appropriate, targeted intervention we can address individualized learning gaps so students experience greater academic success.

(Goal 1, Action 5) CJUSD is using Supplemental and Concentration funds to reduce or eliminate the need for combination classes, providing more single grade level classrooms for unduplicated students. Past practice has shown that pupils from unduplicated student groups achieve greater when in single grade level settings. Combination classes are primarily in the primary grades. 2015-16 3rd grade CAASPP results showed growth in both ELA and math. This cohort was taught in single grade level classrooms.

Justification: Intervene Early. Reteaching through before and after school tutorials, focused on particular standards, has led to improved learning outcomes as measured on state assessments. See Deborah Brennanin "Improving Schools: What Works? In Educational Leadership February 2015

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Justification: Research documents that teachers can create engaging environments through personal care, maintaining positive social environments, and creating academic tasks that are authentic, collaborative and give students choices where they can experience some control over their learning. Fredricks and McColskey (2012; Perry, Turner and Meyer, 2006)

Justification:

Campbell, Frances A., and Craig T. Ramey. "Effects of early intervention on intellectual and academic achievement: a follow-up study of children from low-income families." *Child development* 65.2 (1994): 684-698.

(Goal 2, Action 4) CJUSD is using Supplemental and Concentration funds to expand CTE opportunities into the middle school and elementary schools through Project Lead the Way and Media Studio connecting students to engaging programs that build from one level to the next, thus keeping them engaged in school. A significant percentage of unduplicated student groups participate in such programs.

(Goal 2, Action 5, Action 6, Action 8) CJUSD is using Supplemental and Concentration funds to bridge the gap between high school and post secondary education. Data has shown that unduplicated pupils have far less exposure to post secondary options making them less likely to attend and graduate from college. A significant percentage of unduplicated students will be served through the Center HS-American River College-Sierra College connection, Get Focused-Stay Focused curriculum in the classroom and individualized support from counselors to guide progress and transition from high school to post secondary education.

Justification:

Dougherty, Shaun. "Career and Technical Education in High School, Does it Improve Student Outcomes" Thomas B. Fordham Institute (2016)

(Goal 1, Action 20): CJUSD is using Supplemental and Concentration funds to provide clothing, school supplies, consultation services and mental health services to low income, foster and homeless pupils because research indicates when these needs are met, students experience greater academic achievement.

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

(Goal 3, Action 1, Action 2, Action 3, Action 4, Action 6) CJUSD is using Supplemental and Concentration funds to engage more parents in site and district meetings where collaborative work can be done to make recommendations on how to increase daily attendance, SARB, increase student involvement in extracurricular activities by eliminating barriers, establish parent outreach, improve school to family communication through Parent Portal to increase family participation in school activities, and to investigate and implement alternative methods to communicate with and engage more parents. The parents of unduplicated pupils will be targeted for participation in these activities. By bridging that gap between home and school we can develop collaborative, supportive relationships that will impact students by increasing overall academic achievement and social and emotional growth. Past experience has shown these programs and services serve parents of unduplicated students and sites have had more success in reaching families of unduplicated students.

(Goal 3, Action 7) CJUSD is using Supplemental and Concentration funds to provide Positive Behavior Interventions and Support to Dudley, Oak Hill and Riles Middle School. School data shows unduplicated pupils often have the greatest need for behavioral supports and social culture to achieve social, emotional and academic success

Justification: Parent school involvement in children's education is associated with positive educational outcomes.

"Understanding the impact of parent school involvement on children's educational outcomes", GL Zellman, JM Waterman - The Journal of Educational Research, 1998 - Taylor & Francis

Justification: Parent school involvement in children's education is associated with positive educational outcomes. Zellman, Gail L., and Jill M. Waterman. "Understanding the impact of parent school involvement on children's educational outcomes." The Journal of Educational Research 91.6 (1998): 370-380.

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

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Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year. When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under EC Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fq/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided

in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement**Students to be Served**

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student

Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

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

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

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

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 CCR Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified?
Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	29,275,381.00	27,535,615.20	29,275,381.00	30,987,234.00	31,131,838.00	91,394,453.00
	0.00	0.00	0.00	0.00	0.00	0.00
Base	19,118,174.00	18,631,052.00	19,118,174.00	19,164,132.00	19,138,557.00	57,420,863.00
California Partnership Academies	0.00	0.00	0.00	105,500.00	105,500.00	211,000.00
Federal Funds	274,485.00	263,325.00	274,485.00	313,291.00	318,559.00	906,335.00
LCFF	0.00	0.00	0.00	100,389.00	100,389.00	200,778.00
Locally Defined	0.00	10,393.00	0.00	0.00	0.00	0.00
Lottery	0.00	5,519.00	0.00	8,024.00	8,024.00	16,048.00
Other	0.00	104,962.70	0.00	0.00	0.00	0.00
Special Education	7,241,504.00	6,530,270.00	7,241,504.00	6,899,966.00	7,009,829.00	21,151,299.00
Supplemental	0.00	38,759.00	0.00	0.00	0.00	0.00
Supplemental and Concentration	1,715,071.00	1,228,313.00	1,715,071.00	3,735,344.00	3,780,630.00	9,231,045.00
Title I	826,534.00	572,506.50	826,534.00	542,520.00	551,489.00	1,920,543.00
Title II	99,613.00	135,294.00	99,613.00	100,406.00	101,199.00	301,218.00
Title III	0.00	15,221.00	0.00	17,662.00	17,662.00	35,324.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	29,275,381.00	27,535,615.20	29,275,381.00	30,987,234.00	31,131,838.00	91,394,453.00
	0.00	8,204.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	19,308,345.00	18,092,106.00	19,308,345.00	18,611,354.00	18,402,957.00	56,322,656.00
2000-2999: Classified Personnel Salaries	2,546,608.00	2,396,756.00	2,546,608.00	3,226,516.00	3,226,841.00	8,999,965.00
3000-3999: Employee Benefits	6,968,217.00	6,500,418.00	6,968,217.00	7,576,398.00	8,006,079.00	22,550,694.00
4000-4999: Books And Supplies	283,500.00	272,007.72	283,500.00	767,332.00	740,327.00	1,791,159.00
5000-5999: Services And Other Operating Expenditures	47,100.00	135,202.48	47,100.00	611,523.00	645,723.00	1,304,346.00
5800: Professional/Consulting Services And Operating Expenditures	121,611.00	112,686.00	121,611.00	189,111.00	104,911.00	415,633.00
7000-7439: Other Outgo	0.00	18,235.00	0.00	5,000.00	5,000.00	10,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	29,275,381.00	27,535,615.20	29,275,381.00	30,987,234.00	31,131,838.00	91,394,453.00
		0.00	0.00	0.00	0.00	0.00	0.00
	Supplemental and Concentration	0.00	8,204.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	14,426,266.00	14,262,800.00	14,426,266.00	14,029,815.00	13,818,865.00	42,274,946.00
1000-1999: Certificated Personnel Salaries	California Partnership Academies	0.00	0.00	0.00	38,500.00	38,500.00	77,000.00
1000-1999: Certificated Personnel Salaries	Federal Funds	55,972.00	60,659.00	55,972.00	55,972.00	55,972.00	167,916.00
1000-1999: Certificated Personnel Salaries	LCFF	0.00	0.00	0.00	77,180.00	77,180.00	154,360.00
1000-1999: Certificated Personnel Salaries	Locally Defined	0.00	3,276.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Other	0.00	84,046.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Special Education	3,120,943.00	2,827,497.00	3,120,943.00	3,079,263.00	3,079,263.00	9,279,469.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	1,126,414.00	546,842.00	1,126,414.00	997,932.00	1,000,485.00	3,124,831.00
1000-1999: Certificated Personnel Salaries	Title I	535,900.00	276,986.00	535,900.00	289,842.00	289,842.00	1,115,584.00
1000-1999: Certificated Personnel Salaries	Title II	42,850.00	30,000.00	42,850.00	42,850.00	42,850.00	128,550.00
2000-2999: Classified Personnel Salaries	Federal Funds	148,732.00	92,287.00	148,732.00	175,832.00	175,832.00	500,396.00
2000-2999: Classified Personnel Salaries	Special Education	2,116,689.00	1,935,203.00	2,116,689.00	1,857,382.00	1,857,382.00	5,831,453.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	155,630.00	219,824.00	155,630.00	1,046,855.00	1,047,180.00	2,249,665.00
2000-2999: Classified Personnel Salaries	Title I	125,557.00	134,478.00	125,557.00	129,083.00	129,083.00	383,723.00
2000-2999: Classified Personnel Salaries	Title III	0.00	14,964.00	0.00	17,364.00	17,364.00	34,728.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
3000-3999: Employee Benefits	Base	4,379,408.00	4,289,745.00	4,379,408.00	4,521,317.00	4,783,697.00	13,684,422.00
3000-3999: Employee Benefits	California Partnership Academies	0.00	0.00	0.00	6,000.00	6,000.00	12,000.00
3000-3999: Employee Benefits	Federal Funds	56,681.00	65,204.00	56,681.00	68,387.00	73,655.00	198,723.00
3000-3999: Employee Benefits	LCFF	0.00	0.00	0.00	23,209.00	23,209.00	46,418.00
3000-3999: Employee Benefits	Locally Defined	0.00	606.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Other	0.00	14,657.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Special Education	1,979,372.00	1,732,403.00	1,979,372.00	1,938,821.00	2,048,684.00	5,966,877.00
3000-3999: Employee Benefits	Supplemental and Concentration	387,116.00	279,208.00	387,116.00	902,435.00	944,843.00	2,234,394.00
3000-3999: Employee Benefits	Title I	158,077.00	113,044.00	158,077.00	107,575.00	116,544.00	382,196.00
3000-3999: Employee Benefits	Title II	7,563.00	5,294.00	7,563.00	8,356.00	9,149.00	25,068.00
3000-3999: Employee Benefits	Title III	0.00	257.00	0.00	298.00	298.00	596.00
4000-4999: Books And Supplies	Base	261,000.00	69,080.00	261,000.00	511,500.00	484,495.00	1,256,995.00
4000-4999: Books And Supplies	California Partnership Academies	0.00	0.00	0.00	4,000.00	4,000.00	8,000.00
4000-4999: Books And Supplies	Federal Funds	7,500.00	38,218.00	7,500.00	7,500.00	7,500.00	22,500.00
4000-4999: Books And Supplies	Locally Defined	0.00	1,263.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Lottery	0.00	5,519.00	0.00	3,024.00	3,024.00	6,048.00
4000-4999: Books And Supplies	Special Education	13,500.00	12,751.00	13,500.00	13,500.00	13,500.00	40,500.00
4000-4999: Books And Supplies	Supplemental and Concentration	1,500.00	126,868.00	1,500.00	223,848.00	223,848.00	449,196.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
4000-4999: Books And Supplies	Title I	0.00	18,308.72	0.00	3,960.00	3,960.00	7,920.00
5000-5999: Services And Other Operating Expenditures	Base	1,500.00	9,427.00	1,500.00	1,500.00	1,500.00	4,500.00
5000-5999: Services And Other Operating Expenditures	California Partnership Academies	0.00	0.00	0.00	52,000.00	52,000.00	104,000.00
5000-5999: Services And Other Operating Expenditures	Federal Funds	5,600.00	6,957.00	5,600.00	5,600.00	5,600.00	16,800.00
5000-5999: Services And Other Operating Expenditures	Locally Defined	0.00	5,248.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Lottery	0.00	0.00	0.00	5,000.00	5,000.00	10,000.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	631.70	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Special Education	11,000.00	9,809.00	11,000.00	11,000.00	11,000.00	33,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	14,000.00	30,187.00	14,000.00	516,363.00	516,363.00	1,046,726.00
5000-5999: Services And Other Operating Expenditures	Title I	0.00	942.78	0.00	5,060.00	5,060.00	10,120.00
5000-5999: Services And Other Operating Expenditures	Title II	15,000.00	72,000.00	15,000.00	15,000.00	49,200.00	79,200.00
5800: Professional/Consulting Services And Operating Expenditures	Base	50,000.00	0.00	50,000.00	100,000.00	50,000.00	200,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	0.00	38,759.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	30,411.00	17,180.00	30,411.00	47,911.00	47,911.00	126,233.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	7,000.00	28,747.00	7,000.00	7,000.00	7,000.00	21,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal						
Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	27,991,055.00	26,792,623.00	27,991,055.00	27,833,807.00	27,925,513.00	83,750,375.00
Goal 2	1,241,915.00	686,977.70	1,241,915.00	1,436,313.00	1,480,524.00	4,158,752.00
Goal 3	42,411.00	56,014.50	42,411.00	1,717,114.00	1,725,801.00	3,485,326.00

* Totals based on expenditure amounts in goal and annual update sections.

Center Joint Unified School District

		AGENDA REQUEST FOR:
Dept./Site:	Maintenance & Operations	Action Item <u> X </u>
To:	Board of Trustees	Information Item <u> </u>
Date:	October 17, 2018	# Attached Pages <u> 2 </u>
From:	Craig Deason, Asst. Superintendent	
Principal/Administrator Initials: <u> </u>		

SUBJECT: Resolution No. 11/2018-2019 – Resolution of Emergency Declaration for Approval of Contract Award Without Competitive Bidding

The attached Resolution #11/2018-19 grants authorization of the Superintendent and/or his designee to take all necessary action to immediately contract for replacement of the gym floor at Wilson C. Riles Middle School without competitive bidding.

RECOMMENDATION: The CJUSD Board of Trustees ratify Resolution No. 11/2018-2019.

BEFORE THE GOVERNING BOARD OF THE
CENTER JOINT UNIFIED SCHOOL DISTRICT

Resolution No. 11/2018-2019

**RESOLUTION OF EMERGENCY DECLARATION
FOR APPROVAL OF CONTRACT AWARD
WITHOUT COMPETITIVE BIDDING**

WHEREAS, the Center Joint Unified School District ("District") has a need to immediately repair a flood damaged gymnasium floor located on the Wilson C. Riles Middle School campus ("Flood Damage") located at 4747 PFE Road, Roseville, California (the "Project"); and

WHEREAS, on or about September 17, 2018, District discovered that a water leak caused by vandalism flooded certain portions of the gymnasium floor; and

WHEREAS, because of the damaged condition of the floor, if it is not immediately remediated and repaired, mold could develop and the damage could spread to other attached structures such that it poses an eminent danger to the health and safety of anyone on campus and could damage other structures on campus; and

WHEREAS, the District requested an estimate from several contractors on or about September 28, 2018, to determine the cost of repairing the Flood Damage. The quotes were all in excess of the public bidding requirements of Public Contract Code section 20111; and

WHEREAS, awarding of an expedited contract for the Project at this time is necessary in order to complete the Project in a timely manner so that the Flood Damage can be fully repaired and protected from suffering further physical and structural degradation and so that the threat to the health and safety of those on campus can be eliminated; and

WHEREAS, Public Contract Code section 20113 allows public agencies to award contracts for public works construction projects without compliance with the public bidding requirements of Public Contract Code section 20111, in cases of emergency, and to permit the continuance of existing school classes; and

WHEREAS, California Public Contract Code section 20113 provides in part:

(a) In an emergency when any repairs, alterations, work or improvement is necessary to any facility of public schools to permit the continuance of existing school classes, or to avoid danger to life or property, the board may, by unanimous vote, with the approval of the county superintendent of schools, do either of the following:

(1) Make a contract in writing or otherwise on behalf of the district for the performance of labor and furnishing of materials or supplies for the purpose without advertising for or inviting bids.

WHEREAS, award of the contract through the competitive bid process of Public Contract Code section 20111 would cause substantial delay to completion of the Project and result in further damage to the structure, the disruption of existing classes and poses a threat to the health and safety of those on the campus.

NOW THEREFORE, BE IT RESOLVED,

1. That the above recitals are true and correct.
2. That the Governing Board, pursuant to California Public Contract Code section 20113, unanimously finds that award of the Flood Damage repair work contract through the competitive bid process would cause unnecessary and prejudicial delay to completion of the Project, and result in further damage to the Floors, the campus and the health and safety of those on the campus.
3. That the Governing Board hereby authorizes the Superintendent and/or his designee to take all necessary action to immediately contract for the necessary repair work to be completed in a timely manner.

PASSED AND ADOPTED by the following vote:

AYES:

NOES:

ABSENT:

I, Scott Loehr, Secretary to the Governing Board, do hereby certify that the foregoing is a true and correct copy of a resolution adopted by the Board at the regular meeting of October 17, 2018:

Secretary to the Board

Dated: _____, 2018

APPROVED BY:

Sacramento County Superintendent of Schools

Dated: _____, 2018

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Maintenance & Operations

Action Item X

To: Board of Trustees

Information Item _____

Date: **October 17, 2018**

Attached Pages 28

From: Craig Deason, Asst. Superintendent

Principal/Administrator Initials:

**SUBJECT: Agreement between Center Joint Unified School District and
Boberg Hardwood Floors**

The District is requesting approval from the Board to enter into an agreement with Boberg Hardwood Floors for the replacement of the gymnasium floor at Wilson C. Riles Middle School in the amount of ONE HUNDRED NINETY-FOUR THOUSAND, TWO HUNDRED THIRTY DOLLARS AND NO/100 (\$194,230.00).

This project includes all work under Scope of Work in Attachment B of the contract.

RECOMMENDATION: The CJUSD Board of Trustees approve the agreement with Boberg Hardwood Floors.

THIS AGREEMENT ("Agreement" or "Contract"), entered into this 13th day of June, 2018 in the County of Sacramento of the State of California, by and between the Center Joint Unified School District, hereinafter called the "Owner" or the "District", and Boberg Hardwood Floors, hereinafter called the "Contractor".

WITNESSETH that the Owner and the Contractor for the consideration stated herein agree as follows:

ARTICLE 1 - SCOPE OF WORK: See specific scope of work in Attachment B. The Contractor shall furnish all labor, materials, equipment, tools, and utility and transportation services, and perform and complete all work required in connection with the Wilson C. Riles Gym Floor Replacement ("Project") in strict accordance with the Contract Documents enumerated in Article 9 below. The Contractor shall be liable to the District for any damages arising as a result of a failure to comply with that obligation, and the Contractor shall not be excused with respect to any failure to so comply by an act or omission of the Architect, Engineer, Inspector, Division of the State Architect (DSA), or representative of any of them, unless such act or omission actually prevents the Contractor from fully complying with the Contract Documents and the Contractor protests, in accordance with the Contract Documents, that the act or omission is preventing the Contractor from fully complying with the Contract Documents. Such protest shall not be effective unless reduced to writing and filed with the District office within seven (7) days of the date of occurrence of such act or omission preventing the Contractor from fully complying with the Contract Documents.

ARTICLE 2 - TIME OF COMPLETION: The Owner may give notice to proceed within ninety (90) days of the award of the bid by the Owner. Once the Contractor has received a notice to proceed, the Contractor shall reach Final Completion of the Project within SEVENTY-FIVE (75) calendar days from receipt of the Notice to Proceed. This shall be called Contract Time. It is expressly understood that time is of the essence.

Contractor has thoroughly studied the Project and has satisfied itself that the time period for this Project is adequate for the timely and proper completion of the Project within the Contract time.

In the event that the Owner desires to postpone giving the notice to proceed beyond this ninety (90) day period, it is expressly understood that with reasonable notice to the Contractor, giving the notice to proceed may be postponed by the Owner. It is further expressly understood by the Contractor, that the Contractor shall not be entitled to any claim of additional compensation as a result of the Owner's postponement of giving the notice to proceed.

If the Contractor believes that a postponement will cause hardship to it, the Contractor may terminate the Contract with written notice to the Owner within ten (10) days after receipt by the Contractor of the Owner's notice of postponement. It is further understood by the Contractor that in the event that the Contractor terminates the Contract as a result of postponement by the Owner, the Owner shall only be obligated to pay the Contractor for the work performed by the Contractor at the time of notification of postponement. Should the Contractor terminate the Contract as a result of a notice of postponement, the District shall have the authority to award the Contract to the next lowest responsible bidder.

ARTICLE 3 - LIQUIDATED DAMAGES: It being impracticable and infeasible to determine the amount of actual damage, it is agreed that the Contractor will pay the Owner the sum of ZERO DOLLARS (\$0) per calendar day for each and every day of delay beyond the Contract Time set forth in Article 2 of this Agreement as liquidated damages and not as a penalty or forfeiture. In the event Liquidated Damages are not paid, the Contractor further agrees that the Owner may deduct such amount thereof from any money due or that may become due the Contractor under the Contract. This Article shall not be construed as preventing the Owner from the recovery of damages (actual or other) under the Contract Documents.

ARTICLE 4 - CONTRACT PRICE:

4.1 Contract Price. The Owner shall pay to the Contractor as full consideration for the faithful performance of the Contract, subject to any additions or deductions as provided in the Contract Documents, the sum of ONE HUNDRED NINETY-FOUR THOUSAND, TWO HUNDRED THIRTY DOLLARS (\$194,230.00), said sum being the total amount stipulated in the Bid Contractor submitted. Payment shall be made as set forth herein.

Should any Change Order result in an increase in the Contract Price, the cost of such Change Order shall be agreed to in advance by the Contractor and the Owner, subject to the monetary limitations set forth in Public Contract Code Section 20118.4. In the event that the Contractor proceeds with a Change in work without an agreement between the Owner and Contractor regarding the cost of a Change Order, the Contractor waives any Claim of additional compensation for such additional work.

4.2 Warranty of Title. The Contractor warrants title to all work. The Contractor further warrants that all work is free and clear of liens, claims, security interests, or encumbrances in favor of the Contractor, Subcontractors, material and

equipment suppliers, or other persons or entities making a claim by reason of having provided labor, materials, and equipment relating to the Project. If a lien or stop notice of any nature should at any time be filed against the Project or any Owner property, by any entity which has supplied material or services at the request of the Contractor, Contractor shall promptly, on demand by Owner and at Contractor's and own expense, take any and all action necessary to cause any such lien or stop notice to be released or discharged immediately. If the Contractor fails to furnish to the Owner within five (5) calendar days after demand by the Owner, satisfactory evidence that a lien or stop notice has been so released, discharged, or secured, then Owner may discharge such indebtedness and deduct the amount required, together with any and all losses, costs, damages, and attorney's fees and expense incurred or suffered by Owner from any sum payable to Contractor under the Contract.

4.3 Payment Applications. On or before the fifth (5th) day of each calendar month during the progress of the work, Contractor shall submit to the Architect (or District if there is no Architect), an itemized application for payment for all work completed. Such application shall be notarized, if required, and supported by the information and documents as Architect or District requires. All payment applications shall be on forms approved by the District or Architect.

4.4 Reasons to Withhold Payment. The Owner may withhold payment, in whole, or in part, to such extent as may be necessary to protect the Owner from loss because of, but not limited to:

- (a) Defective work not remedied;
- (b) Stop notices served upon the Owner;
- (c) Liquidated damages assessed against the Contractor;
- (d) Damage to the Owner or other contractor;
- (e) Unsatisfactory prosecution of the work by the Contractor;
- (f) Failure of the Contractor to prosecute the work in a timely manner.
- (g) Failure to properly pay prevailing wages as defined in Labor Code section 1720, et seq.;
- (h) Failure to properly maintain or clean up the site;
- (i) Payments to indemnify, defend, or hold harmless the Owner; or
- (j) Failure to pay Subcontractors or suppliers.

4.5 Nonconforming Work. If Contractor defaults or neglects to carry out the work required to complete the Project or fails to perform any provision hereof, Owner may, after 48 hours' written notice to the Contractor and without prejudice to any other remedy make good such deficiencies. The Owner shall adjust the total Contract price by reducing the amount thereof by the cost of making good such deficiencies. If Owner deems it inexpedient to correct work which is damaged, defective, or not done in accordance with Contract provisions, an equitable reduction in the Contract price (of at least 150% of the estimated reasonable value of the nonconforming work) shall be made.

ARTICLE 5 - HOLD HARMLESS/ INDEMNITY: Contractor shall defend, indemnify and hold harmless Owner, Architect, Inspector, the State of California and their officers, employees, agents and independent contractors from all liabilities, claims, actions, liens, judgments, demands, damages, losses, costs or expenses of any kind arising from death, personal injury, property damage or other cause based or asserted upon any act, omission, or breach connected with or arising from the progress of work or performance of service under this Agreement or the Contract Documents. As part of this indemnity, Contractor shall protect and defend, at its own expense, Owner, Architect, Construction Manager, Inspector, the State of California and their officers, employees, agents and independent contractors from any legal action including attorney's fees or other proceeding based upon such act, omission, breach or as otherwise required by this Article.

Furthermore, Contractor agrees to and does hereby defend, indemnify and hold harmless Owner, Architect, Construction Manager, Inspector, the State of California and their officers, employees, agents and independent contractors from every claim or demand made, and every liability, loss, damage, expense or attorney's fees of any nature whatsoever, which may be incurred by reason of:

- (a) Liability for (1) death or bodily injury to persons; (2) damage or injury to, loss (including theft), or loss of use of, any property; (3) any failure or alleged failure to comply with any provision of law or the Contract Documents; or (4) any other loss, damage or expense, sustained by any person, firm or corporation or in connection with the work called for in this Agreement or the Contract Documents, except for liability resulting from the sole or active negligence, or the willful misconduct of the Owner.

- (b) Any bodily injury to or death of persons or damage to property caused by any act, omission or breach of Contractor or any person, firm or corporation employed by Contractor, either directly or by independent contract, including all damages or injury to or death of persons, loss (including theft) or loss of use of any property, sustained by any person, firm or corporation, including the Owner, arising out of or in any way connected with work covered by this Agreement or the Contract Documents, whether said injury or damage occurs either on or off Owner property, but not for any loss, injury, death or damages caused by the sole or active negligence or willful misconduct of the Owner.

(c) Any dispute between Contractor and Contractor's subcontractors/supplies/ Sureties, including, but not limited to, any failure or alleged failure of the Contractor (or any person hired or employed directly or indirectly by the Contractor) to pay any Subcontractor or Materialman of any tier or any other person employed in connection with the work and/or filing of any stop notice or mechanic's lien claims.

Contractor, at its own expense, cost, and risk, shall defend any and all claims, actions, suits, or other proceedings that may be brought or instituted against the Owner, its officers, agents or employees, on account of or founded upon any cause, damage, or injury identified herein Article 5 and shall pay or satisfy any judgment that may be rendered against the Owner, its officers, agents or employees in any action, suit or other proceedings as a result thereof.

The Contractor's and Subcontractors' obligation to defend, indemnify and hold harmless the Owner, Architect, Inspector, the State of California and their officers, employees, agents and independent contractors hereunder shall include, without limitation, any and all claims, damages, and costs for the following: (1) any damages or injury to or death of any person, and damage or injury to, loss (including theft), or loss of use of, any property; (2) breach of any warranty, express or implied; (3) failure of the Contractor or Subcontractors to comply with any applicable governmental law, rule, regulation, or other requirement; (4) products installed in or used in connection with the Project; and (5) any claims of violation of the Americans with Disabilities Act ("ADA").

ARTICLE 6 – INSURANCE & BONDS:

6.1 Insurance Requirements. Before the commencement of the work, the Contractor shall purchase from and maintain in a company or companies lawfully authorized to do business in California with a financial rating of at least an A-VIII status as rated in the most recent edition of Best's Insurance Reports or as amended by the Supplementary General Conditions, such insurance as will protect the Owner from claims set forth below, which may arise out of or result from the Contractor's work under the Contract and for which the Contractor may be legally liable, whether such work are by the Contractor, by a Subcontractor, by anyone directly or indirectly employed by any of them, or by anyone for whose acts any of them may be liable. Any required insurance shall not contain any exclusion that applies to the type of work performed by the Contractor under the Contract Documents.

- (a) Claims for damages because of bodily injury, sickness, disease, or death of any person Owner would require indemnification and coverage for employee claim;
- (b) Claims for damages insured by usual personal injury liability coverage, which are sustained by a person as a result of an offense directly or indirectly related to employment of such person by the Contractor or by another person;
- (c) Claims for damages because of injury or destruction of tangible property, including loss of use resulting therefrom, arising from operations under the Contract Documents;
- (d) Claims for damages because of bodily injury, death of a person, or property damage arising out of the ownership, maintenance, or use of a motor vehicle, all mobile equipment, and vehicles moving under their own power and engaged in the work;
- (e) Claims involving contractual liability applicable to the Contractor's obligations under the Contract Documents, including liability assumed by and the indemnity and defense obligations of the Contractor and the Subcontractors; and
- (f) Claims involving Completed Operations, Independent Contractors' coverage, and Broad Form property damage, without any exclusions for collapse, explosion, demolition, underground coverage, and excavating. (XCU)
- (g) Claims involving sudden or accidental discharge of contaminants or pollutants.

6.2 Specific Insurance Requirements. Contractor shall take out and maintain and shall require all Subcontractors, if any, whether primary or secondary, to take out and maintain:

Comprehensive General Liability Insurance with a combined single limit per occurrence of not less than \$1,000,000.00 or Commercial General Liability Insurance which provides limits of not less than:

(a) Per occurrence (combined single limit)	\$1,000,000.00
(b) Project Specific Aggregate (for this Project only)	\$1,000,000.00
(c) Products and Completed Operations (aggregate)	\$1,000,000.00
(d) Personal and Advertising Injury Limit	\$1,000,000.00

Insurance Covering Special Hazards. The following Special hazards shall be covered by riders or riders to above mentioned public liability insurance or property damage insurance policy or policies of insurance, in amounts as follows:

(a) Automotive and truck where operated in amounts	\$1,000,000.00
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(b)	Material Hoist where used in amounts	\$1,000,000.00
(c)	Explosion, Collapse and Underground (XCU coverage)	\$1,000,000.00
(d)	Hazardous Materials	\$1,000,000.00

In addition, provide Excess Liability Insurance coverage in the amount of Two Million Dollars (\$2,000,000.00).

6.3 Subcontractor Insurance Requirements. The Contractor shall require its Subcontractors to take out and maintain public liability insurance and property damage insurance required under this Article in like amounts. A "claims made" or modified "occurrence" policy shall not satisfy the requirements of this Article without prior written approval of the Owner.

6.4 Additional Insured Endorsement Requirements. The Contractor shall name, on any policy of insurance required under Articles 6.1 and 6.2 above, the Owner, CM, Architect, Inspector, the State of California, their officers, employees, agents, volunteers and independent contractors as additional insureds. Subcontractors shall name the Contractor, the Owner, Architect, Inspector, the State of California, their officers, employees, agents, volunteers and independent contractors as additional insureds. The Additional Insured Endorsement included on all such insurance policies shall be an ISO CG 20 10 (04/13), or an ISO CG 20 38 (04/13), or their equivalent as determined by the Owner in its sole discretion, and must state that coverage is afforded the additional insured with respect to claims arising out of operations performed by or on behalf of the insured. If the additional insureds have other insurance which is applicable to the loss, such other insurance shall be on an excess or contingent basis. The insurance provided by the Contractor pursuant to 11.1 must be designated in the policy as primary to any insurance obtained by the Owner. The amount of the insurer's liability shall not be reduced by the existence of such other insurance.

6.5 Workers' Compensation Insurance. During the term of this Contract, the Contractor shall provide workers' compensation and employer's liability insurance for all of the Contractor's employees engaged in work under this Contract on or at the Site of the Project and, in case any of the Contractor's work is subcontracted, the Contractor shall require the Subcontractor to provide workers' compensation insurance for all the Subcontractor's employees engaged in work under the subcontract. Any class of employee or employees not covered by a Subcontractor's insurance shall be covered by the Contractor's insurance. In case any class of employees engaged in work under this Contract on or at the Site of the Project is not protected under the Workers' Compensation laws, the Contractor shall provide or cause a Subcontractor to provide insurance coverage for the protection of those employees not otherwise protected. The Contractor shall file with the Owner certificates of insurance. Workers' compensation limits as required by the Labor Code, but not less than \$1,000,000 and employers' liability limits of \$1,000,000 per accident for bodily injury or disease.

6.6 Automobile Liability. The Owner, Architect and Construction Manager, Inspectors, their directors, officers, employees, agents and volunteers shall be covered as additional insureds with respect to the ownership, operation, maintenance, use, loading or unloading of any auto owned, leased, hired or borrowed by the Contractor or for which the Contractor is responsible. Such insurance coverage shall be primary and non-contributory insurance as respects the Owner, Architect, Construction Manager, Project Inspector, their directors, officers, employees, agents and volunteers, or if excess, shall stand in an unbroken chain of coverage excess of the Contractor's scheduled underlying coverage. Any insurance or self-insurance maintained by the Owner, Architect, Construction Manager, Project Inspector, their directors, officers, employees, agents and volunteers shall be excess of the Contractor's insurance and shall not be called upon to contribute with it. The insurer shall agree to waive all rights of subrogation against the Owner, Architect, Construction Manager, Project Inspector, their directors, officers, employees, agents and volunteers for losses paid under the terms of the insurance policy that arise from work performed by the Contractor. Insurance Services Office Business Auto Coverage Form Number CA 0001, Code 1 (any auto) is required. Comprehensive Automobile Liability insurance to include all autos, owned, non-owned, and hired, with limits of \$1,000,000 per accident for bodily injury and property damage

6.7 Other Insurance. The Contractor shall provide all other insurance required to be maintained under applicable laws, ordinances, rules, and regulations.

6.8 Proof of Insurance. The Contractor shall not commence work nor shall it allow any Subcontractor to commence work under this Contract until all required insurance and certificates have been obtained and delivered in duplicate to the Owner for approval subject to the following requirements:

(a) Certificates and insurance policies shall include the following clause:

"This policy and any coverage shall not be suspended, voided, non-renewed, canceled, or reduced in required limits of liability or amounts of insurance or coverage until notice has been mailed via certified mail to the Owner. Date of cancellation or reduction may not be less than thirty (30) days after the date of mailing notice."

(b) Certificates of insurance shall state in particular those insured, the extent of insurance, location and operation to which the insurance applies, the expiration date, and cancellation and reduction notices.

(c) Certificates of insurance shall clearly state that the Owner and the Architect are named as additional insureds under the policy described and that such insurance policy shall be primary to any insurance or self-insurance maintained by Owner.

(d) The Contractor and its Subcontractors shall produce a certified copy of any insurance policy required under this Section upon written request of the Owner.

6.9 Compliance. In the event of the failure of Contractor to furnish and maintain any insurance required by this Article, the Contractor shall be in default under the Contract. Compliance by Contractor with the requirement to carry insurance and furnish certificates or policies evidencing the same shall not relieve the Contractor from liability assumed under any provision of the Contract Documents, including, without limitation, the obligation to defend and indemnify the Owner and the Architect.

6.10 Waiver of Subrogation. Contractor waives (to the extent permitted by law) any right to recover against the Owner for damages to the work, any part thereof, or any and all claims arising by reason of any of the foregoing, but only to the extent that such damages and/or claims are covered by property insurance and only to the extent of such coverage (which shall exclude deductible amounts) by insurance actually carried by the Owner. The provisions of this section are intended to restrict each party to recovery against insurance carriers only to the extent of such coverage and waive fully and for the benefit of each, any rights and/or claims which might give rise to a right of subrogation in any insurance carrier. The Owner and the Contractor shall each obtain in all policies of insurance carried by either of them, a waiver by the insurance companies thereunder of all rights of recovery by way of subrogation for any damages or claims covered by the insurance.

6.11 Performance and Payment Bond Requirements. Prior to commencing any portion of the work, the Contractor shall furnish separate payment and performance bonds for its portion of the work which shall cover 100% faithful performance of and payment of all obligations arising under the Contract Documents and/or guaranteeing the payment in full of all claims for labor performed and materials supplied for the work. All bonds shall be provided by a corporate surety authorized and admitted to transact business in California as sureties. To the extent, if any, that the Contract Price is increased in accordance with the Contract Documents, the Contractor shall, upon request of the Owner, cause the amount of the bonds to be increased accordingly and shall promptly deliver satisfactory evidence of such increase to the Owner. To the extent available, the bonds shall further provide that no change or alteration of the Contract Documents (including, without limitation, an increase in the Contract Price, as referred to above), extensions of time, or modifications of the time, terms, or conditions of payment to the Contractor will release the surety. If the Contractor fails to furnish the required bonds, the Owner may terminate the Contract for cause. Only bonds executed by admitted Surety insurers as defined in Code of Civil Procedure § 995.120 shall be accepted. Surety must be a California-admitted surety and listed by the U.S. Treasury with a bonding capacity in excess of the Project cost. If a California-admitted surety insurer issuing bonds does not meet these requirements, the insurer will be considered qualified if it is in conformance with § 995.660 of the California Code of Civil Procedure and proof of such is provided to the Owner.

ARTICLE 7 - PROVISIONS REQUIRED BY LAW: Each and every provision of law and clause required to be inserted in this Contract shall be deemed to be inserted herein, and this Contract 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 inserted correctly, then upon application of either party the Contract shall forthwith be physically amended to make such insertion or correction.

ARTICLE 8 - COMPONENT PARTS OF THE CONTRACT: The Contract entered into by this Agreement consists of the following Contract Documents, all of which are component parts of the Contract as if herein set out in full or attached hereto:

- Non-Collusion Declaration
- Contractor's Certificate Regarding Worker's Compensation
- Agreement Form
- Payment Bond
- Performance Bond
- Guarantee
- Workers' Compensation/Employers Liability Endorsement
- General Liability Endorsement
- Automobile Liability Endorsement
- Supplementary and Special Conditions (if any)

All of the above named Contract Documents are intended to be complementary. Work required by one of the above named Contract Documents and not by others shall be done as if required by all.

ARTICLE 9 - PREVAILING WAGES: Wage rates for this Project shall be in accordance with the general prevailing rate of holiday and overtime work in the locality in which the work is to be performed for each craft, classification, or type of work needed to execute the Contract as determined by the Director of the Department of Industrial Relations. Copies of

schedules of rates so determined by the Director of the Department of Industrial Relations are on file at the administrative office of the Owner and are also available from the Director of the Department of Industrial Relations.

The following are hereby referenced and made a part of this Agreement and Contractor stipulates to the provisions contained therein.

1. Chapter 1 of Part 7 of Division 2 of the Labor Code (Section 1720 et seq.)
2. California Code of Regulations, Title 8, Chapter 8, Subchapters 3 through 6 (Section 16000 et seq.)

ARTICLE 10 – TERMINATION OF THE CONTRACT:

10.1 Termination for Cause. The Owner may terminate the Contractor and/or this Contract for the following reasons:

- (a) Persistently or repeatedly refuses or fails to supply enough properly skilled workers or proper materials;
- (b) Persistently or repeatedly is absent, without excuse, from the job site;
- (c) Fails to make payment to Subcontractors, suppliers, materialmen, etc.;
- (d) Persistently disregards laws, ordinances, rules, regulations, or orders of a public authority having jurisdiction;
- (e) Becomes bankrupt or insolvent, including the filing of a general assignment for the benefit of creditors; or
- (e) Otherwise is in substantial breach of a provision of this Agreement.

10.2 Notification of Termination. When any of the above reasons set forth in Article 10.1 above exists, the Owner may, without prejudice to any other rights or remedies of the Owner and after giving the Contractor and the Contractor's surety written notice of five (5) days, terminate the Contractor and/or this Contract and may, subject to any prior rights of the surety:

- (a) Take possession of the Project and of all material, equipment, tools, and construction equipment and machinery thereon owned by the Contractor;
- (b) Accept assignment of Subcontracts. Contractor acknowledges and agrees that if the Owner (in its sole and absolute discretion) decides to takeover completion of the Project, the Contractor agrees to immediately assign all subcontracts to the Owner which the Owner has chosen to accept; and
- (c) Complete the work by any reasonable method the Owner may deem expedient, including contracting with a replacement contractor or contractors.

10.3 Payments Withheld. If the Owner terminates the Contract for one of the reasons stated in Article 10.1 above, the Contractor shall not be entitled to receive further payment until the work is complete. All costs associated with the termination and completion of the Project shall be the responsibility of the Contractor and/or its surety.

10.4 Payments Upon Completion. If the unpaid balance of the Contract Sum exceeds costs of completing the Project, including compensation for professional services and expenses made necessary thereby, such excess shall be paid to the Contractor. If such costs exceed the unpaid balance, the Contractor shall pay the difference to the Owner. This payment obligation shall survive completion of the Contract.

10.5 Termination for Convenience. Owner may terminate the Contract upon five (5) calendar days of written notice to the Contractor and use any reasonable method the Owner deems expedient to complete the Project, including contracting with replacement contractor or contractors, if it is found that reasons beyond the control of either the Owner or Contractor make it impossible or against the Owner's interest to complete the work. In such a case, the Contractor shall have no claims against the Owner except: (1) the actual cost for labor, materials, and services performed and completed in accordance with the Contract Documents and approved by the District as documented through timesheets, invoices, receipts, or otherwise, and (2) ten percent (10%) profit and overhead of all remaining work as determined by the Owner, and (3) five percent (5%) termination cost of the total of item (2). Contractor acknowledges and agrees that if the Owner (in its sole and absolute discretion) decides to takeover completion of the Project, the Contractor agrees to immediately assign all subcontracts to the Owner which the Owner has chosen to accept.

ARTICLE 11 – MISCELLANEOUS PROVISIONS:

11.1 Record Audit. In accordance with Government Code Section 8546.7 (and Davis Bacon, if applicable), records of both the Owner and the Contractor shall be subject to examination and audit for a period of five (5) years after a Final Retention Payment or the Recording of a Notice of Completion, whichever occurs first.

11.2 Contractor's License. The Contractor must possess throughout the Project a Class C 15 Contractor's License, issued by the State of California, which must be current and in good standing.

11.3 The Contractor shall enforce strict discipline and good order among the Contractor's and Subcontractor's employees, and other persons carrying out the Contract. The Contractor shall not permit employment of unfit persons or persons not skilled in tasks assigned to them. As used in this subsection, "unfit" includes any person who the Owner concludes is improperly skilled for the task assigned to that person, who fails to comply with the requirements of this Article, or who creates safety hazards which jeopardize other persons and/or property.

11.4 Contractor shall take all steps necessary to insure that employees of Contractor or any of its subcontractors' employees do not use, consume, or work under the influence of any alcohol, tobacco or illegal drugs while on the Project. Contractor shall further prevent any of its employees or its subcontractor employees from playing any recorded music devices or radios or wearing any radio headphone devices for entertainment while working on the Project. Likewise, Contractor shall prevent its employees or subcontractor's employees from bringing any animal onto the Project. Contractor shall not violate any written school policies.

11.5 Nothing contained in this Agreement shall create a contractual relationship with or a cause of action in favor of any third party against the Owner.

11.6 The Owner and Contractor, respectively, bind themselves, their partners, officers, successors, assigns and legal representatives to the other party to this Agreement with respect to the terms of this Agreement. Contractor shall not assign this Agreement.

11.7 This Agreement shall be governed by the laws of the State of California.

11.8 This Agreement represents the entire agreement between the Owner and Contractor and supersedes all prior negotiations, representations or agreements, either written or oral. This Agreement may be amended or modified only by an agreement in writing signed by both the Owner and the Contractor

IN WITNESS WHEREOF, this Agreement has been duly executed by the above named parties, on the day and year first above written.

CENTER JOINT UNIFIED SCHOOL DISTRICT

BOBERG HARDWOOD FLOORS

Typed or Printed Name

Typed or Printed Name

Title

Title

Signature

Signature

Dated: _____

Type or Printed Name Michael Boberg

Title (Authorized Officers or Agents)

Signature

(CORPORATE SEAL)

**CONTRACTOR'S CERTIFICATE REGARDING
WORKERS' COMPENSATION FORM**

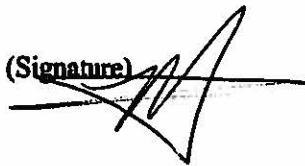
Labor Code Section 3700 in relevant part provides:

Every employer except the State shall secure the payment of compensation in one or more of the following ways:

1. By being insured against liability to pay compensation by one or more insurers duly authorized to write compensation insurance in this State.
2. By securing from the Director of Industrial Relations a certificate of consent to self-insure, which may be given upon furnishing proof satisfactory to the Director of Industrial Relations of ability to self-insure and to pay any compensation that may become due to employees.
3. For any county, city, city and county, municipal corporation, public Owner, public agency, or any political subdivision of the state, including each member of a pooling arrangement under a joint exercise of powers agreement (but not the state itself), by securing from the Director of Industrial Relations a certificate of consent to self-insure against workers' compensation claims, which certificate may be given upon furnishing proof satisfactory to the director of ability to administer workers' compensation claims properly, and to pay workers' compensation claims that may become due to its employees. On or before March 31, 1979, a political subdivision of the state which, on December 31, 1978, was uninsured for its liability to pay compensation, shall file a properly completed and executed application for a certificate of consent to self-insure against workers' compensation claims. The certificate shall be issued and be subject to the provisions of Section 3702.

I am aware of the provisions of Labor Code Section 3700 which require every employer to be insured against liability for workers' compensation or to undertake self-insurance in accordance with the provisions of that code, and I will comply with such provision before commencing the performance of the work of this Contract.

(Signature)



(Print) Michael Boberg

(Date) 10/10/2018

In accordance with Article 5 (commencing at section 1860), Chapter 1, Part 7, Division 2 of the Labor Code, the above certificate must be signed and submitted with the Contractor's bid.

NON-COLLUSION DECLARATION

The undersigned declares:

I am the VP [Title] of Boberg Hardwood Floors [Name of Company], the party making the foregoing bid.

The bid is not made in the interest of, or on behalf of, any undisclosed person, partnership, company, association, organization, or corporation. The bid is genuine and not collusive or sham. The bidder has not directly or indirectly induced or solicited any other bidder to put in a false or sham bid. The bidder has not directly or indirectly colluded, conspired, connived, or agreed with any bidder or anyone else to put in a sham bid, or to refrain from bidding. The bidder has not in any manner, directly or indirectly, sought by agreement, communication, or conference with anyone to fix the bid price of the bidder or any other bidder, or to fix any overhead, profit, or cost element of the bid price, or of that of any other bidder. All statements contained in the bid are true. The bidder has not, directly or indirectly, submitted his or her bid price or any breakdown thereof, or the contents thereof, or divulged information or data relative thereto, to any corporation, partnership, company, association, organization, bid depository, or to any member or agent thereof, to effectuate a collusive or sham bid, and has not paid, and will not pay, any person or entity for such purpose.

Any person executing this declaration on behalf of a bidder that is a corporation, partnership, joint venture, limited liability company, limited liability partnership, or any other entity, hereby represents that he or she has full power to execute, and does execute, this declaration on behalf of the bidder.

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct and that this declaration is executed on 10/10/2018 [Date], at Loomis [City], CA [State].

Signed: 

Typed Name: Michael Boberg

GUARANTEE

Guarantee for Center Joint Unified School District. We hereby guarantee that the Gymnasium floor replacement, which we have installed in Wilson C Riles Middle School has been done in accordance with the Contract Documents, including without limitation, the drawings and specifications, and that the work as installed will fulfill the requirements included in the bid documents. The undersigned and its surety agrees to repair or replace any or all such work, together with any other adjacent work, which may be displaced in connection with such replacement, that may prove to be defective in workmanship or material within a period of one year from the date of the Notice of Completion of the above-mentioned structure by the Center Joint Unified School District, ordinary wear and tear and unusual abuse or neglect excepted.

In the event the undersigned or its surety fails to comply with the above-mentioned conditions within a reasonable period of time, as determined by the Owner, but not later than ten (10) days after being notified in writing by the Owner or within forty-eight (48) hours in the case of an emergency or urgent matter, the undersigned and its surety authorizes the Owner to proceed to have said defects repaired and made good at the expense of the undersigned and its surety, who will pay the costs and charges therefor upon demand. The undersigned and its surety shall be jointly and severally liable for any costs arising from the Owner's enforcement of this Guarantee.

Countersigned

Boberg Hardwood Floors

(Proper Name)

Michael Boberg, VP

(Proper Name)

By: 

By:

(Signature of Subcontract or Contractor)

(Signature of General Contractor if for Subcontractor)

Representatives to be contacted for service:

Name: Mike Boberg

Address: PO Box 304
Loomis, CA 95650

Phone Number: 916-652-5662

CONTRACTOR CERTIFICATION REGARDING BACKGROUND CHECKS

Boberg Hardwood Floors

certifies that it has performed one of the following:

[Name of contractor/consultant]

- ☐ Pursuant to Education Code Section 45125.1, Contractor has conducted criminal background checks, through the California Department of Justice, of all employees providing services to the Center Joint Unified School District, pursuant to the contract/purchase order dated _____, and that none have been convicted of serious or violent felonies, as specified in Penal Code Sections 1192.7(c) and 667.5(c), respectively.

As further required by Education Code Section 45125.1, attached hereto as Attachment "A" is a list of the names of the employees of the undersigned who may come in contact with pupils.

OR


- ☒ Pursuant to Education Code Section 45125.2, Contractor will ensure the safety of pupils by one or more of the following methods:

- ☒ 1. The installation of a physical barrier at the worksite to limit contact with pupils.
- ☒ 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.

I declare under penalty of perjury under the laws of the United States that the foregoing is true and correct.

Date 10.10, 2018

Michael Boberg
[Name of Contractor/Consultant]


By its: VP

ATTACHMENT A:

CONTRACTOR CERTIFICATION REGARDING BACKGROUND CHECKS

(INSERT NAMES OF EMPLOYEES WHO MAY COME IN CONTACT WITH PUPILS)

Jeffrey Boberg

Michael Boberg

Brian Boberg

W. Allen Boberg

Jeannie Boberg

M. Ray Clark

Quang Bui

ATTACHMENT B

Attachment B begins on next page.

BOBERG HARDWOOD FLOORS

Proposal Prepared For:

Center Joint Unified School
District 8408 Watt Ave
Antelope, CA 95843
ATTN: Craig Deason, Assistant Superintendent

Project:

Wilson C Riles Middle School 4747 PFE Rd
Roseville, CA 95747

September 29th, 2018

Scope of Work - Proposed New Floor System:

Remove existing floor system down to slab and haul away from school site. Move bleachers away from wall and re-attach after new floor is installed. Replace volleyball floor sleeve covers with new brass covers.

Remove existing thresholds, salvage and re-install.

Materials & labor to install the Connor RezillFlex, or equal, floating floor system consisting of 10 mil poly visqueen and padded plywood panel s floating over existing slab. Maple flooring to be 25/32" x 2 1/4", 2nd and Better, Northern Hard Maple, unfinished, nailed into plywood panel s.

Includes sanding, 2 coats of sealer, and painting of game lines, letters and logos to match existing and 3 coats of finish.

Includes new black vent cove base to match existing.

Includes all freight, taxes and bonds.

TOTAL COST: \$194,230 .00

DIR# 1000002344

SECTION 09642 - WOOD GYMNASIUM FLOORING

PART 1-GENERAL

1.1 DESCRIPTION

A. Related work specified under other sections.

1. CONCRETE SUBFLOORS-SECTION 03

a. Slab depression is:

2-1/8" (54mm) for 25/32" (20mm) flooring

b. The general contractor shall furnish and install the concrete subfloor depressing the slab sufficiently to accommodate the floor system. The slab shall be steel troweled and finished smooth to a tolerance of 1/8" in any 10' (3mm in any 3 meter) radius by the general contractor. High spots shall be ground level, and low spots filled in with approved leveling compound by the general contractor to the full approval of the installer (Flooring Contractor).

2. MEMBRANE WATERPROOFING - SECTION 07

a. Concrete subfloors on or below grade shall be adequately waterproofed beneath the slab and at the perimeter walls and on earth side of below grade walls by general contractor using suitable type membrane.

3. THRESHOLDS - SECTION 08- Savage and re-install existing.

4. GAME STANDARD INSERTS - SECTION 11- Provide new brass sleeve covers, include installation.

1.2 REFERENCES

A. MFMA - Maple Flooring Manufacturers Association

B. DIN - Performance Standard DIN 18032, Part 2.

1.3 QUALITY ASSURANCE

A. Manufacturer

1. Manufacturer of resilient flooring shall be a firm specializing in manufacturing products specified in this section.

2. Action Floor, Connor, WO Flooring,

3. Basis of design shall be Connor "RezillFlex", Action Floor Systems Excel NR sports floor. Or equal.

B. Installer (Flooring Contractor)

1. The complete installation of the flooring system, as described in the scope of these specifications, shall be carried out by the MFMA Mill Accredited Installation Company, and the work shall be performed in accordance with most recent installation instructions of the manufacturer.

2. The MFMA Mill Accredited Installation Company shall be liable for all matters related to installation for a period of one year after the floor has been substantially installed and completed.

C. Performance Testing

1. Flooring system shall have been independently tested and meets or exceeds all Athletic Performance requirements according to the International Standard DIN 18032 Part 2.

2. Independent DIN testing laboratory shall have Scientific Body Membership in the International Association of Sports Surface Sciences (ISSS). Test equipment shall have been calibrated and certified through the ISSS.

3. DIN testing engineer shall be an ISO 17025 System member rated for each performed test conducted.

4. Flooring system shall have been independently tested and meets or exceeds all Athletic Performance requirements according to the Structural Testing and Engineering Measures (STEM).

1.4 SUBMITTALS

- A. Specification** - Submit manufacturer specification sheets.
- B. Sample** - Submit one sample of specified system, if requested by architect.
- C. Maintenance Literature** - Upon completion of floor installation, send to owner, attendants or individuals in charge and responsible for the upkeep of the building a CARE CARD. This card spells out care and maintenance instructions including temperature and humidity ranges for areas where flooring is installed.

1.5 WORKING CONDITIONS

- A.** The wood flooring specified herein shall not be installed until all masonry, painting, plaster, tile, marble and terrazzo work is completed, and overhead mechanical trades and painters have finished in the wood floor areas. The building shall be enclosed and weathertite.
- B.** The concrete subfloor shall be determined dry by industry standard testing procedures, free of foreign materials and turned over to the installer (Flooring Contractor) broom clean. Moderate room temperature of 65 degrees (18 degrees Celsius) or more shall be maintained a week preceding and throughout the duration of the work. Humidity conditions within the building shall approximate the humidity conditions that will prevail when the building is occupied.
- C.** Permanent heat, light and ventilation shall be installed and operating during and after installation, maintaining a range of temperature and humidity compatible with the expected low and high moisture content of the flooring. The wood moisture content range is determined by the flooring contractor based on the facility's mechanical controls and/or geographical location.
- D.** Flooring must be stored in a dry, well-ventilated area, not in contact with masonry, to acclimate to building conditions and shall be installed at moisture content compatible with the normally expected environmental range of temperature and relative humidity achieved while the facility is occupied.
- E.** General Contractor shall lock floor area after floor is finished to allow proper curing time. If general contractor or owner requires use of gym after proper curing time, he shall protect the floor by covering with non-marring Kraft paper or red rosin paper with taped joints until acceptance by owner of complete gymnasium floor.
- F.** Working conditions as described above shall be followed. Variations and substitutions shall be submitted for approval to the architect who shall advise Connor of the same.

1.6 HUMIDITY CONTROLS

- A.** Since all wood flooring will expand and contract as relative humidity varies, it is important to minimize extremes between low and high. Hardwood flooring is manufactured at moisture content most compatible with a 35%-50% relative humidity range. Geographical regions and available mechanicals determine the typical range of temperature and humidity for each facility. Maintaining a 15% fluctuation between highest and lowest average indoor relative humidity provides limited shrinkage and growth. Facility managers should make use of available HVAC systems to prevent excessive tightening and shrinkage of flooring.

1.7 WARRANTY

- A.** Manufacturer warrants that the materials it has supplied will be free from manufacturing defects for a period of one year. The foregoing warranty is in lieu of and excludes all other warranties not expressly set forth herein, whether express or implied in operation of law or otherwise, including, but not limited to, any implied warranties of merchantability or fitness. This warranty is expressly limited to the flooring materials (goods) supplied by manufacturer. This warranty does not cover floor damage caused (wholly or in part) by fire, winds, floods, moisture, other unfavorable atmospheric conditions or chemical action, nor does it apply to damage caused by ordinary wear, misuse, abuse, negligent or intentional misconduct, aging, faulty building construction, concrete slab separation, faulty or suitable subsurface or site preparation, settlement of the building walls or faulty or unprofessional installation of Connor flooring systems.

- B. Manufacturer shall not be liable for incidental or consequential losses, damages or expenses directly or indirectly arising from the sale, handling or use of the materials (goods) or from any other cause relating thereto, and their liability hereunder in any case is expressly limited to the replacement of materials (goods) not complying with this agreement, or at their elections, to the repayment of, or crediting buyer with, an amount equal to the purchase price of such materials (goods), whether such claims are for breach of warranty or negligence. Any claim shall be deemed waived by buyer unless submitted to manufacturer in writing within 30 days from the date buyer discovered, or should have discovered, any claimed breach.

PART 2 - PRODUCTS

2.1 MATERIALS

- A. Vapor Barrier - 10-mil polyethylene.
- B. Subfloor- Factory assembled panels, constructed of 15/32" (12mm) underlayment grade plywood with 1/2" X 2" X 2" (12mm x 51mm x 51mm) Pads attached.
- C. Flooring
1. 25/32" X 2-1/4" (20mm x 57mm), Second & Better Grade, Northern Hard Maple Flooring, TGEM, MFMA Grade marked and stamped.
- D. Fasteners
1. Subfloor fasteners - 7/8" screws or coated staples.
 2. Flooring Fasteners - 1-3/4"-2" barbed cleats or coated staples.
- E. Finish Materials - Bona Super Sport seal and finish or equal.
- F. Game Lines - Game line paint shall be compatible with finish.
- G. Wall Base - 3" X 4" (76mm x 102mm), heavy duty, molded, vented cove base with pre-molded outside corners.

PART 3 - EXECUTION

3.1 DEMO

- A. Remove and haul away existing wood floor system.

3.2 Bleachers- Remove and re-attach to wall.

3.2 EXECUTION

- A. Inspect concrete slab for proper tolerance and dryness. Report any discrepancies to general contractor and architect in writing.
- B. Concrete slab shall be broom cleaned by general contractor.

3.3 INSTALLATION

A. Subfloor

1. Cover concrete with poly, sealing and lapping joints a minimum of 6" (152mm).
2. Install subfloor panels at right angle to finish flooring, starting along an end wall, working left to right. Provide 1-1/2" (38mm) expansion voids at perimeter and at all vertical obstructions. Allow 1/4" (6mm) space between ends of abutted panels. Stagger subfloor panels when beginning each row to create a brick pattern throughout the subfloor. Apply screws or staples 12" (305mm) on center to secure adjacent panels on all ends and sides while maintaining 4" (102mm) spacing between sides of upper subfloor panels. Install solid blocking at doorways, under bleachers in the stacked position, and below portable goals.

B. Maple Flooring

1. Install maple flooring by power nailing or stapling approximately 12" (305mm) on center with end joints properly driven up. Note: nail or staple through double subflooring only.
2. If required, size joints between flooring strips to allow for intermediate expansion in accordance with local humidity conditions.
3. Provide 1-1/2" (38mm) expansion voids at perimeter and at all vertical obstructions.

3.4 FINISHING

A. Maple Flooring

1. Machine sand with coarse, medium, and fine paper to a smooth, even and uniform surface.
2. Remove sanding dust from entire surface by tack or vacuum.
3. Inspect entire area of floor to insure that surface is acceptable for finishing, clean and completely free from sanding dust.
4. Apply two (2) coats of approved seal and two (3) coats of approved finish per manufacturer's instructions.
5. Buff and clean floor between coats.
6. Games Lines: Paint game lines, letters and center logo to match existing between seal and first coat of finish.

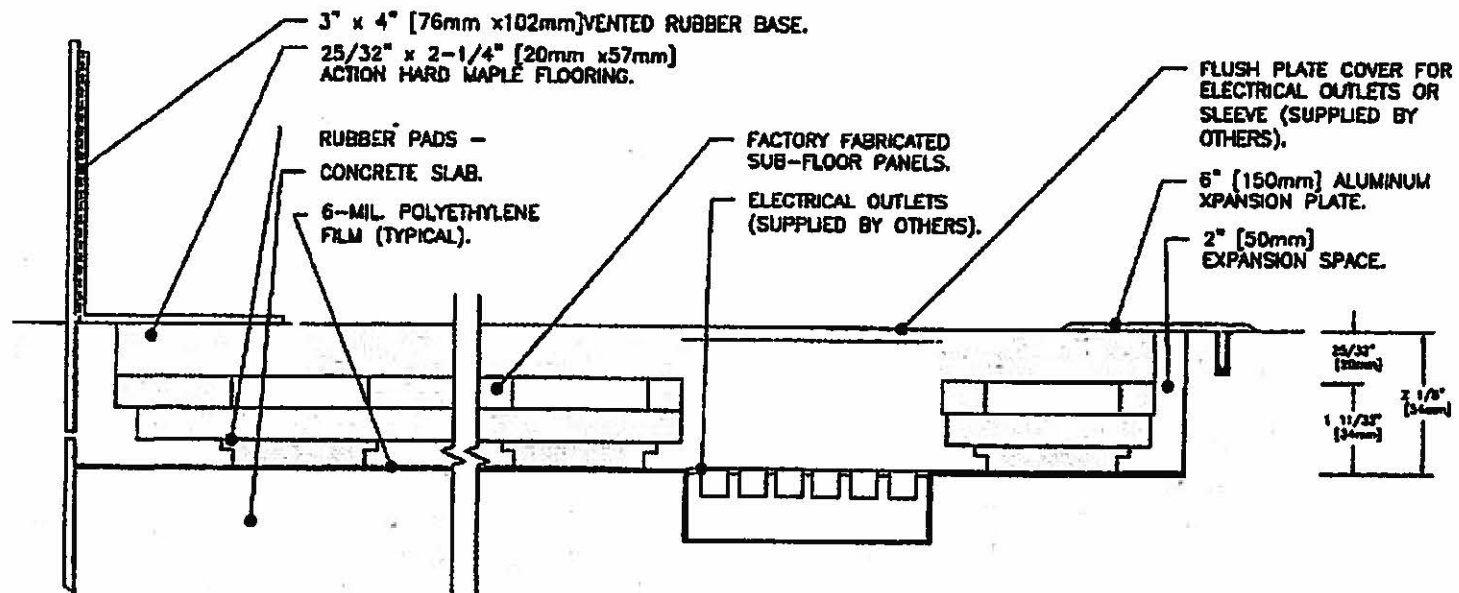
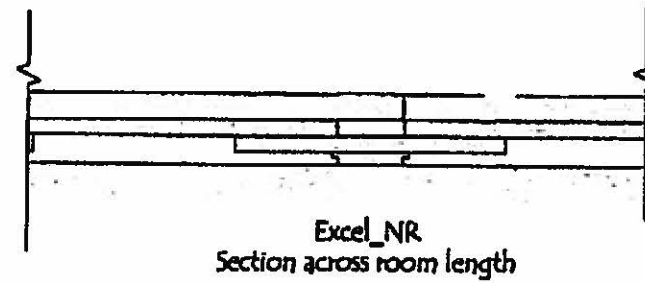
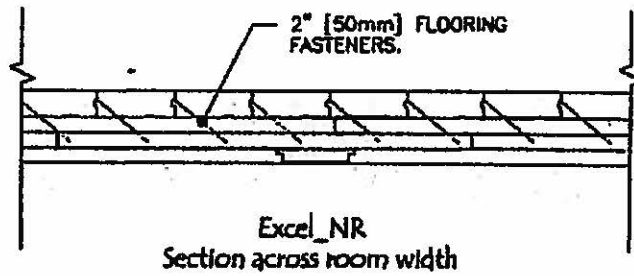
3.5 BASE INSTALLATION

- A.** Install vent cove base to walls with base cement or screws. Use pre-molded outside corners and mitered inside corners.

3.6 CLEANING

- A.** Remove excess and waste materials from the area of work.

END OF SECTION 09642

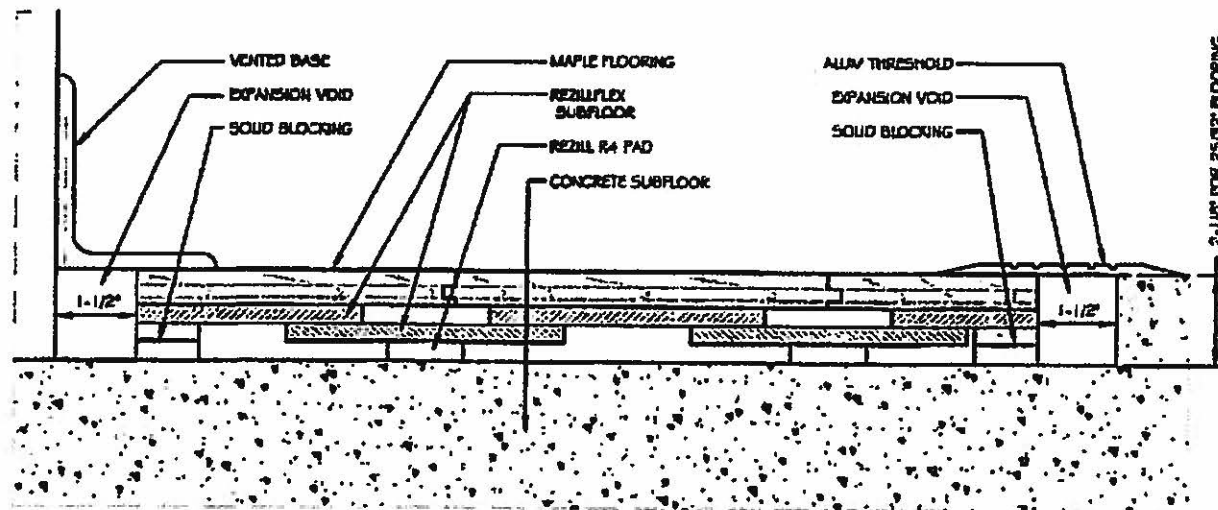


Excel_NR

CONNOR

SPORTS FLOORING

REV:	DATE	CHANGE / REVISION	BY	SYSTEM NUMBER: 1700
A		INITIAL RELEASE		SCALE: NO SCALE
				DRAWN BY: B. HARDLSON
				APPROVED BY:
				TITLE:
				REZILL-FLEX



Center Joint Unified School District

		AGENDA REQUEST FOR:
Dept./Site:	Maintenance & Operations	Action Item <u> X </u>
To:	Board of Trustees	Information Item <u> </u>
Date:	October 17, 2018	# Attached Pages <u> 105 </u>
From:	Craig Deason, Asst. Superintendent	
Principal/Administrator Initials: <u> </u>		

SUBJECT: Resolution No. 13/2018-2019: Authorizing Change Order; and Contractor Change Order #1 – By and Between Bill Litchfield Construction, Inc. and CJUSD

The attached Resolution #13/2018-19 states that the District's Board hereby approves the already negotiated Change Order to accept the increased cost of the Project without further advertising for or inviting of bids, and authorizes the Superintendent and designees to take all steps and perform all actions necessary to execute and implement that Change Order.

This Change Order to the contract by and between Bill Litchfield Construction, Inc. and Center Joint Unified School District increases the contract amount by Eighty-five Thousand Four Hundred Twenty-six and 10/100 Dollars (\$85,426.10). The new contract amount is Seven Hundred Twenty-six Thousand Eight Hundred Sixteen and 10/100 Dollars (\$726,816.10).

Recommendation: The CJUSD Board of Trustees ratifies Resolution #13/2018-2019 authorizing Change Order; and contractor Change Order #1 by and between Bill Litchfield Construction, Inc. and CJUSD.

RESOLUTION NO. 13-2018/2019

**BOARD OF EDUCATION OF THE
CENTER JOINT UNIFIED SCHOOL DISTRICT
AUTHORIZING CHANGE ORDER**

WHEREAS, on or about May 23, 2018, the Center Unified School District ("District"), after formal public bidding, entered into a contract with Bill Litchfield Construction, Inc. ("Contractor") for furnishing of all labor, materials, mechanical workmanship, transportation, equipment and services necessary to modernize Center High School located at 3111 Center Court Lane, Antelope, California ("Project");

WHEREAS, the original contract amount was \$641,390.00; and the Change Orders have increased the contract amount by \$85,426.10 ("Contract Price");

WHEREAS, during the course of constructing this Project, it was discovered that sheering in walls were absent in foyer restrooms and not constructed to Division of School Architects (DSA) code and needed to be replaced (the "Improvements"). The need for the Improvements was unknown to the District at the time the Project was originally bid;

WHEREAS, the Improvements need to be completed as a part of the Project while the areas are exposed and accessible;

WHEREAS, the District and Contractor have held initial negotiations on the proposed additional change order which, when coupled with prior change orders, will likely exceed the 10% threshold;

WHEREAS, District staff believes that the final negotiated Change Order price to perform the work will be reasonable;

WHEREAS, District staff believes that rebidding the project while the job is underway and awarding it to an entity other than the Contractor would create massive disruption and a potential claim with the Contractor on completing his base scope of work and result in added costs and inefficiencies requiring one Contractor to demobilize at the site and potentially a new contractor to mobilize on the site;

WHEREAS, District staff believes that a new contractor performing the Work would cause waste and delay, which would be at the expense of the District;

WHEREAS, District staff believes that bringing in new contractors to perform any of this work would create coordination and interference problems with the Contractor;

WHEREAS, District staff believes that if the District were to have bid any of this Work to another Contractor, the prices of those bids would be more than the price of Contractor's Change

Order because Contractor is already mobilized on the Project and Contractor's costs to perform the project and would remain lower than other contractors' who may bid on the Work; **WHEREAS**, Public Contract Code section 20111 states that a school district is required to competitively bid any public works project with a contract value over \$15,000;

WHEREAS, Public Contract Code section 20118.4 states that a school district may, "authorize the contractor to proceed with performance of the change or alteration [to a contract] without the formality of securing bids, if the cost so agreed upon does not exceed the greater of: (a) The amount specified in Section 20111 ...; or (b) Ten percent of the original contract price";

WHEREAS, notwithstanding Public Contract Code sections 20111 or 20118.4, California courts allow a narrow exception to the public bidding law in circumstances in which it would be futile, undesirable or impractical and would cause additional delay and additional cost (*Los Angeles Dredging Company v. City of Long Beach* (1930) 2 Cal. 348; *Graydon v. Pasadena Redevelopment Agency* (1980) 104 Cal.App.3d 631, 645.);

WHEREAS, California law provides that, "Where competitive proposals work an incongruity and are unavailing as affecting the final result or where they do not produce any advantage . . . the statute requiring competitive bidding does not apply." (*Hiller v. City of Los Angeles* (1961) 197 Cal.App.2d 685, 694.);

WHEREAS, bidding any portion of the added Work will not affect the final result to the District except to further increase the cost of the Project;

WHEREAS, bidding the increased scope of the Work would not have produced an advantage to the District;

NOW THEREFORE, the Board of Education of the Center Joint Unified School District hereby resolves, determines, and finds the following:

1. That the foregoing recitals are true.
2. For the reasons stated above, public bidding of the increased scope of Work would not have produced an advantage to the District, and would produce a net burden and distinct disadvantages to the District.
3. Based on the foregoing, it would be incongruous, futile, and unavailing to publicly bid the increased scope of Work.
4. That the District's Board hereby approves the already negotiated Change Order to accept the increased cost of the Project without further advertising for or inviting of bids, and authorizes the Superintendent and designees to take all steps and perform all actions necessary to execute and implement that Change Order.

PASSED AND ADOPTED by the Board of Education of the Center Joint Unified School

District, City of Antelope, County of Sacramento, State of California, this 17th day of October, 2018, by the following vote:

AYES:

NOES:

ABSENT OR NOT VOTING:

ATTEST:

Clerk of the Board of Education of the
Center Joint Unified School District



Center Joint Unified School District
Center High School New Campus Entry Plaza

CHANGE ORDER

Project: Center High School New Campus Entry Plaza
 Architect: Nacht & Lewis
 Contractor: Bill Litchfield Construction, Inc.

Date: 10/17/2018

DSA App: 02-116405

Change Order: 1

You are hereby authorized to make the following changes relative to your work on the above referenced project:

Non-Allowance PCOs

PCO#	PCO Description	Days	Amount
1 20	Cost to repair the shear wall and complete the restrooms in the gymnasium. The existing restroom wall in the gym building was identified as a double shear wall but was not constructed per the DSA approved documents. Once the current contractor proceeded with ADA upgrades to the restroom and drinking fountain in the lobby this latent defect was discovered. This proposed change order for the repair of the wall per the DSA approved CCD #7 and complete the restroom work per the original contract.	45	\$ 79,962.03
2 4	Investigation of the existing shear wall in the gymnasium building, video attic space above restrooms to document and assist structural engineer for potential repair to shear wall due to unforeseen conditions. Move drain inlet new gym to landscape area per owner request.	0	\$ 858.10
3 13	Enlarge the footings at the CMU columns due to owner requested change to raise the height of the fence/columns.	1	\$ 3,804.21
4 21	Clear and grub landscape area in the administration parking lot for new landscape per owner request.	0	\$ 801.76

Total non-allowance PCOs will modified by this Change Order in the amount of: \$ 85,426.10

Allowance No: 1 Allowance Amount: \$ 50,000 Description: Unforeseen Conditions & Owner Requested Changes

PCO#	PCO Description	Days	Amount
1 3	Additional landscape and irrigation per owner request in the administration parking lot.	5	\$ 20,530.44
2 5	Remove and replace approximately 65 LF of concrete sidewalk and curb at the north side of the administration parking lot per owner request.	5	\$ 10,771.79
3 7	Relocate conduit from existing pull box to newly installed pull box location per unforeseen conditions.	2	\$ 6,291.31
4 15	Additional CMU block due to owner requested increase in height of fence, wall of trash enclosure and columns.	5	\$ 5,490.78
5 16	Custom color for the post and panel on the directional signage per owner selection.	0	\$ 958.24
6 1	Additional content on arched entry sign per owner request.	2	\$ 3,034.96
7 20	Cost to repair the shear wall and complete the restrooms in the gymnasium. The existing restroom wall in the gym building was identified as a double shear wall but was not constructed per the DSA approved documents. Once the current contractor proceeded with ADA upgrades to the restroom and drinking fountain in the lobby this latent defect was discovered. This proposed change order for the repair of the wall per the DSA approved CCD #7 and complete the restroom work per the original contract.	Included above under Non-Allowance PCO	\$ 2,922.48

Total Allowance No. 1 PCOs: \$ 50,000.00

Cost of the above Work is to be applied against this Cash Allowance:

Original Cash Allowance Amount:	\$ 50,000.00
Net change by previously authorized Change Orders:	\$ -
Cash Allowance Sum will be modified by this Change Order in the amount of:	\$ (50,000.00)
Cash Allowance Balance including this Change Order:	\$ -



Center Joint Unified School District
Center High School New Campus Entry Plaza

CHANGE ORDER

Original Contract Sum:	\$ 641,390.00
Net change by previously authorized Change Orders:	\$
Contract Sum will be modified by this Change Order in the amount of:	\$ 85,426.10
Contract Sum including this Change Order:	\$ 726,816.10

Contract Time increased by: 65 Work Days
Date of completion as of the date of this Change Order: 10/31/2018

Acceptance of this Change Order constitutes an agreement between the District and Contractor, and the work is to be performed subject to the same terms and conditions as are contained in the original Contract with the Contractor and for the work on the above mentioned project.

Acceptance of this Change Order constitutes acceptance of the Change Order as full and complete satisfaction of any direct or indirect additional costs incurred by Contractor in connection with performance of the change work.

It is understood that the work shall be performed in accordance with the revised Plans and Specifications enumerated above or in accordance with the original Plans and Specification supplemented by the instructions stated herein.

Not valid until signed by the A/E, Contractor and Owner.

Issued by the
Owners
Representative: [Signature]

Date: 03 OCT 18

Reviewed by A/E: [Signature]

Date: 10/3/18

Agreement by
Contractor: [Signature]

Date: Oct 3, 2018

Approved by
Owner: _____

Date: _____



Center Joint Unified School District
8408 Watt Avenue
Antelope, CA 95843
(916) 338-6400 Office
(916) 338-6411 Fax

PROPOSED CHANGE ORDER

PCO #: 020

PROJECT: Center High School New Campus Entry Plaza #18-02

DSA APPLICATION NO.: 02-116405

NAME OF CONTRACTOR: Bill Litchfield Construction, Inc.

NAME OF ARCHITECT: Nacht & Lewis

Contractor proposes to change the Contract as follows:

Repairs to the shear wall and restroom completion. The existing restroom wall in the gymnasium building was identified as a double shear wall but was not constructed per the DSA approved documents. Once the current contractor proceeded with ADA upgrades to the restroom and drinking fountain in the lobby this latent defect was discovered.

This proposed change order seeks additional time and money to repair the wall per the DSA approved CCD #7 and complete the restroom work per the original contract.

Reference Document (RFP, RFI #): CCD #7

PROPOSED ADJUSTMENTS

1. The proposed basis of adjustment to the Contract Sum is: \$82,884.51
 2. The proposed schedule change is 45 days
 3. See the attached PCO worksheet breakdown for signatures.
-

Proposed Change Order

To: Center Joint Unified School District

PCO No: 20

Ref Doc No.: CCD #7

Date: 09/24/18

Re: CJUSD CHS New Campus Entry Plaza
Repairs to the shear wall and restroom completion

DSA File No: 02-116405

Project No. 18-02

Scope of Work:

					Eqmt./Materials	Sub Work	GC Work	
Mike Jones Framing								
Labor/Materials	1	\$	32,455.00			\$ 32,455.00		
Youngs Flooring								
Labor / Materials	1	\$	1,075.00			\$ 1,075.00		
DWS Painting								
Labor / Materials	1	\$	500.00			\$ 500.00		
Soldad Plumbing								
Labor / Materials	1	\$	3,044.00			\$ 3,044.00		
K&B Electrical								
Labor / Materials	1	\$	5,173.00			\$ 5,173.00		
BLC								
Labor	Supervision	45	8	\$ 76.82			\$ 27,655.20	*
	days		hours					
Temp Utilities Porta Potty		1		\$ 371.00			\$ 371.00	
Fencing Rental		1		\$ 450.00			\$ 450.00	
Steel Studs / Dry Wall	Labor/Matls	1		\$ 1,960.00			\$ 1,960.00	
Subtotal					\$ -	\$ 42,247.00	\$ 30,436.20	\$ 72,683.20
O & P for Work by BLC					10%		\$ 3,043.62	\$ 3,043.62
O & P for Work - Subcontractors					10%	\$ -	\$ 4,224.70	\$ 4,224.70
O & P for BLC on Sub Work					5%		\$ 2,112.35	\$ 2,112.35
Bond					1%			\$ 820.64
Total						\$ 46,471.70	\$ 35,592.17	\$ 82,884.51

* Supervision on T & M basis @ \$76.82/Hr.

Additional Time required

45 Days

Cost: \$ 82,884.51

Bill Litchfield Construction

9/28/2018

Date

Sharon M. Thomey

Capital Program Management

9-27-18

Date

Craig Dawson

Center Joint Unified School District

9/27/18

Date

When signed above, the Owner / Owner's agent authorizes you to proceed with work described above involving a change in the contract scope. A change order incorporating this work will be issued at a later date.

ESTIMATE



**Bill Litchfield Construction Inc. (Abe
Toor)**

13340 Grass Valley Ave. Unit D
Grass Valley, California 95945

(916) 320-3690

(530) 272-5773

Dream Builders

9001 El Patio Ct.
Elk Grove, California 95624

Phone: (916) 224-9504

Email: jonesmike1223@gmail.com

Fax: (916) 234-9789

Estimate # 000030

Date 08/24/2018

Business / Tax # CSLB # 740416

Description	Total
Labor	\$19,600.00
Material	\$4,300.00
Equipment rental	\$1,490.00
Hardware	\$780.00
Steel Straps	\$350.00
Insurance	\$650.00
contingency	\$2,517.00
Overhead and Profit	\$2,768.70

Subtotal \$32,455.70

Total \$32,455.70

Notes:

framing/shear work at Center High School in Antelope

Copy and paste link below for specs

<https://drive.google.com/open?id=0BzdZY2LfCYnGcE8xVFdBTnF5aWRuTlQ3c2lkT2ZxdXowYTFV>

By signing this document, the customer agrees to the services and conditions outlined in this document.

Bill Litchfield Construction inc. (Abe Toor)

APPLICATION FOR APPROVAL OF CONSTRUCTION CHANGE DOCUMENT - CCD CATEGORY A/B

This application is for construction changes, as defined in IR A-6, to approved contract documents. This form shall be completed by the Design Professional in General Responsible Charge of the project, in accordance with California Code of Regulations, Title 24, Part 1, Section 4-338 (c) and in compliance with DSA IR A-6.

School District/Owner: Center Joint Unified School District	DSA File #: 34 - H9
Project Name/School: Center High School New Campus Entry Plaza	DSA App. #: 02 - 116405


APPLICANT

CCD Cat. <input checked="" type="checkbox"/> A / <input type="checkbox"/> B, #7R1	Date Submitted: 08/10/18	Attached Pages?: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (17 pages)
For CCD Cat. B, this is a <input type="checkbox"/> voluntary submittal, <input type="checkbox"/> DSA required submittal (attach DSA notification requiring submission).		
Firm Name: Nacht & Lewis Architects	Contact Name: Eric Sifuentes	
Email: esifuentes@nachtlewis.com	Phone Number: (916) 329-4000	
Address: 600 Q Street, Suite 100		
City: Sacramento	State: CA	Zip: 95811
<input type="checkbox"/> A DSA 301-N, DSA 301-P, or 90-Day Letter has been issued for this project.		
<input checked="" type="checkbox"/> For project currently under construction.		
<input type="checkbox"/> To obtain DSA approval of existing uncertified building(s).		

DESIGN PROFESSIONAL IN GENERAL RESPONSIBLE CHARGE

Name of Design Professional in General Responsible Charge: Brian J. Maytum, AIA	
Professional License #: C-26867	Discipline: Architect

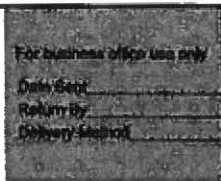
Design Professional in General Responsible Charge Statement: The attached Construction Change Documents have been examined by me for design intent and appear to meet the appropriate requirements of Title 24, California Code of Regulations and the project specifications. They are acceptable for incorporation into the construction of the project.

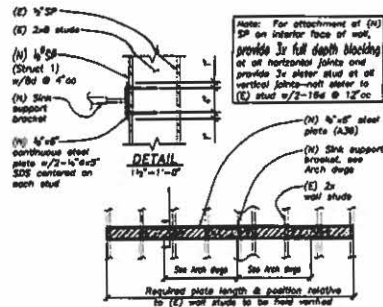
Signature:  **DESIGN PROFESSIONAL IN GENERAL RESPONSIBLE CHARGE**

CHECK THIS BOX: ☒ To confirm that all CCD drawings and, when applicable, first sheet or index of calculations and specifications have been stamped and signed by the Responsible Design Professional listed on DSA 1 for this project.

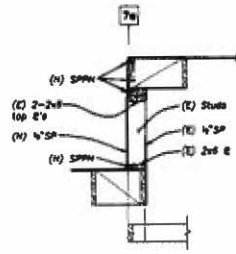
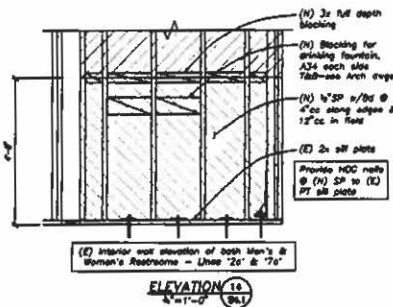
Brief description of construction change (attach additional sheets if needed):
During construction, it was discovered that shear plywood appeared to be missing from the original building's construction on the interior portion of an exterior wall at the restrooms where access upgrade work is being done. This CCD addresses the missing shear plywood and affected details at the wall hung lavatories and drinking fountain.

List of DSA approved drawings affected by this CCD: S0.1, S2.1

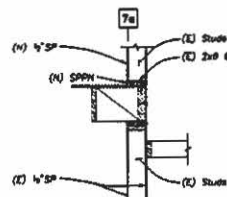
DSA USE ONLY			DSA Stamp	
SSS _____ Date _____	Approved / Disapproved / Not Req'd		APPROVED	
FLS _____ Date _____	Approved / Disapproved / Not Req'd		DIV OF THE STATE ARCHITECT	
ACS _____ Date _____	Approved / Disapproved / Not Req'd		SACRAMENTO REGIONAL OFFICE	
Remarks _____			AC --- FLS _____ SS 6F APP # 02-116405 DATE 08/20/2018 DOC NAME: CCD 7R1	



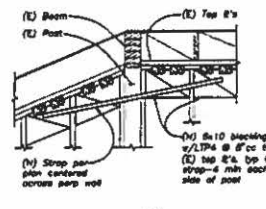
ELEVATION 12
1/2" x 1'-0" (BAL)



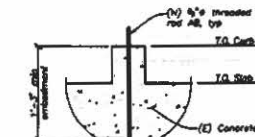
DETAIL 8
1/2" x 1'-0" (BAL)



DETAIL 10
1/2" x 1'-0" (BAL)

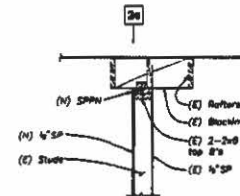


DETAIL 11
1/2" x 1'-0" (BAL)

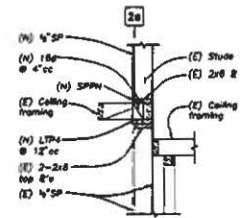


DETAIL 12
1 1/2" x 1'-0" (BAL)

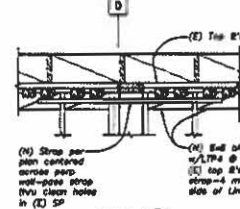
- NOTES:
1. For Wall Lines 2, 3a, 7a & 8: (E) 1/2" A/Rs may be used in lieu of (N) spaced A/Rs provided (N) steel plate washers are added & AB projection is sufficient to allow full engagement of nuts.
 2. A/Rs are to be F1554 Gr. 58 threaded rod epoxy is to be 1801 RT-NT 200. Install A/Rs per ESR-3187.
 3. Pull Test 30% of epoxy A/Rs to 2,000 lbs.



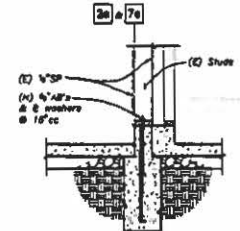
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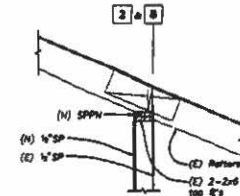
DETAIL 15
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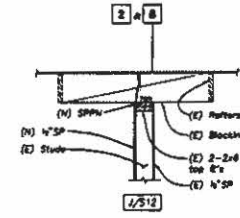
DETAIL 17
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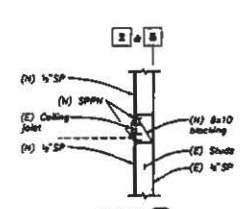
DETAIL 18
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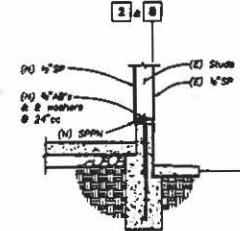
DETAIL 19
1/2" x 1'-0" (BAL)



DETAIL 20
1/2" x 1'-0" (BAL)



DETAIL 21
1/2" x 1'-0" (BAL)



DETAIL 22
1/2" x 1'-0" (BAL)

CENTER HIGH SCHOOL EXISTING GYM REPAIRS

3111 CENTER COURT LANE, ANTELOPE, CA 95621

CENTER JOINT UNIFIED SCHOOL DISTRICT

SEAL OF THE STATE ARCHITECT
BARRISH PELHAM
ARCHITECTS
1515 11TH STREET, SUITE 200
SACRAMENTO, CA 95811
TEL: 916-441-1100 FAX: 916-441-1101
WWW.BARRISHPELHAM.COM



www.barrishpelham.com

barrish pelham
Consulting Engineers
Architects • Civil Engineers • Mechanical Engineers



CONSULTANT

nachts & lewis
1515 11TH STREET, SUITE 200
SACRAMENTO, CA 95811
TEL: 916-441-1100 FAX: 916-441-1101
WWW.NACHTSLEWIS.COM



ARCHITECT

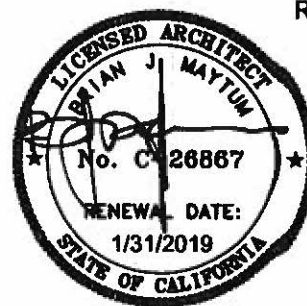
NO.	DESCRIPTION	DATE
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2	REVISION	
3	REVISION	
4	REVISION	
5	REVISION	
6	REVISION	
7	REVISION	
8	REVISION	
9	REVISION	
10	REVISION	

DATE: 06/14/2018
DRAWN: YTH/AB
SHEET TITLE

REPAIR DETAILS

SHEET NO.

CDD7-S4.1

SECTION 06 10 00
ROUGH CARPENTRYPART 1 – GENERAL

1.01 SECTION INCLUDES

- A. Description of requirements for materials, fabrications and installation of rough carpentry and associated items (except that which is specified elsewhere) indicated on Drawings and necessary to complete the work. Items include, but are not necessarily limited to, the following:
1. Blocking, Backing, Stripping, Furring, and Nailers.
 2. Rough Hardware.
 3. Wood Framing.
 4. Plywood Sheathing.
 5. Preservative Treatment.
 6. Metal Fabrications.

APPROVED
DIV OF THE STATE ARCHITECT
SACRAMENTO REGIONAL OFFICE

AC --- F/LS --- SS 6F
 APP # 02-116405 DATE 08/20/2018
 DOC NAME: CCD 7R1

1.02 RELATED SECTIONS

- | | | |
|----|-------------------|------------------------|
| A. | Division 0: | General Conditions |
| B. | Section 03 30 00: | Cast-in-Place Concrete |
| C. | Section 05 12 00: | Structural Steel |
| D. | Section 05 50 00: | Metal Fabrications |
| E. | Section 06 20 00: | Finish Carpentry |
| F. | Section 07 90 00: | Joint Protection |

1.03 QUALITY ASSURANCE

- A. Manufacturer data: Submit product data for all materials specified under this section and as applicable to each site.
- B. Coordinate the work of all trades to ensure proper placement of all materials, anchors, etc., as well as providing for openings and anchors for the installation of surface mounted materials and equipment.
- C. Qualifications of Workmen: Provide sufficient skilled workmen and supervisors who shall be present at all times during execution of this portion of the work and who shall be thoroughly familiar with the type of construction involved and the materials and techniques specified.
- D. Rejection: In the acceptance or rejection of rough carpentry, no allowance will be made for lack of skill on the part of the workmen.

E. Requirements of Regulatory Agencies:

1. California Building Code (CBC), 2016 edition.

F. References and Standards: Provide materials graded under latest Edition of the pertinent following Agencies:

1. American Society for Testing and Materials (ASTM).
2. Lumber: West Coast Lumber Inspection Bureau (WCLIB), Rule 17, Standard Grading Rules for West Coast Lumber.
3. Lumber: Western Wood Products Association (WWPA); Western Lumber Grading Rules.
4. Plywood: American Plywood Association (APA) Plywood Specifications and Grades and Voluntary Product Standard DOC PS 1 "Construction and Industrial Plywood".
5. Wood Preservative: American Wood Protection Association (AWPA), Standard U1.
6. California Building Code, 2016 edition.

G. Design Criteria: Pressure treatment shall not adversely affect application, permanence, or appearance of finish paint system.

1.04 SUBMITTALS

A. Submit under provisions of Section 01331.

B. Certification:

1. Pressure Treated Wood: Certification for water-borne preservative that moisture content was reduced to 19% maximum, after treatment.
2. Pressure Treated Wood: Submit certification by treating plant stating the chemicals and process used, net amount of salts retained, and conformance with applicable standards.

1.05 PRODUCT DELIVERY, STORAGE AND HANDLING

A. Protection, General: Protect wood from moisture while during shipping, storage, and field handling per AITC 111.

B. Protection:

1. After delivery, store all materials in such a manner as to ensure proper ventilation and drainage and to protect against damage and the weather.
2. Keep all material clearly identified with all grade marks legible; keep all damaged material clearly identified as damaged, and separately store to prevent its inadvertent use. Do not allow installation of damaged or otherwise non-complying material.
3. Use all means necessary to protect the installed work and materials of all other trades.

- C. Replacements: In the event of damage, immediately make all repairs and replacements necessary to the approval of the Architect and at no additional cost to the Owner.

1.06 JOB CONDITIONS

- A. Environmental Requirements: Maintain uniform moisture content of lumber at 19 percent or less prior to close-in.
- B. Sequencing: Coordinate details with other work supporting, adjoining, or fastening to rough carpentry work.

PART 2 – PRODUCTS

2.01 MATERIALS

A. Wood:

1. Lumber (Blocking, Backing, Stripping, Furring, and Nailers): WCLIB Construction.
2. Lumber (Wood Framing): Meet requirements of following minimum grades, and as noted on Structural Drawings.

<u>Item</u>	<u>Species</u>	<u>Grade</u>	<u>Reference</u>
Studs	D.F.	No. 1 2 x 4 Light Framing	WCLIB 124b
Studs	D.F.	No. 1	WCLIB 121
Plates	D.F.	No. 1	WCLIB 123b
Beams	D.F.	Select Structural	WCLIB 130b
Joists	D.F.	No. 1	WCLIB 123b
Posts	D.F.	Select Structural	WCLIB 131b

3. 3x and larger lumber shall be free of heart center.
4. 2x6 T & G Douglas Fir No. 1.

B. Plywood:

1. Roof and Wall Structural Sheathing: PS-1 Structural 1, CDX APA with exterior glue.
2. Thickness and type shall be as indicated on Drawings.

C. Pressure-Treated Lumber:

1. Douglas Fir pressure-treated.
 - a. Required for cast-in-nailers, sills or anywhere wood is in contact with concrete, masonry or grout.
 - b. Required for all rooftop blocking.

- D. Building Paper: ASTM D226, Type I, Grade B (15 lb. min. or as otherwise required on Drawings or in roofing specification sections).

E. Preservative Treatment

1. Furnish pressure treated Douglas Fir in accordance with AWP, Standard U1. Each piece is required to bear mark of an inspection agency that complies with CBC 2303.1.9.1.
2. Field treat cut edges and holes drilled in factory treated lumber with an approved AWP Standard U1 preservative product.
3. For fastener requirements, see Paragraph 2.01-F-8.

F. Rough Hardware Fastenings and Connections: All types including bolts, lag screws, nails, spikes, screws, washers, framing devices and other rough hardware, or kinds that may be purchased and that require no further fabrication, shall be furnished and installed for all finish and rough carpentry. All exterior hardware shall be hot-dipped galvanized per ASTM A123 / A123M-09 Standards.

1. Nails: ASTM F1667 Common wire nails or spikes; box nails not permitted.
2. Wood Screws: Wood Screws: ANSI Standard B18.6.1; use galvanized type for exterior work.
3. Lag Screws: Conform to ASTM A307-07b and ANSI Standard B18.2.1. Dimensions and installation shall conform to requirements described in the National Design Specification (NDS), current edition.
4. Bolts: ASTM A307-07b, Grade A, hexagonal heads, unless noted otherwise.
5. Washers: Washers for bearing against wood shall be provided under all bolt heads and nuts. Washers shall be as indicated on Drawings.
6. Powder Driven Fasteners: Tempered steel pins with special corrosive-resistant plating or coating. Pins shall have guide washers to accurately control penetration, minimum 1-1/8 inch. Fastening shall be accomplished by low-velocity pistol-driven powder activated tool. Pins and tool shall be as manufactured by Hilti Fastening Systems; Impex Tool Corporation; or approved equal. ICC approved.
7. Fabricated Sheet Metal Timber Framing Connectors: Fabricate from hot-dipped galvanized steel. Connectors shall be at least 18 gauge minimum material (1/8" plate materials where welded, unless otherwise noted), punched for nailing. Nails and Nailing shall conform to the manufacturer's instructions with a nail provided for each punched hole. Types as noted on Drawings, manufactured by Simpson Co. or approved substitute. All framing connectors shall be stamped with manufacturer's logo, and model designation.
8. All fasteners on or into into preservative-treated and fire-retardant-treated wood shall be of hot dipped zinc-coated galvanized steel, stainless steel, silicon bronze or copper per CBC 2304.10.5. The coating weights for zinc-coated fasteners shall be in accordance with ASTM A 153. Fasteners other than nails, timber rivets, wood screws and lag screws shall be permitted to be of zinc coated steel with coating weights in accordance with ASTM B 695, Class 55 minimum.

G. Exterior Trim and Fascias: RIS Grade Stamped, Redwood, B Heart, Vertical Grain, Kiln Dried,

surfaced sizes as indicated on the drawings.

2.02 FABRICATION

A. Lumber:

1. Air- or kiln-dry to maximum 19 percent moisture content, prior to installation. Lumber must be 19 percent moisture content prior to close-in and finish.
2. Furnish S4S unless otherwise noted.
3. Size to conform with rules of governing standard. Sizes shown are nominal unless otherwise noted.

2.03 SOURCE QUALITY CONTROL

- A. Grade Mark each piece of lumber. Marking must be done by recognized agency. Lumber Manufacturer's Association Certificates may be accepted in lieu of such grade and trademarks.
1. Douglas Fir shall bear WCLIB grade stamp.
- B. Plywood Sheathing: Each panel shall be legibly identified as to type, grade and specie by APA grade. If plies are spliced, the slope of the scarf shall not be steeper than 1:8. White pockets will not be permitted in face plies.
- C. Each piece of preservative treated lumber required to bear mark of an inspection agency that complies with CBC 2303.1.9.1.

2.04 WOOD PRESERVATIVE TREATMENT

- A. Preservative treatment: Comply with applicable requirements of AWWA standards C2 for lumber and C9 for plywood. After treatment, kiln dry lumber to a maximum moisture content of 19 percent, and plywood to 15 percent.
1. Pressure treat members connected with roofing, flashing and weatherproofing; including but not limited to cants, nailers, curbs, equipment supports and blocking.
 2. Pressure treat members that are concealed and in contact with masonry or concrete, including, but not limited to, sills, nailers, blocking, furring and studs.

PART 3 – EXECUTION

3.01 SURFACE CONDITIONS

A. Inspection:

1. Prior to all work of this Section, carefully inspect the installed work of all other trades and verify that all such work is complete to the point where this installation may properly proceed.
2. Verify that rough carpentry may be performed in strict accordance with the original design and all pertinent codes and regulations.

- B. **Selection of Lumber Pieces:** Carefully select all members. Select individual pieces so that knot and obvious defects will not interfere with placing bolts or proper nailing or making proper connections. Cut out and discard all defects which will render a piece unable to serve its intended function.
- C. **Lumber may be rejected by the Architect, whether or not it has been installed, for excessive warp, twist, bow, crook, mildew, fungus, or mold, as well as for improper cutting and fitting. No load carrying member shall be exposed to earthen materials.**
- D. **Shimming:** Do not shim any framing component.

3.02 FASTENING

- A. **Nailing:** Except as otherwise indicated on Drawings or specified, all nailing shall be as scheduled on Drawings:
 - 1. **Nails or Spikes shall be common wire unless noted otherwise. Penetration of nails or spikes shall be one-half the length of the nail or spike into the piece receiving the point. However, to connect pieces 2 inches in thickness, 16d nails shall be used unless noted otherwise.**
 - a. **Bore holes for nails wherever necessary to prevent splitting.**
 - b. **Use finish or casing nails for finish work.**
 - c. **Use of nailing guns is as limited by CBC, and must be approved by Architect and DSA. Submittal of guns and nails is required.**
- B. **Bolts:** Bolts shall be of sizes indicated. Drive fit with washers under nuts. Tighten all bolts and screws before closing in.
- C. **Framing Devices:** As specified under Products, sizes as indicated. Use half-length nails where required.
- D. **Lag Screws:** Pre-Bore lead holes and install per NDS, current edition.

3.03 FRAMING AND ROUGH CARPENTRY

- A. **Sills:** Shall be in long lengths of sizes shown, fastened with anchor bolts at exterior walls and with powder driven fasteners at interior walls as indicated, a minimum of two (2) fasteners per piece and a bolt within 9" but not nearer than 6" from end of piece. Place malleable iron or steel plate washers (but not cut washers) under nuts bearing on wood. Set sills level and true and bed exterior wall sills and interior bearing wall sills on 1/2 inch dry-pack or non-shrink grout.
- B. **Studs, Posts and Columns:** Shall be full length. Corners shall be as detailed. Partitions or walls containing plumbing, heating or other piping shall be so formed as to give proper clearance for materials. Cut members as required to provide full bearing at ends. Connect to structure as indicated.
- C. **Plates:** Shall be in long lengths and spliced as shown.
- D. **Blocking:** Shall be same thickness and width of studs or joists unless shown otherwise. Blocking shall not be spaced over 8'-0" o.c. Install fire blocking in accordance with CBC, Section 717.

Install blocking at all plywood joints unless otherwise noted on the drawings. Install blocking for fastening all surface applied items.

- E. Joists and Beams: Shall be in long lengths and spliced over bearings unless shown otherwise. Install with crown side up. Beams or headers indicated to be built up of two or more joists shall be fabricated on the job using full length members. For two piece members, stitch nail pieces together with 16d common nails spaced not over 12" o.c. and staggered. Clinch nails protruding through members.
 - 1. Provide double joists and headers at all openings through floors and roofs unless otherwise shown on Drawings.
 - 2. Provide typical headers at all openings through walls where one or more studs are required to be cut. For penetration through walls narrower than stud spacing, provide solid backing on all sides for fastening finish materials.
- F. Plywood Structural Sheathing: Install to pattern indicated and provide blocking at joints where noted on the drawings. Center all joints over bearing supports. Nail to framing as indicated. Install plywood with face plies perpendicular to joists or studs unless indicated otherwise.
- G. Wood Furring, Stripping and Grounds: Install as shown or required to provide nailing of materials or passage of pipes, conduits, etc., not otherwise accommodated.
- H. Bridging: Space not over 8'-0" o.c. for spans over 16'-0". Spans over 8'-0" and under 16'-0" shall have bridging placed at midspan. Bridging shall be two 2 x 3's or solid blocking as indicated. Joists 8" or less in depth shall not require bridging unless specifically indicated.
- I. Backing: Shall be provided for all wall and ceiling finishes and for supporting of fixtures and equipment for all trades, including toilet partitions, toilet room accessories, frames, case work, mirrors, trim, applied wall finishes, etc. Coordinate placement of backing and supports with manufacturer or supplier of mounted items.
- J. Building Paper: Install two layers in all exterior locations. Install with weather lap edges a minimum of 2 inch horizontal and 6 inch vertical laps. Continue building paper minimum 6 inches around inside and outside corners. Fasten in place with appropriate staples.
- K. Cuts or holes in preservative treated wood shall be treated in accordance with AWWA standard M4 in the field.

3.04 MISCELLANEOUS HARDWARE

- A. Finish hardware is specified in Section 08 71 00. All other hardware indicated or required but not specified elsewhere shall be furnished and installed hereunder, including appropriate screws or other fastening devices.

3.05 MISCELLANEOUS CARPENTRY WORK

- A. Miscellaneous Carpentry Work not included under other sections shall be furnished and installed hereunder as indicated. Carefully locate and securely anchor such items to structure.
- B. Drypack: Drypack shall consist of 1 part high early strength Portland cement to not more than 3 parts of sand by volume. Add only a minimum amount of water to hold the mixture in shape while packing and to provide hydration. Solidly ram drypack into place to provide uniform bearing and

cure with moist sacks or cloths for a period of at least three (3) days.

- C. Plywood Backing for electrical, telephone, and similar types of wall mounted equipment shall be provided hereunder where required. Plywood shall be 3/4" thick exterior A-C plywood with 'A' face exposed.
- D. Shoring and Bracing: Shore or brace for temporary support of all work as required during the construction period except any shoring and bracing specified and included under other sections of these specifications.
- E. Temporary Enclosures: Provide and maintain all barricades and enclosures required to protect the work in progress.
- F. Protect all work in progress and all work installed, as well as the work of all other trades. Any work damaged as a result of the work under this section shall be corrected to its original condition or replaced if directed by the Architect and at no increase in cost to the Owner.
- G. Protection Devices: Pedestrian walkways, barricades, lights, shoring and other protective structures and devices necessary for the protection of pedestrians shall conform in all respects to the requirements of CBC, Section 3303, Title 24 and to the requirements of the Department of Public Works.

3.06 FRAMING TOLERANCES

- A. Maximum variation from true flatness: 1/4 inch in ten feet in any direction.

3.07 CLEAN-UP

- A. Upon completion of the work of this Section, remove all surplus materials, rubbish and debris from the premises.

END OF SECTION 06 10 00



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DSA File No.:

34-H9

Application No.:

02-116405

Date Submitted: 12/13/2017

Revised: 7/25/2018

Revised: 8/9/2018

School Name	Center High School - New Campus Entry Plaza	District	Center Joint Unified School District
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IMPORTANT: This form is only a summary list of structural tests and some of the special inspections required for the project. Generally, the structural tests and special inspections noted on this form are those that will be performed by the Geotechnical Engineer of Record, Laboratory of Record, or Special Inspector. The actual complete test and inspection program must be performed as detailed on the DSA approved documents. The appendix at the bottom of this form identifies work NOT subject to DSA requirements for special inspection or structural testing. The project inspector is responsible for providing inspection of all facets of construction, including but not limited to, special inspections not listed on this form such as structural wood framing, high-load wood diaphragms, cold-formed steel framing, anchorage of non-structural components, etc., per Title 24, Part 2, Chapter 17A.

NOTE: This form is also available for projects submitted for review under the 2007, 2010, and 2013 CBC.

INSTRUCTIONS: Click a plus sign (+) before any category or subcategory to reveal additional tests and special inspections. A shaded box indicates a test or special inspection that may be required, depending on the scope of the construction and other issues. A shaded box can be clicked indicating your selection of that test. Note: A minus (-) on a category or subcategory heading indicates that it can be collapsed. However, any selections you may have made will be cleared. Click on the "COMPILE" button to show only the tests and inspections finally selected. For more information on use of this form, see DSA-103.INSTR.

Note: References are to the 2016 edition of the California Building Code (CBC) unless otherwise noted.

REQUIRED	TEST OR SPECIAL INSPECTION	TYPE 1	PERFORMED BY 2	CODE REFERENCE AND NOTES
-	SOILS			
-	1. GENERAL:			Table 1705A.6
X	a. Verify that: <ul style="list-style-type: none"> • site has been prepared properly prior to placement of controlled fill and/or excavations for foundations, • foundation excavations are extended to proper depth and have reached proper material, and • materials below footings are adequate to achieve the design bearing capacity. 	Periodic	GE*	* By geotechnical engineer or his or her qualified representative. (See Appendix for exemptions.)
-	CONCRETE			Table 1705A.3, ACI 318-14 Sections 26.12 & 26.13
-	7. CAST IN PLACE CONCRETE			
	Material Verification and Testing:			
X	a. Verify use of required design mix.	Periodic	SR*	Table 1705A.3 Item 5, 1910A.1 (1909.2.3*). * To be performed by qualified batch-plant inspector and concrete sampling technician
X	b. Identify, sample, and test reinforcing steel.	Test	LOR	1910A.2 (1909.2.4*); ACI 318-14 Section 26.6.1.2. DSA IR 17-10
X	c. During concrete placement, fabricate specimens for strength tests, perform slump and air content tests, and determine the temperature of the concrete.	Test	LOR	Table 1705A.3 Item 6; ACI 318-14 Sections 26.5 & 26.12
X	d. Test concrete (f'_c).	Test	LOR	1905A.1.16 (1909.3.7*); ACI 318-14 Section 26.12.
	Inspection:			
-	11. POST-INSTALLED ANCHORS:			



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X	a. Inspect installation of post-installed anchors	See Notes	SI*	Table 1705A.3 Item 4a (Continuous) & 4b (Periodic) (see Appendix for exemptions). ACI 318-14 Sections 17.8 & 26.13 * May be performed by the project inspector when specifically approved by DSA.
X	b. Test post-installed anchors.	Test	LOR	1910A.5 (1909.2.7*). (See Appendix for exemptions.)
-	MASONRY TMS 402-13/ACI 530-13/ASCE 5-13 Table 3.1.3 & TMS 602-13/ACI 530.1-13/ASCE 6-13 Table 5			
-	13. STRUCTURAL MASONRY: Enter f'_m 2,000 psi			
	Material Verification and testing:			
X	a. Mill certificate indicate compliance with requirements for reinforcement, anchors, ties, fasteners, and metal accessories. See item 7b above for identification, sampling, and testing of reinforcing steel.	Periodic	SI*	2103A.4 (2103.4*), TMS 602-13 Article 1.5B.2 & 2.4. * To be performed by qualified LOR representative. Applicable testing by LOR.
X	b. Producer's certificate of compliance for masonry units, mortar and grout materials.	Test	LOR	1705A.4
X	c. Test masonry (f'_m).	Test	LOR	1705A.4. For Unit Strength: 2105A.3 (2114.6.1*), TMS 602-13 Article 1.4B.2, 1.5B.1 & 1.5B.2. For Prism (required when $f'_m > 2000$ psi): 2105A.2, TMS 602-13 Article 1.4B.3, 1.4B.4, 1.5B.1 & 1.5B.2.
X	d. Verify proportions of site-prepared, premixed or preblended mortar and grout.	Periodic	SI	TMS 402-13 Table 3.1.3 Item 2a, TMS 602-13 Table 5 Item 2a.
X	e. Test core-drilled samples.	Test	LOR	2105A.4 (2114.6.2*). (See appendix for exemptions.)
	Inspection:			
X	g. Verify size, location and condition of all dowels, construction supporting masonry, etc.	Periodic	SI	
X	h. Verify size, grade, and type of reinforcement and anchor bolts.	Periodic	SI	TMS 402-13 Table 3.1.3 Item 2b, TMS 602-13 Table 5 Item 2b.
X	i. Inspect placement of reinforcement and connectors.	Continuous	SI	TMS 402-13 Table 3.1.3 Item 2d, TMS 602-13 Table 5 Item 2d.
X	k. Inspect placement of masonry units and construction of mortar joints.	Periodic	SI	TMS 402-13 Table 3.1.3 Item 2c, TMS 602-13 Table 5 Item 2c.
X	l. Verify preparation, construction, and protection of masonry during cold weather (temperature below 40° F) or hot weather (temperature above 90°).	Periodic	SI*	TMS 402-13 Table 3.1.3 Item 2j; TMS 602-13 Table 5 Item 2j. * May be performed by the project inspector when specifically approved by DSA.
X	m. Inspect type, size, and location of anchors and all other items to be embedded in masonry including other details of anchorage of masonry to structural members, frames and other construction.	Continuous	SI	TMS 402-13 Table 3.1.3 Item 2h, TMS 602-13 Table 5 Item 2h.
X	n. Inspect grout space prior to grouting and placement of grout.	Continuous	SI	TMS 402-13 Table 3.1.3 Item 2e & 2f, TMS 602-13 Table 5 Item 2e & 2f.
-	15. POST-INSTALLED ANCHORS IN MASONRY:			
X	a. Inspect installation of post-installed anchors	See Notes	SI*	1705A.4, 1616A.1.19, Table 1705A.3 Item 4a (Continuous) & 4b (Periodic) (see Appendix for exemptions). ACI 318-14 Sections 17.8 & 26.13. * May be performed by the project inspector when specifically approved by DSA. (See Appendix for exemptions.)
X	b. Test post-installed anchors.	Test	LOR	1705A.4, 1910A.5 (1909.2.7*). (See Appendix for exemptions.)
-	STEEL, ALUMINUM Table 1705A.2.1, AISC 303-10, AISC 360-10, AISC 341-10, AISC 358-10, AISI S100-07/S2-10			
-	19. WELDING: 1705A.2.5, Table 1705A.2.1 Items 4 & 5; DSA IR 17-3, AWS D1.1 and AWS D1.8 for structural steel, AWS D1.2 for Aluminum, AWS D1.3 for cold-formed steel, AWS D1.4 for reinforcing steel. (See Appendix for exemptions.)			

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12/13/2017

Revised:

7/25/2018

Revised:

8/9/2018

Verification of Materials, Equipment, Welders, etc:

X	a. Verify weld filler material identification markings per AWS designation listed on the DSA approved documents and the WPS.	Periodic	SI	DSA IR 17-3.
X	b. Verify weld filler material manufacturer's certificate of compliance.	Periodic	SI	DSA IR 17-3.
X	c. Verify WPS, welder qualifications and equipment.	Periodic	SI	DSA IR 17-3.
-	19.1 SHOP WELDING:			
X	a. Inspect groove welds, multi-pass fillet welds, single pass fillet welds > 5/16", plug and slot welds	Continuous	SI	Table 1705A.2.1 Item 5a.1-4. Per AISC 360-10 (and AISC 341-10 as applicable). DSA IR 17-3.
X	b. Inspect single-pass fillet welds ≤ 5/16", floor and roof deck welds	Periodic	SI	1705A.2.2, Table 1705A.2.1 Item 5a.5 & 5a.6. Per AISC 360-10 (and AISC 341-10 as applicable). DSA IR 17-3.
X	d. Verification of reinforcing steel weldability other than ASTM A706	Periodic	SI	1705A.3.1; verify carbon equivalent reported on mill certificates. AWS D1.4. DSA IR 17-3.
-	19.2 FIELD WELDING:			
X	b. Inspect single-pass fillet welds ≤ 5/16"	Periodic	SI	Table 1705A.2.1 Item 5a.5. Per AISC 360-10 (and AISC 341-10 as applicable). DSA IR 17-3.
X	g. Verification of reinforcing steel weldability	Periodic	SI	1705A.3.1; verify carbon equivalent reported on mill certificates. DSA IR 17-3.
-	WOOD			
-	24. PREFABRICATED WOOD STRUCTURAL ELEMENTS:			
				Section 1705A.5
+	OTHER			



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List of required verified report(s):

- | | |
|---|--|
| 1 | Soils testing and inspection: Geotechnical Verified Report - Form DSA-293 |
| 2 | All Structural Testing: Laboratory Verified Report - Form DSA-291 |
| 3 | Masonry Inspection: Laboratory Verified Report - Form DSA-291, or, for independently contracting SI, Special Inspection Verified Report - Form DSA-292 |
| 4 | Shop Welding Inspection: Laboratory Verified Report - Form DSA-291, or, for independently contracting SI, Special Inspection Verified Report - Form DSA-292 |
| 5 | Field Welding Inspection: Laboratory Verified Report - Form DSA-291, or, for independently contracting SI, Special Inspection Verified Report - Form DSA-292 |

KEY to Columns

1 Type -	2 Performed By -
Continuous – Indicates that a continuous special inspection is required	GE – Indicates that the special inspection is to be performed by a registered geotechnical engineer or his or her authorized representative
Periodic – Indicates that a periodic special inspection is required	LOR – Indicates that the test or inspection is to be performed by a testing laboratory accepted in the DSA Laboratory Evaluation and Acceptance (LEA) Program. See section 4-335, 2013 CCR Title 24, Part 1.
Test – Indicates that a test is required	SI – Indicates that the special inspection is to be performed by a special inspector

COMPILE

PRINT

Brian J. Maytum, AIA

8/9/2018

Name of Architect or Engineer in general responsible charge

Gregory I. Richards, SE

Name of Structural Engineer (When structural design has been delegated)

Gregory I. Richards

8/9/2018

Signature of Architect or Structural Engineer

date

IDENTIFICATION STAMP
 DIV OF THE STATE ARCHITECT
 APP. # _____

AC N/A F/LS N/A SS _____

DATE _____

APPROVED
DIV OF THE STATE ARCHITECT
SACRAMENTO REGIONAL OFFICE

AC --- F/LS _____ SS GFAPP # 02-116405 DATE 08/20/2018DOC NAME: CCD 7R1



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Appendix: Work Exempt from DSA Requirements for Special Inspection or Structural Testing

Exempt items given in IR A-22 or the 2016 CBC (including DSA amendments) and those items identified below with an "X" by the design professional are NOT subject to DSA requirements for the structural tests and special inspections noted. The project inspector shall verify all construction complies with the approved construction documents.

Exempted by Design Prof.	
Soils:	
X	1. Deep foundations acting as a cantilever footing designed based on minimum allowable pressures per 2016 CBC Table 1806A.2 and having no geotechnical report for the following types of structures: free standing sign, scrolling message sign, scoreboard, covered walkway or shade structure with dead load less than 5 psf and other light-weight structures of which the apex is less than 8' above the highest adjacent grade.
X	2. Shallow foundations meeting the exception item #1 criteria specified in 2016 CBC Section 1803A.2.
(Optional) List details for applicable exempt items:	
Concrete/Masonry:	
X	1. Post-installed anchors for the following: 1) exempt non-structural components (e.g., mechanical, electrical, plumbing equipment) given in ASCE 7-10, Section 13.1.4 (and modified by CBC Section 1616A.1.18) or 2) interior nonstructural wall partitions meeting criteria listed in exempt item 3 for "Welding."
X	2. Concrete batch plant inspection is not required for items given in CBC Section 1705A.3.3.2 subject to the requirements and limitations in that section. Exempt retaining walls shall be less than 4'-0" above the top of foundation not supporting a surcharge and free standing nonbearing non-shear walls up to 6'-0" above adjacent grade.

Exempted by Design Prof.	
Welding:	
X	1. Solid-clad and open-mesh gates with maximum leaf span or rolling section for rolling gates of 10' and apex height less than 8'-0" above lowest adjacent grade. When located above circulation or occupied space below, these gates are not located within 1.5x gate/fence height (max 8'-0") to the edge of floor or roof.
X	2. Handrails, guardrails, and modular or relocatable ramps associated with walking surfaces less than 30" above adjacent grade (excluding post base connections per the 'Exception' language in Section 1705A.2.1); fillet welds cannot be ground flush.
X	3. Non-structural interior cold-formed steel framing spanning less than 15'-0", such as in interior partitions, interior soffits, etc. supporting only self weight and light-weight finishes or adhered tile, masonry, stone, or terra cotta veneer no more than 5/8" thickness and apex less than 20'-0" in height and not over an exit way. Maximum tributary load to a member shall not exceed the equivalent of that occurring from a 10'x10' opening in a 15' tall wall for a header or king stud.
X	4. Manufactured support frames and curbs using hot rolled or cold-formed steel (i.e., light gauge) for mechanical, electrical, or plumbing equipment weighing less than 2000# (equipment only) (connections of such frames to superstructure elements using welding will require special inspection as noted in selected item(s) for section 19, 19.1 and/or 19.2 of listing above).
X	5. Manufactured components (e.g., Tolco, B-Line, Afcon, etc.) for mechanical, electrical, or plumbing hanger support and bracing (connections of such components to superstructure elements using welding will require special inspection as noted in selected item(s) for section 19, 19.1 and/or 19.2 of listing above).
X	6. TV Brackets, projector mounts with a valid listing (see DSA IR A-5) and recreational equipment (e.g., playground structures, basketball backstops, etc.) (connections of such elements to superstructure elements using welding will require special inspection as noted in selected item(s) for section 19, 19.1 and/or 19.2 of listing above).

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X	3. Masonry retaining walls less than 4'-0" above the top of foundation not supporting a surcharge and free standing nonbearing non-shear masonry walls up to 6'-0" above adjacent grade do not require mortar or masonry core testing or DSA special inspection.
X	4. Epoxy shear dowels in site flatwork.
(Optional) List details for applicable exempt items:	

X	7. Any support for exempt non-structural components given in ASCE 7-10, Section 13.1.4 (and modified by CBC Section 1616A.1.18) meeting the following: 1) when supported on a floor/roof, <400# and resulting composite center of mass (including component's center of mass) ≤ 4' above supporting floor/roof, 2) when hung from a wall or roof/floor, <20# for discrete units or <5 plf for distributed systems.
(Optional) List details for applicable exempt items:	



Center Joint Unified School District
8408 Watt Avenue
Antelope, CA 95843
(916) 338-8400 Office
(916) 338-8411 Fax

PROPOSED CHANGE ORDER

PCO #: 004

PROJECT: Center High School New Campus Entry Plaza #18-02

DSA APPLICATION NO.: 02-116405

NAME OF CONTRACTOR: Bill Litchfield Construction, Inc.





NAME OF ARCHITECT: Nacht & Lewis

Contractor proposes to change the Contract as follows:

Remove sheet-rock at new drinking fountain walls to expose sheer panel
Video attic space above men's and women's bathrooms
Exploratory holes in gymnasium East and West walls
Drill core samples in gym walls
Move D.I. near gym to landscape area

PROPOSED ADJUSTMENTS

1. The proposed basis of adjustment to the Contract Sum is: \$ 859.10
2. The proposed schedule change is 0 days

REVIEWED	REVIEWED	ACCEPTED	APPROVED
		Signature by the Contractor indicates the Contractor's agreement with the proposed adjustments in Contract Sum and Contract Time set forth in this Proposed Change Order as full and complete satisfaction of any direct or indirect additional cost incurred by Contractor in connection with performance of the proposed change work.	
Capital Program Management, Inc.	Nacht & Lewis	Bill Litchfield Construction	Center Joint Unified School District
OWNERS REP (Typed Name)	ARCHITECT (Typed Name)	CONTRACTOR (Typed Name)	DISTRICT / OWNER (Typed Name)
			
(Signature)	(Signature)	(Signature)	(Signature)
Sharon Thomas	ERIC SIFUENTES	Abe Toor	Scott A. Loehr
(Print Name)	(Print Name)	(Print Name)	(Print Name)
DATE 9-21-18	DATE 10/1/18	DATE 8/27/2018	DATE 10-2-18



13340 Grass Valley Avenue, Unit D – Grass Valley, CA 95945

8/27/2018

Center High School New Campus Entry Plaza
Center Joint Unified School District

TIME & MATERIAL FOR PCO 004.

6/13/2018 – Remove sheet-rock at new drinking fountain walls to expose sheer panel:

BLC Labor:

Carpenter, (Brian Murphy) – 1.5 hrs. x \$93.24 = \$139.86 ✓

Total: \$139.86

6/15/2018 – Video attic space above men's and women's bathrooms:

BLC Labor:

Carpenter, (Brian Murphy) – 1.5 hrs. x \$93.24 = \$139.86 ✓

Carpenter, (Dan Roberts) – 1.5 hrs. x \$93.24 = \$139.86 ✓

Total: \$279.72

6/21/2018 – Exploratory holes in gymnasium East and West walls:

BLC Labor:

Carpenter, (Brian Murphy) – 1 hr. x \$93.24 = \$93.24 ✓

Total: \$93.24

7/18/2018 – Drill core samples in gym walls:

BLC Labor:

Supervision, (Brian Murphy) – 1 hr. x \$51.82 = \$51.82 ✓

Total: \$51.82

7/24/2018 - Move D.I. near gym to landscape area:

BLC Labor:

Laborer, (Justin Toor) - 3 hrs. x \$69.24 = \$207.72 ✓

Total: \$207.72

Subtotal: \$ 772.36

BLC Mark-up 10%: \$ 77.24

\$ 849.60

BLC Bond Cost 1%: \$ 8.50

Total: \$ 858.10

Abe Toor
Senior Project Manager



530.272.5773 Telephone 530.272.3296 Facsimile
SCL #357958

DAILY EXTRA WORK REPORT

DATE OF REPORT

6/13/2018

DATE WORK PERFORMED

6/13/2018

CONTRACTOR

BILL LITCHFIELD CONSTRUCTION

DESCRIPTION OF WORK

REMOVE SHEETROCK @ NEW DRINKING FOUNTAIN WALLS TO EXPOSE

PROJECT NAME

CENTER H.S. NEW ENTRY PLAZA + PATH

DISTRICT

CENTER USD

NOTIFIED INSPECTION

DATE 6/13/18 TIME 3:30 PM

JOB NUMBER 116425
REPORT NUMBER
PCO NUMBER N/A #4
COR NUMBER N/A
APPROVED BY MARK ROSSCH

EQUIP NO.	EQUIPMENT	HRS.	HOURLY RATE	EXTENDED AMOUNT	LABOR/TRADE		HOURS	RATE	EXTENDED AMOUNT
					BRIAN - CARPENTRY	REG	1.5		
						OT			
						REG			
						OT			
						REG			
						OT			
						REG			
						OT			
						REG			
						OT			
EQUIPMENT TOTAL					LABOR EXPENSES				
MATERIAL		UNITS	UNIT COST		ADDED LABOR SURCHARGE				
					Bill Au 6/13/2018				
					CONTRACTOR'S REPRESENTATIVE				
					DK Dracy 6/13/2018				
					PROJECT INSPECTOR DATE				

DAILY EXTRA WORK REPORT

DATE OF REPORT 6/15/18 DATE WORK PERFORMED 6/15/18
 CONTRACTOR BILL LITCHFIELD CONSTRUCTION
 DESCRIPTION OF WORK VIDEO ATTIC SPACE ABOVE MEN'S + WOMEN'S BATHROOMS
 PROJECT NAME CENTER HIGH SCHOOL
 DISTRICT CENTER J.U.S.D.
 NOTIFIED INSPECTION _____ DATE 6-15-18 TIME 7-00 AM
 JOB NUMBER _____
 REPORT NUMBER _____
 PCO NUMBER VEERAL - #4
 COR NUMBER _____
 APPROVED BY NIR

EQUIP NO.	EQUIPMENT	HRS.	HOURLY RATE	EXTENDED AMOUNT	LABOR/TRADE	HOURS	RATE	EXTENDED AMOUNT
					11-30-18 J. MURPHY	REG 1.0		
						OT		
					NEW ROADS	REG 1.0		
						OT		
						REG		
						OT		
						REG		
						OT		
						REG		
						OT		
EQUIPMENT TOTAL					LABOR EXPENSES			
MATERIAL		UNITS	UNIT COST		ADDED LABOR SURCHARGE			
					B. M. Murphy			
					CONTRACTOR'S REPRESENTATIVE			
					DK Doyle 6-15-2018			
					PROJECT INSPECTOR DATE			

• DAILY EXTRA WORK REPORT:

DATE OF REPORT:

DATE WORK PERFORMED

CONTRACTOR:**DESCRIPTION OF WORK:**

PROJECT NAME:

DISTRICT:

NOTIFIED INSPECTION:

JOB NUMBER:

REPORT NUMBER:

PCO NUMBER:

COR NUMBER:

APPROVED BY:

EQUIP NO.	EQUIPMENT	HRS.	HOURLY RATE	EXTENDED AMOUNT	LABOR/TRADE		HOURS	RATE	EXTENDED AMOUNT
					BRIAN MURPHY	REG.	1		
						O.T.			
						REG.			
						O.T.			
						REG.			
						O.T.			
						REG.			
						O.T.			
						REG.			
						O.T.			
EQUIPMENT TOTAL									
MATERIAL		UNITS	UNIT COST		LABOR EXPENSES				
					ADDED LABOR SURCHARGE				
					Brian Murphy		6/21/18		
					CONTRACTOR'S REPRESENTATIVE				
					DK Dooley		6-21-2018		
					PROJECT INSPECTOR		DATE		

DAILY EXTRA WORK REPORT

DATE OF REPORT

7/18/18

DATE WORK PERFORMED

7/18/18

CONTRACTOR

BLC

DESCRIPTION OF WORK

DRILL CORE SAMPLER IN GYM WALLS

PROJECT NAME

ENTER H.S. GYM BATHROOMS

DISTRICT

CIUSD

JOB NUMBER
REPORT NUMBER
PCO NUMBER
COR NUMBER
APPROVED BY

4

NOTIFIED INSPECTION

DATE _____

TIME

EQUIP NO.	EQUIPMENT	HRS.	HOURLY RATE	EXTENDED AMOUNT	LABOR/TRADE		HOURS	RATE	EXTENDED AMOUNT
					FLLC	REG	1		
						OT			
						REG			
						OT			
						REG			
						OT			
						REG			
						OT			
						REG			
						OT			
						REG			
						OT			
EQUIPMENT TOTAL					LABOR EXPENSES				
MATERIAL		UNITS	UNIT COST		ADDED LABOR SURCHARGE				
					Bri Mm 7/18/10				
					CONTRACTOR'S REPRESENTATIVE				
					DK Dwyer 7-18-10				
					PROJECT INSPECTOR DATE				

DAILY EXTRA WORK REPORT

DATE OF REPORT

7/24/18
BLC

DATE WORK PERFORMED

7/24/18

CONTRACTOR

DESCRIPTION OF WORK

MORE D.I. NEAR GUYANA LANDSCAPE AREA

PROJECT NAME

CENTER HS. NEW INTERIOR LIGHT

DISTRICT

C 5450

JOB NUMBER
REPORT NUMBER
PCO NUMBER
COR NUMBER
APPROVED BY

444

NOTIFIED INSPECTION

DATE

TIME

EQUIP NO	EQUIPMENT	HRS.	HOURLY RATE	EXTENDED AMOUNT	LABOR/TRADE	HOURS	RATE	EXTENDED AMOUNT
					24000	REG	2.5	
						OT		
						REG		
						OT		
						REG		
						OT		
						REG		
						OT		
						REG		
						OT		
EQUIPMENT TOTAL								
MATERIAL		UNITS	UNIT COST	LABOR EXPENSES				
				ADDED LABOR SURCHARGE				
				BLC 7/24/18				
				CONTRACTOR'S REPRESENTATIVE				
				Boris Zhong, CPM 7/24/18				
				PROJECT INSPECTOR				
				DATE				

PROJECT NAME Center High School - New Campus Entry Plaza

CONTRACTOR Bill Litchfield Construction, Inc.

SUBCONTRACTOR _____

PROJECT NO. 18-02

CONTRACT NO. _____

DATE 8/27/2018

HOURLY LABOR RATE WORKSHEET

(Reference 'Change Orders' in Contract General Conditions. Certified payrolls required for all workers on Project. Contractor shall enter data into all fields highlighted in yellow; for fields highlighted in blue, data will automatically populate.)

TRADE: Construction

CLASSIFICATION: Carpenter

Item	Rate Per \$100	Prevailing Wage Rate			Notes														
		Regular Time	Overtime	Double Time															
Base Labor Rate		\$ 42.52	\$ 63.78	\$ 85.04	Use certified payroll to verify														
	<table><tr><td>Benefits Paid</td><td>Benefit Provided</td></tr><tr><td colspan="2">(put X in appropriate box)</td></tr><tr><td>Pension ¹</td><td>X</td></tr><tr><td>Health/Welfare ¹</td><td>X</td></tr><tr><td>Training/Certification ¹</td><td>X</td></tr><tr><td>Vacation/Holiday ¹</td><td>X</td></tr><tr><td>Other</td><td>X</td></tr></table>	Benefits Paid	Benefit Provided	(put X in appropriate box)		Pension ¹	X	Health/Welfare ¹	X	Training/Certification ¹	X	Vacation/Holiday ¹	X	Other	X				
Benefits Paid	Benefit Provided																		
(put X in appropriate box)																			
Pension ¹	X																		
Health/Welfare ¹	X																		
Training/Certification ¹	X																		
Vacation/Holiday ¹	X																		
Other	X																		
Fringe Benefits																			
Pension ¹		10.10	15.15	20.20															
Health/Welfare ¹		11.45	17.18	22.90															
Training/Certification ¹		0.93	1.40	1.88															
Vacation/Holiday ¹		4.44	6.66	8.88															
Other		2.50	3.80	5.18															
Fringe Benefits Subtotal		\$ 29.51	\$ 44.27	\$ 59.02															
Total PW Hourly Rate		\$ 72.03	\$ 108.05	\$ 144.06	= Base Labor Rate + Benefits Paid + Benefits Provided														
Benefits Paid		\$ 29.51	\$ 44.28	\$ 59.02															
Total Paid Hourly Rate		\$ 72.03	\$ 108.08	\$ 144.08	= Base Labor Rate + Benefits Paid														
Burden Taxes & Insurance ²																			
FICA	0.0620	4.47	6.70	8.94															
Medicare	0.0145	1.04	1.57	2.08															
Federal Unemployment	0.0080	0.58	0.88	1.18															
California Unemployment	0.0620	4.47	6.70	8.94	Maximum: 0.062														
Workers Compensation ¹	0.1479	10.85	15.98	21.30															
Other ¹		-	-	-															
Other ¹		-	-	-															
Burden Subtotal		\$ 21.21	\$ 31.81	\$ 42.42															
Contractor Liability Insurance		N/A	N/A	N/A	Included in O&P per CGC														
Small Tools		N/A	N/A	N/A	Included in O&P per CGC														
Other (warranty, record drawings, payment bonds, performance bonds, etc.)		N/A	N/A	N/A	Included in O&P per CGC														
TOTAL HOURLY RATE (Total Hourly Rate + Burden)		\$ 93.24	\$ 139.86	\$ 186.48	= Amount Contractor paid to employee														

By signing below, the submitter certifies and declares under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Rates certified by Stacy Cronon Company Name: Bill Litchfield Construction, Inc.

Signature: Stacy Cronon

PROJECT NAME Center High School - New Campus Entry Plaza
 CONTRACTOR B&B Litchfield Construction, Inc.
 SUBCONTRACTOR _____

PROJECT NO. 18-02
 CONTRACT NO. _____
 DATE 8/27/2018

HOURLY LABOR RATE WORKSHEET

(Reference 'Change Orders' in Contract General Conditions. Certified payrolls required for all workers on Project. Contractor shall enter data into all fields highlighted in yellow; for fields highlighted in blue, data will automatically populate.)

TRADE: Construction

CLASSIFICATION: Laborer

Item	Rate Per \$100	Prevailing Wage Rate			Notes														
		Regular Time	Overtime	Double Time															
Base Labor Rate		\$ 29.54	\$ 44.31	\$ 59.08	Use certified payroll to verify														
	<table><tr><td>Benefit Paid</td><td>Benefit Provided</td></tr><tr><td colspan="2">(put X in appropriate box)</td></tr><tr><td>Pension ¹</td><td>X</td></tr><tr><td>Health/Welfare ¹</td><td>X</td></tr><tr><td>Training/Certification ¹</td><td>X</td></tr><tr><td>Vacation/Holiday ¹</td><td>X</td></tr><tr><td>Other</td><td>X</td></tr></table>	Benefit Paid	Benefit Provided	(put X in appropriate box)		Pension ¹	X	Health/Welfare ¹	X	Training/Certification ¹	X	Vacation/Holiday ¹	X	Other	X				
Benefit Paid	Benefit Provided																		
(put X in appropriate box)																			
Pension ¹	X																		
Health/Welfare ¹	X																		
Training/Certification ¹	X																		
Vacation/Holiday ¹	X																		
Other	X																		
Fringe Benefits:																			
Pension ¹		12.20	18.30	24.40															
Health/Welfare ¹		8.25	12.37	16.50															
Training/Certification ¹		0.45	0.67	0.90															
Vacation/Holiday ¹		2.75	4.13	5.50															
Other		0.30	0.45	0.60															
Fringe Benefits Subtotal		\$ 21.95	\$ 35.82	\$ 47.90															
Total PW Hourly Rate		\$ 53.49	\$ 80.23	\$ 106.98	= Base Labor Rate + Benefits Paid + Benefits Provided														
Benefits Paid		\$ 21.95	\$ 35.83	\$ 47.90															
Total Paid Hourly Rate		\$ 53.49	\$ 80.24	\$ 106.98	= Base Labor Rate + Benefits Paid														
Burden Taxes & Insurance ²																			
FICA	0.0620	3.32	4.98	6.54															
Medicare	0.0145	0.78	1.17	1.58															
Federal Unemployment	0.0060	0.43	0.64	0.88															
California Unemployment	0.0020	3.32	4.98	6.54	Maximum - 0.062														
Workers Compensation ¹	0.1479	7.91	11.86	15.82															
Other ¹		-	-	-															
Other ¹		-	-	-															
Burden Subtotal		\$ 15.75	\$ 23.63	\$ 31.50															
Contractor Liability Insurance		N/A	N/A	N/A	Included in OH&P per CGC														
Small Tools		N/A	N/A	N/A	Included in OH&P per CGC														
Other (warranty, record drawings, payment bonds, performance bonds, etc.)		N/A	N/A	N/A	Included in OH&P per CGC														
TOTAL HOURLY RATE (Total Hourly Rate + Burden)		\$ 69.24	\$ 103.86	\$ 138.48	= Amount Contractor paid to employee														

By signing below, the submitter certifies and declares under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Rates certified by Stacy Crosson Company Name B&B Litchfield Construction, Inc.

Signature

Stacy Crosson



Center Joint Unified School District
8408 Watt Avenue
Antelope, CA 95843
(916) 338-8400 Office
(916) 338-8411 Fax

PROPOSED CHANGE ORDER

PCO #: 013

PROJECT: Center High School New Campus Entry Plaza #18-02

DSA APPLICATION NO.: 02-118405

NAME OF CONTRACTOR: Bill Litchfield Construction, Inc.

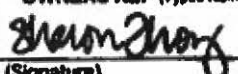

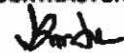

NAME OF ARCHITECT: Nacht & Lewis

Contractor proposes to change the Contract as follows:

Work performed by TJR Resources, Inc., - Enlarge Footings On CMU Columns, (DSA CCD # 3 and # 4 attached).

PROPOSED ADJUSTMENTS

1. The proposed basis of adjustment to the Contract Sum is: \$3,804.21
2. The proposed schedule change is 1 days

REVIEWED	REVIEWED	ACCEPTED	APPROVED
		Signature by the Contractor indicates the Contractor's agreement with the proposed adjustments in Contract Sum and Contract Time set forth in this Proposed Change Order as full and complete satisfaction of any direct or indirect additional cost incurred by Contractor in connection with performance of the proposed change work.	
Capital Program Management, Inc.	Nacht & Lewis	Bill Litchfield Construction	Center Joint Unified School District
OWNERS REP (Typed Name)	ARCHITECT (Typed Name)	CONTRACTOR (Typed Name)	DISTRICT / OWNER (Typed Name)
			
(Signature)	(Signature)	(Signature)	(Signature)
Sharon Thomas	ERIC SIFUENTES	Abe Toor	Scott A. Loehr
(Print Name)	(Print Name)	(Print Name)	(Print Name)
DATE 9.21.18	DATE 10/1/18	DATE 9/11/2018	DATE 10-2-18



CHANGE ORDER REQUEST SUMMARY

PROJECT NAME CENTER HIGH SCHOOL - NEW CAMPUS ENTRY PLAZA P.C.O. NO. 013
PROJECT NO. 18-02 RF/RFP
CONTRACTOR: Bill Litchfield Construction, Inc. DATE 9/11/2018

DESCRIPTION OF CHANGE: Work Performed By TJR Resources - Enlarge Footings For CMU Columns

Contractor's Direct Costs

Additive Costs

A Labor
B Material
C Equipment
D Subtotal of Additive Cost

Deductive Costs (use minus sign to denote negative figures)

E Labor
F Material
G Equipment
H Subtotal of Deductive Cost \$0.00

I Contractor's Total Direct Cost (D+H) \$0.00

J Contractor's Mark-up \$0.00

Line "J" mark-up is calculated in accordance with Contract General Conditions. Mark-up percentages applied to the line "I" subtotal are calculated at 10%

K Total Contractor Direct Costs + Mark-up (Line I + J) \$0.00

L Total Subcontractor Direct Costs \$3,275.25 ✓

(Note: If there are two or more subcontractors for this change item, then use a separate form for each subcontractor)
Sum of Lines "I" and "L" from Subcontractor Change Order Request Summary Forms

M Subcontractor Mark-up \$327.53 ✓

Sum of Lines "J", "M", "N" and "O" from Subcontractor Change Order Request Summary Forms

N Contractor's Mark-up on Subcontractor Direct Costs \$163.76 ✓

Line "N" mark-up is calculated in accordance with Contract General Conditions. Mark-up percentages applied to the line "L" subtotal are calculated at 5%

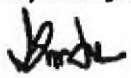
O Contractor's Mark-up on Bond Costs \$37.67 ✓

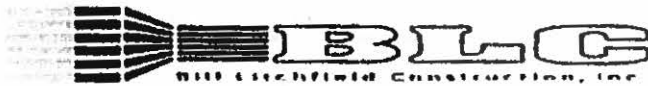
Line "O" mark-up is calculated in accordance with Contract General Conditions. Mark-up percentages applied to lines "K + L + M + N" subtotal are calculated at 1%

P Total Contractor Change Request (Line K + L + M + N + O) \$3,804.21 ✓

O Total Contractor Time Extension Required For Changes Described In This P.C.O. 1 Days

To the best of my knowledge and belief, I certify that all costs listed above are correct


Contractor Signature 9/11/2018
Date



SUBCONTRACTOR CHANGE ORDER REQUEST SUMMARY

PROJECT NAME <u>CENTER HIGH SCHOOL-NEW CAMPUS ENTRY PLAZA</u>	P.C.O. NO <u>013</u>
PROJECT NO <u>18-02</u>	RFI/RFP <u></u>
GENERAL CONTRACTOR: <u>Bill Litchfield Construction, Inc.</u>	DATE <u>9/11/2018</u>
SUBCONTRACTOR: <u>TJR Resources, Inc.</u>	
DESCRIPTION OF CHANGE <u>Enlarge Footings For CMU Columns</u>	
<u></u>	
<u></u>	

Subcontractor Direct Costs

Additive Costs

- A Labor: Cement Mason - 8 hrs. x \$70.08 + Operator - 8 hrs x \$85.67
- B Materials: Concrete - \$165 x 5CY = \$825.00 / Rebar \$1.017 x 25 ton = \$254.25
- C Equipment Rental: Excavator - \$950.00
- D Subtotal of Additive Cost

\$1,248.00
\$1,079.25
\$950.00

\$3,275.25 ✓✓

Deductive Costs (use minus sign to denote negative figures)

- E Labor
- F Material
- G Equipment

- H Subtotal of Deductive Cost

\$0.00

- I Subcontractor's Total Direct Cost (Line D + H)

\$3,275.25

- J Subcontractor's Mark-up On Equipment, Materials And Specialists:

\$327.53 ✓✓

Line "J" mark-up is calculated in accordance with the Contract General Conditions. Mark-up percentages applied to the line "I" subtotal are 15%

- K **Total Subcontractor Direct Costs + Mark-up (Line I + J)**

\$3,602.78 ✓

- L Total of all Sub-tier Subcontractor Direct Costs

- M Sub-tier Subcontractor Mark-up on first \$50,000

Individual sub-tier subcontractor mark-ups shall conform to max. & min. mark-ups listed for line "J" above.

- N Sub-tier Subcontractor Mark-up on balance beyond \$50,000

Individual sub-tier subcontractor mark-ups shall conform to max. & min. mark-ups listed for line "J" above.

- O Subcontractor's Mark-up on Sub-tier Subcontract Work (7% of Line "L" Total)

7.0% **\$0.00**

- P **Total Subcontractor Change Request (Line K + L + M + N + O)**

\$3,602.78 ✓



PO Box 637
Rancho Cordova, CA 95741
Office/Fax: 888.423.7789
CA DVBE #17597999
CSLB # 989449

FROM: TJR Resources, Inc.

7 July 2018

TO: Bill Litchfield Construction, Inc
13340 Grass Valley Ave, Unit D
Grass Valley, CA 95945
ATTN: Abe Toor

SUBJ: Center High School New Entry Plaza – PCO #13

Abe,

1. This change order reflects changes requested in the field.
 - a. CHANGE DESCRIPTION: Enlarge Footings for CMU Columns
 - b. COST IMPACT: \$3,602.78 (see attached breakout of change order)
 - c. TIME IMPACT: 1 Working Days
2. **NET TOTAL OF CHANGE ORDERS**: Addition of \$3,602.78 and project extension of 1 working day
3. If you have any questions, please contact me at (541)961-0394 or at tom.nordyke@tirresources.com.

Respectfully Submitted,

Tom Nordyke

THOMAS NORDYKE
Project Manager, VP
TJR Resources, Inc

"palma non sine pulvere"

CONTRACTOR: TJR RESOURCES, INC
CHANGE ORDER #3

1000

PROJECT NAME Center High School New Campus Entry Plaza PROJECT NO. 18-02
 CONTRACTOR BW Litchfield Construction, Inc. CONTRACT NO. 18-02
 SUBCONTRACTOR TJR Resources, Inc DATE 6/29/2018

HOURLY LABOR RATE WORKSHEET

(Reference 'Change Orders' in Contract General Conditions. Certified payrolls required for all workers on Project. Contractor shall enter data into all fields highlighted in yellow; for fields highlighted in blue, data will automatically populate.)

TRADE: Cement Mason CLASSIFICATION: Cement Mason - Journeyman

Item	Rate Per \$100	Prevailing Wage Rate			Notes
		Regular Time	Overtime	Double Time	
Base Labor Rate		\$ 35.05	\$ 52.58	\$ 70.10	Use certified payroll to verify
Fringe Benefits	Benefit Paid				
	Benefit Provided				
	(put X in appropriate box)				
	Pension	11.00	11.00	11.00	
	Health/Welfare	8.45	8.45	8.45	
	Training/Certification	0.87	0.87	0.87	
Vacation/Holiday	X	4.00	4.00	4.00	
Other	X	1.79	1.79	1.79	
Fringe Benefits Subtotal		\$ 26.91	\$ 26.91	\$ 26.91	
Total PW Hourly Rate		\$ 60.96	\$ 78.49	\$ 96.01	= Base Labor Rate + Benefits Paid + Benefits Provided
Benefits Paid		\$ 5.79	\$ 5.79	\$ 5.79	
Total Paid Hourly Rate		\$ 40.84	\$ 58.37	\$ 75.89	= Base Labor Rate + Benefits Paid
Burden: Taxes & Insurance					
FICA	0.0820	2.63	3.62	4.71	
Medicare	0.0145	0.58	0.85	1.10	
Federal Unemployment	0.0060	0.33	0.47	0.81	
California Unemployment	0.0620	2.53	3.62	4.71	Maximum: 0.062.
Workers Compensation	0.0767	3.13	3.13	3.13	Usually less than 11%. can request policy.
Other		-	-	-	
Other		-	-	-	
Burden Subtotal		\$ 9.12	\$ 11.68	\$ 14.25	
Contractor Liability Insurance		N/A	N/A	N/A	Included in OH&P per CGC
Small Tools		N/A	N/A	N/A	Included in OH&P per CGC
Other (warranty, record drawings, payment bonds, performance bonds, etc.)		N/A	N/A	N/A	Included in OH&P per CGC
TOTAL HOURLY RATE (Total Hourly Rate + Burden)		\$ 70.98	\$ 90.17	\$ 110.28	= Amount Contractor paid to employee

Note: For change order work, mark-ups for overhead and profit shall be applied to the above rates (these rates are subject to audit) in accordance with the provisions of CGCs, under 'Change Orders'. Mark-up rates for utility repair work shall be adjusted in accordance with the CGCs, under 'Contractor's Responsibility for the Work', subsection 'e-Utilities'.

¹ Costs for Overtime and Double Time are same as for Regular Time.

² Taxes & Insurance apply to Total Paid Hourly Rate which includes Base Labor Rate plus benefits paid in cash.

By signing below, the submitter certifies and declares under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Rates certified by: Thomas Murphy Company Name: TJR Resources, Inc
 (print name)

Signature: [Signature]

PROJECT NAME Center High School New Campus Entry Plaza

CONTRACTOR BH Michfield Construction, Inc.

SUBCONTRACTOR TJR Resources, Inc

PROJECT NO. 18-02

CONTRACT NO. 18-02

DATE 6/29/2018

HOURLY LABOR RATE WORKSHEET

(Reference 'Change Orders' in Contract General Conditions. Certified payrolls required for all workers on Project. Contractor shall enter data into all fields highlighted in yellow; for fields highlighted in blue, data will automatically populate.)

TRADE: Operating Engineer

CLASSIFICATION:

Operating Engineer Grp 5 Area 1

Item	Rate Per \$100	Prevailing Wage Rate			Notes														
		Regular Time	Overtime	Double Time															
Base Labor Rate		\$ 39.79	\$ 59.69	\$ 79.58	Use certified payroll to verify														
Fringe Benefits	<table><tr><td>Benefit Paid</td><td>Benefit Provided</td></tr><tr><td colspan="2">(put X in appropriate box)</td></tr><tr><td>X</td><td></td></tr><tr><td>X</td><td></td></tr><tr><td></td><td>X</td></tr><tr><td>X</td><td></td></tr><tr><td>X</td><td></td></tr></table>	Benefit Paid	Benefit Provided	(put X in appropriate box)		X		X			X	X		X					
	Benefit Paid	Benefit Provided																	
	(put X in appropriate box)																		
	X																		
	X																		
		X																	
	X																		
X																			
Pension		10.78	10.78	10.78															
Health/Welfare		13.88	13.88	13.88															
Training/Certification		1.02	1.02	1.02															
Vacation/Holiday		4.56	4.56	4.56															
Other		0.79	0.79	0.79															
Fringe Benefits Subtotal		\$ 31.03	\$ 31.03	\$ 31.03															
Total PW Hourly Rate		\$ 70.82	\$ 89.72	\$ 110.61	= Base Labor Rate + Benefits Paid + Benefits Provided														
Benefits Paid		\$ 30.01	\$ 30.01	\$ 30.01															
Total Paid Hourly Rate		\$ 69.80	\$ 89.70	\$ 109.58	= Base Labor Rate + Benefits Paid														
Burden, Taxes & Insurance																			
FICA	0.0620	4.33	5.58	8.79															
Medicare	0.0145	1.01	1.30	1.99															
Federal Unemployment	0.0080	0.56	0.72	0.88															
California Unemployment	0.0620	4.33	5.58	8.79	Maximum: 0.062														
Workers Compensation	0.0662	4.62	4.62	4.62	Usually less than 11%, can request policy														
Other		-	-	-															
Other		-	-	-															
Burden Subtotal		\$ 14.85	\$ 17.78	\$ 20.88															
Contractor Liability Insurance		N/A	N/A	N/A	Included in OH&P per CGC														
Small Tools		N/A	N/A	N/A	Included in OH&P per CGC														
Other (warranty, record drawings, payment bonds, performance bonds, etc.)		N/A	N/A	N/A	Included in OH&P per CGC														
TOTAL HOURLY RATE (Total Hourly Rate + Burden)		\$ 85.67	\$ 108.48	\$ 131.28	= Amount Contractor paid to employee														

Note: For change order work, mark-up for overhead and profit shall be applied to the above rates (these rates are subject to audit) in accordance with the provisions of CGCs under 'Change Orders'. Mark-up rates for utility repair work shall be adjusted in accordance with the CGCs under 'Contractor's Responsibility for the Work', subsection 'e-Utilities'.

¹ Costs for Overtime and Double Time are same as for Regular Time

² Taxes & Insurance apply to Total Paid Hourly Rate which includes Base Labor Rate plus benefits paid in cash

By signing below, the submitter certifies and declares under penalty of perjury under the laws of the State of California that the foregoing is true and correct

Rates certified by Thomas Murphy Company Name: TJR Resources, Inc
(print name)

Signature



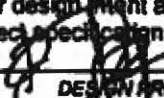
**140**

APPLICATION FOR APPROVAL OF CONSTRUCTION CHANGE DOCUMENT - CCD CATEGORY A/B

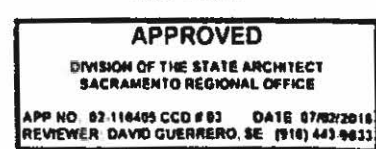
This application is for construction changes, as defined in IR A-6, to approved contract documents. This form shall be completed by the Design Professional in General Responsible Charge of the project, in accordance with California Code of Regulations, Title 24, Part 1, Section 4-338 (c) and in compliance with DSA IR A-6.

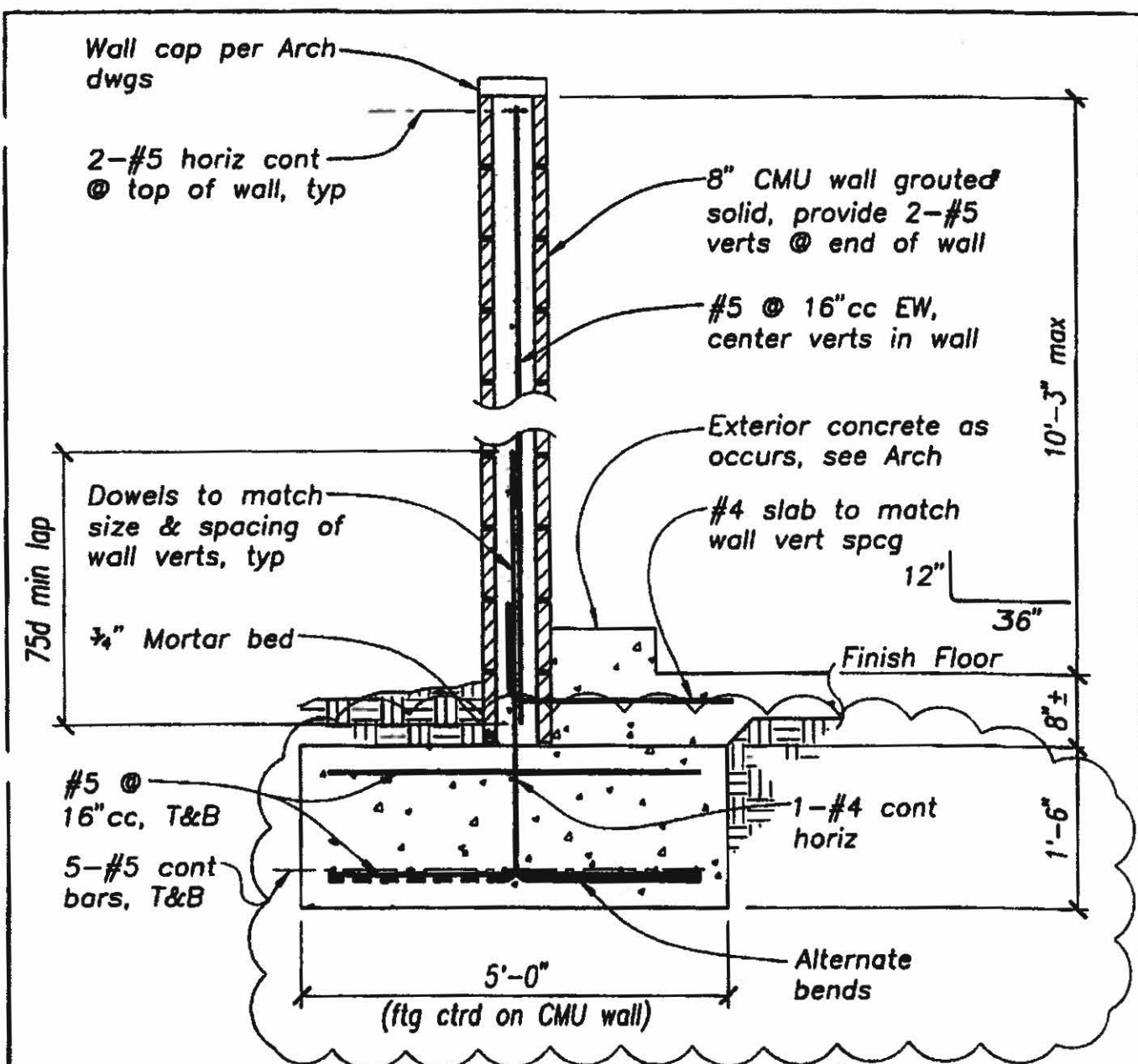
School District/Owner: Center Joint Unified School District	DSA File #: 34 - H9
Project Name/School: Center High School New Campus Entry Plaza	DSA App. #: 02 - 116405

APPLICANT		
CCD Cat. <input checked="" type="checkbox"/> A / <input type="checkbox"/> B, #3	Date Submitted: 06/29/18	Attached Pages?: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (3 pages)
For CCD Cat. B, this is a <input type="checkbox"/> voluntary submittal, <input type="checkbox"/> DSA required submittal (attach DSA notification requiring submission).		
Firm Name: Nachl & Lewis Architects	Contact Name: Eric Sifuentes	
Email: esifuentes@nachtlewis.com	Phone Number: (916) 329-4000	
Address: 600 Q Street, Suite 100		
City: Sacramento	State: CA	Zip: 95811
<input type="checkbox"/> A DSA 301-N, DSA 301-P, or 90-Day Letter has been issued for this project.		
<input checked="" type="checkbox"/> For project currently under construction.		
<input type="checkbox"/> To obtain DSA approval of existing uncertified building(s).		

DESIGN PROFESSIONAL IN GENERAL RESPONSIBLE CHARGE	
Name of Design Professional in General Responsible Charge: Brian J. Maytum, AIA	
Professional License #: C-28867	Discipline: Architect
Design Professional in General Responsible Charge Statement: The attached Construction Change Documents have been examined by me for design intent and appear to meet the appropriate requirements of Title 24, California Code of Regulations and the project specifications. They are acceptable for incorporation into the construction of the project.	
Signature: 	
DESIGN PROFESSIONAL IN GENERAL RESPONSIBLE CHARGE	

CHECK THIS BOX: <input checked="" type="checkbox"/> To confirm that all CCD drawings and specifications have been stamped and signed by the Responsible Design Professional listed on DSA 1 for this project.
Brief description of construction change (attach additional sheets if needed): At the CMU trash enclosure, raise the height to 10'-3" maximum. Increase footing depth and width by 6" per structural drawing CCD1-S-01, attached.
List of DSA approved drawings affected by this CCD: S0.1, A1.10

DSA USE ONLY	DSA Stamp
SSS_DG Date 07/02/18 <input type="checkbox"/> Approved / <input type="checkbox"/> Disapproved / <input type="checkbox"/> Not Req'd	
FLS Date <input type="checkbox"/> Approved / <input type="checkbox"/> Disapproved / <input type="checkbox"/> Not Req'd	
ACS Date <input type="checkbox"/> Approved / <input type="checkbox"/> Disapproved / <input type="checkbox"/> Not Req'd	
Remarks	



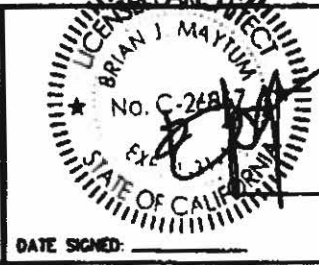
APPROVED
DIVISION OF THE STATE ARCHITECT
SACRAMENTO REGIONAL OFFICE
APP NO. 02-116405 CCD # 03 DATE 07/07/2018
REVIEWER: DAVID GUERRERO, BE (916) 443-0833

WALL SECTION 7
3/4" = 1'-0"




The purpose of this CCD is to specify an increased footing to occur at freestanding walls with a max height of 10'-3".

nacht&lewis
600 G Street, Suite 100
Sacramento, CA 95811
www.nachtandlewis.com
916.929.4000



**CENTER HIGH SCHOOL
NEW CAMPUS ENTRY PLAZA**
3111 Center Court Lane
Ardenhe, CA 95643
Center Joint Unified School District
DATE SIGNED: _____

Reference: S0.1
DSA FILE: 34-H9
DSA APP: 02-116405
DRAWING:
CCD3-S-01
DATE: 06/28/18

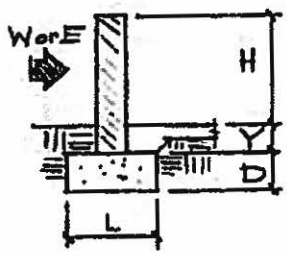
 barrish pelham Consulting Engineers Sacramento Walnut Creek Tahoe/Reno www.barrish.com	project Center High School Entry Structural Calculations		
	by GR	job no. 17-731	page no.
	date 6/28/2018		12 rev

Wall at Trash Enclosure

CCD3-S-01

Wall and Footing

Wall Height = 10'-3" max
 8" CMU - solid grouted w / #5 verticals at 16"cc



$H = 10.3 \text{ ft}$
 $Y = 0.7 \text{ ft}$
 $D = 1.5 \text{ ft}$
 $L = 5.0 \text{ ft}$

Footing 1.5' thick x 5' wide - continuous

Weight of wall and footing

CMU wall	$(135 \text{ pcf})(0.7')(1.0')(10.3')$	=	973 lb
Footing	$(150 \text{ pcf})(1.5')(5')(1.0')$	=	1,125 lb
Total Weight		=	2,098 lb

Wind Force on Wall

$$\begin{aligned}
 F(\text{ASD}) &= q \times G \times C_f \times A_f & G &= 0.85 & C_f &= 2.00 \\
 p(\text{ASD}) &= 14.7 \text{ psf} \times 0.85 \times 2.00 & & & &= 25 \text{ psf} \\
 A &= (1.0')(10.3') & & & &= 10.3 \text{ ft}^2 \\
 F(\text{ASD}) &= 10.3 \text{ ft}^2 \times 25 \text{ psf} & & & &= 258 \text{ lb} \\
 M_O &= 258 \text{ lb} \times 7.4 \text{ ft} & & & &= 1,893 \text{ lb-ft} \\
 M_R &= 2,098 \text{ lb} \times 2.50 \text{ ft} & & & &= 5,245 \text{ lb-ft}
 \end{aligned}$$

Check $0.6 \times M_R > M_O$ $0.6 \times 5,245 \text{ lb-ft} = 3,147 \text{ lb-ft} > 1,893 \text{ lb-ft}$ O.K.

Seismic Force on Wall

$$\begin{aligned}
 V(\text{ASD}) &= 0.7 \times (S_{DS} \times I / R) \times W & &= 0.352 \times W \\
 F(\text{ASD}) &= 0.352 \times 973 \text{ lb} & &= 343 \text{ lb} \\
 M_O &= 343 \text{ lb} \times 7.0 \text{ ft} & &= 2,399 \text{ lb-ft} \\
 M_R &= 2,098 \text{ lb} \times 2.50 \text{ ft} & &= 5,245 \text{ lb-ft}
 \end{aligned}$$

Check $(0.6 - 0.14S_{DS}) \times M_R > M_O$ $0.53 \times 5,245 \text{ lb-ft} = 2,778 \text{ lb-ft} > 2,399 \text{ lb-ft}$ O.K.


Check Soil Bearing Pressure

$L/3 = 1.67 \text{ ft}$ Resultant is outside the middle 1/3

Consider seismic loads for soil pressure check - seismic overturning moment governs

$$\begin{aligned}
 e &= \frac{5,245 \text{ lb-ft} - 2,399 \text{ lb-ft}}{2,098 \text{ lb}} = 1.36 \text{ ft} \\
 p_{\text{max}} &= \frac{2(2,098 \text{ lb})}{3(1.36)(1')} = 1,028 \text{ psf} < 1,500 \text{ psf} \quad \text{OK}
 \end{aligned}$$

Minimum footing reinforcing $0.0018 \times 60 \times 18 = 1.94 \text{ in}^2$ (4 - #5 bars longitudinal T & B)

 barrish pelham Consulting Engineers Sacramento, Walnut Creek, Tahoe/Keno www.barrish.com	project Center High School Entry Structural Calculations	
	by GR date 6/28/2018	job no. 17-731 page no. 12.1 rev

Wall at Trash Enclosure

CCD3-S-01

Check Flexural Strength of Wall

$$M_u = 343 \text{ lb} \times 5.1 \text{ ft} / 0.7 = 2,497 \text{ lb-ft} = 30.0 \text{ k-in}$$

$$\phi M_n = \phi A_s f_y \left(d - \frac{A_s f_y}{1.6 f_m b} \right) = 43 \text{ k-in} > 30 \text{ k-in} \quad \text{OK}$$

$$\left(\begin{array}{l} b = 12.00 \text{ in} \\ d = 3.81 \text{ in} \end{array} \right. \quad \phi = 0.9 \quad A_s (1\text{-}\#5 \text{ Bar}) = 0.23 \text{ in}^2 \quad \left. \begin{array}{l} f_y = 60 \text{ ksi} \\ f_m = 2,000 \text{ psi} \end{array} \right)$$



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APPLICATION FOR APPROVAL OF CONSTRUCTION CHANGE DOCUMENT - CCD CATEGORY A/B

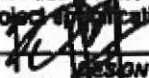
This application is for construction changes, as defined in IR A-6, to approved contract documents. This form shall be completed by the Design Professional in General Responsible Charge of the project, in accordance with California Code of Regulations, Title 24, Part 1, Section 4-338 (c) and in compliance with DSA IR A-6.

School District/Owner: Center Joint Unified School District	DSA File #: 34 - H9
Project Name/School: Center High School New Campus Entry Plaza	DSA App. #: 02 - 116405

APPLICANT

CCD Cat. <input checked="" type="checkbox"/> A / <input type="checkbox"/> B, #1	Date Submitted: 06/29/18	Attached Pages?: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (9 pages)
For CCD Cat. B, this is a <input type="checkbox"/> voluntary submittal, <input type="checkbox"/> DSA required submittal (attach DSA notification requiring submission).		
Firm Name: Nachi & Lewis Architects	Contact Name: Eric Sifuentes	
Email: esifuentes@nachtlewis.com	Phone Number: (916) 329-4000	
Address: 600 Q Street, Suite 100		
City: Sacramento	State: CA	Zip: 95811
<input type="checkbox"/> A DSA 301-N, DSA 301-P, or 90-Day Letter has been issued for this project.		
<input checked="" type="checkbox"/> For project currently under construction.		
<input type="checkbox"/> To obtain DSA approval of existing uncertified building(s).		

DESIGN PROFESSIONAL IN GENERAL RESPONSIBLE CHARGE

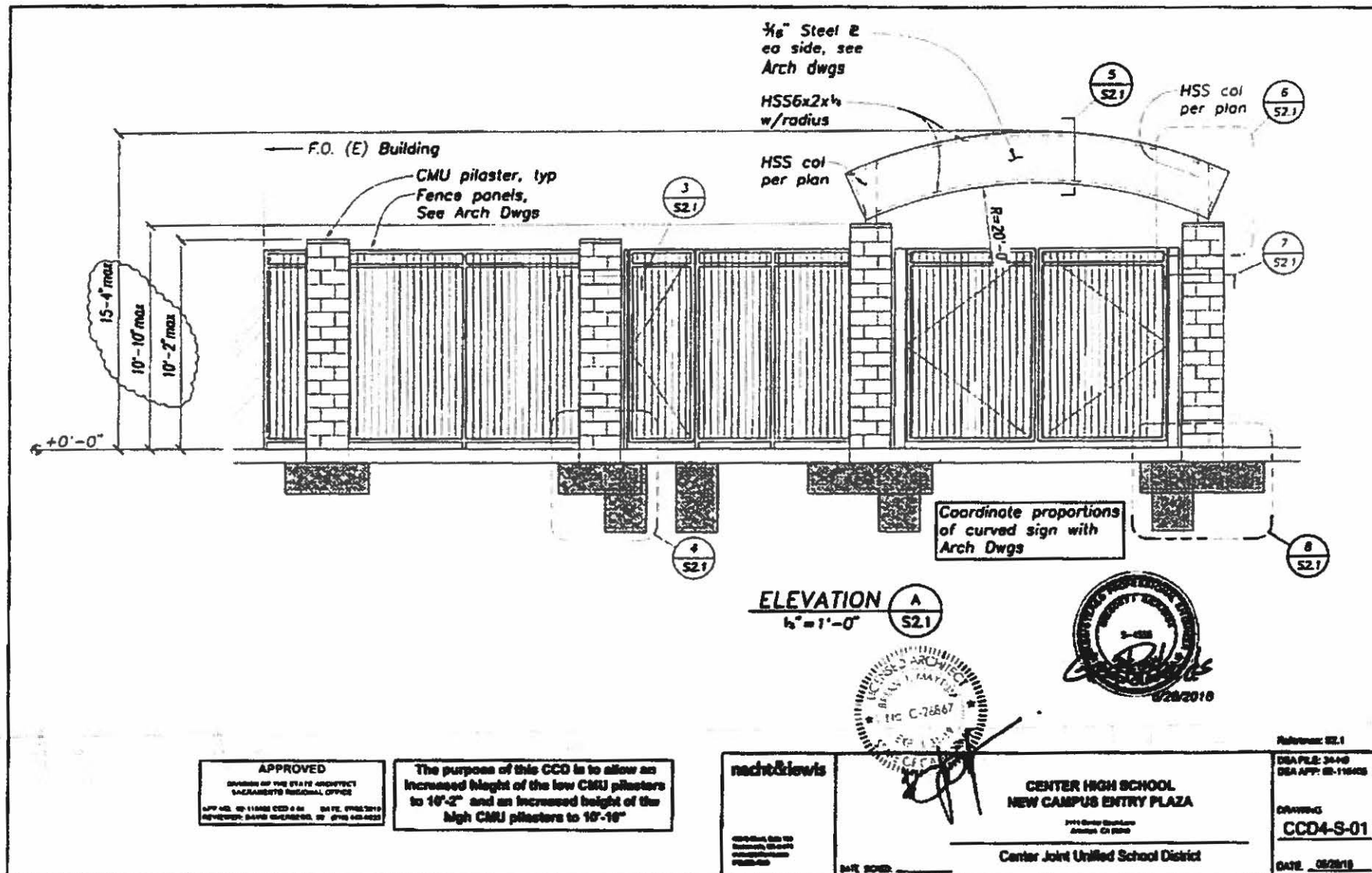
Name of Design Professional in General Responsible Charge: Brian J. Maytum, AIA	
Professional License #: C-26867	Discipline: Architect
Design Professional in General Responsible Charge Statement: The attached Construction Change Documents have been examined by me for design intent and appear to meet the appropriate requirements of Title 24, California Code of Regulations and the project specifications. They are acceptable for incorporation into the construction of the project.	
Signature: 	

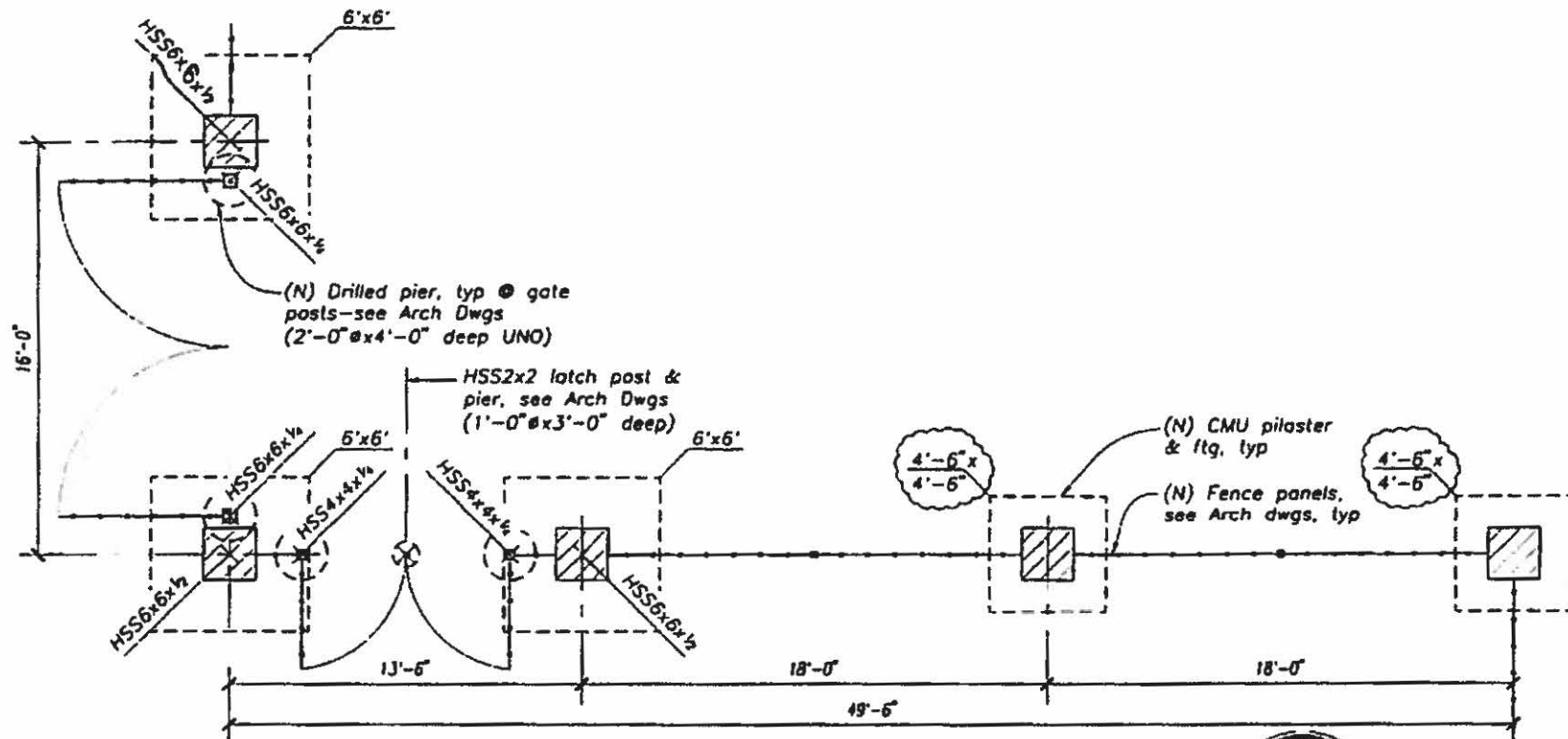
CHECK THIS BOX: ☒ To certify that all CCD drawings, when applicable, including calculations and specifications have been stamped and signed by the Responsible Design Professional listed on CCD #1 for this project.

Brief description of construction change (attach additional sheets if needed):
Increase CMU pilaster heights and widen footings per attached structural drawings and calculations.

List of DSA approved drawings affected by this CCD: S2.1

DSA USE ONLY		For business official use only	DSA Stamp
SSS DG	Date: 07/02/18	Approved / Disapproved / Not Req'd	APPROVED DIVISION OF THE STATE ARCHITECT SACRAMENTO REGIONAL OFFICE APP NO. 07-116405 CCD # 04 DATE: 07/02/2018 REVIEWER: DAVID GUERRERO, SE (916) 443-8833
FLS	Date	Approved / Disapproved / Not Req'd	
ACS	Date	Approved / Disapproved / Not Req'd	
Remarks			

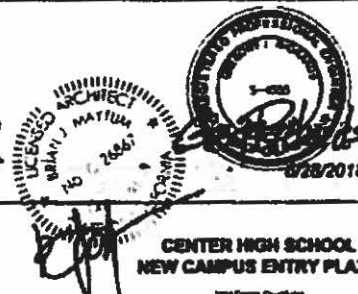




Refer to approved drawings for additional information

FOUNDATION PLAN

1/8" = 1'-0"



APPROVED
DIVISION OF THE STATE ARCHITECT
SACRAMENTO REGIONAL OFFICE
APR 02 12 11:48 CCD # 01 DATE 07/28/2018
REVISED, DATED 07/28/2018, BY 07110 443-0017

The purpose of this CCD is to allow an increased height of the low CMU pilasters to 18'-2" and an increased height of the high CMU pilasters to 18'-10"

nacht&dewis

07/28/2018 10:10 AM
07/28/2018 10:10 AM
07/28/2018 10:10 AM

DATE RECD

CENTER HIGH SCHOOL
NEW CAMPUS ENTRY PLAZA

1771 Center Court
Anaheim, CA 92816

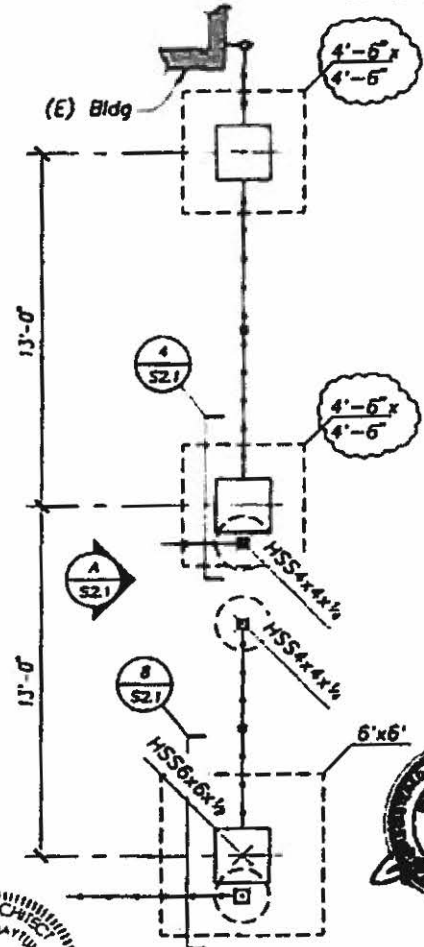
Center Joint Unified School District

Reference: S2.1

CSA FILE: 34-118
CSA APP: 02 116408

DRAWING
CCD4-S-02

DATE: 08/28/18



Refer to approved drawings
for additional information

FOUNDATION PLAN
1/8" = 1'-0"



APPROVED
DIVISION OF THE STATE ARCHITECT
SACRAMENTO REGIONAL OFFICE
APP NO. 22-115426 CCD 4 S 03 DATE 07/26/2018
REVIEWED SAHND QUINN, SE 07/26/2018


The purpose of this CCD is to allow an increased height of the low CMU pilasters to 16'-2" and an increased height of the high CMU pilasters to 10'-10"

nacht&dewitt
Architects Inc. 20
Sacramento, CA 95811
916.442.4222



**CENTER HIGH SCHOOL
NEW CAMPUS ENTRY PLAZA**
2770 Center Court East
Antelope, CA 95610
Center Joint Unified School District

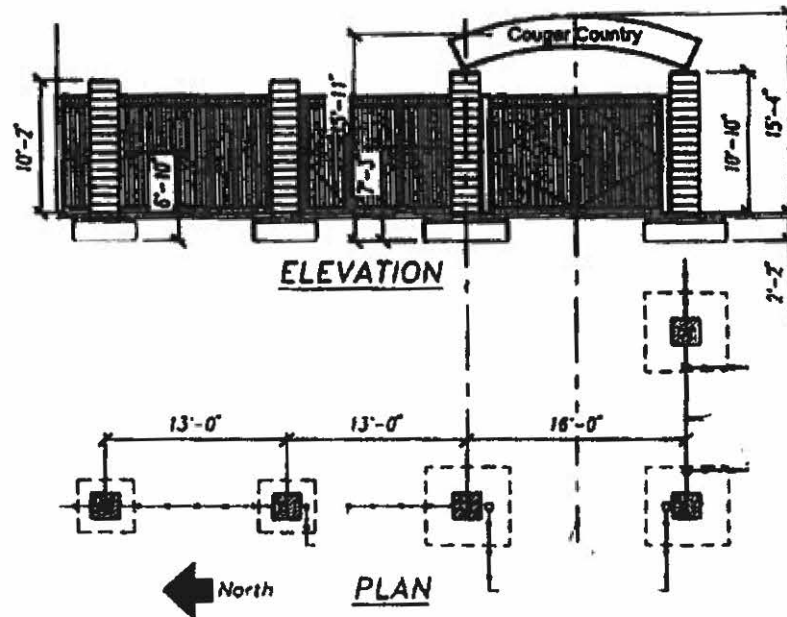
Reference: S2.1
DBA FILE: 24-10
DBA APP: 22-115426
DRAWING:
CCD4-S-03
DATE: 07/26/18

 barrish pelham Consulting Engineers Sacramento, Walnut Creek, Tahoe/Reno www.barrish.com	project Center High School Entry Structural Calculations		
	by GR	job no. 17-731	page no.
	date 8/28/2018		2 rev

Entrance and Sign


CCD4-S-01 to S-03

Elevation and Plan Drawing



Project Site



 barrish pelham Consulting Engineers Sacramento Walnut Creek Tahoe/Reno www.barrish.com	project Center High School Entry Structural Calculations		
	by GR date 6/28/2018	job no. 17-731	page no. 7 rev

Pilaster at Entrance Sign

CCD4-S-01 to S-03

Weight of Entry Sign and Pilaster

Steel plate	$W = (8 \text{ psf})(2.5')(8.5')$	$= 170 \text{ lb}$	Steel plate & rails 604 lb
HSS rails	$W = (12.2 \text{ plf})(18.8')$	$= 229 \text{ lb}$	
	$W = (12.2 \text{ plf})(16.8')$	$= 205 \text{ lb}$	
HSS column	$W = (35.2 \text{ plf})(15.3')$	$= 539 \text{ lb}$	Steel column & pilaster 6,462 lb
CMU pilaster	$W = (135 \text{ pcf})(2.0')(2.0')(11.7')$	$= 6,318 \text{ lb}$	
	$W = (-135 \text{ pcf})(0.5')(0.5')(11.7')$	$= -395 \text{ lb}$	
Footing	$W = (150 \text{ pcf})(1.5')(6')(6')$	$= 8,100 \text{ lb}$	
Total Weight		$= 15,166 \text{ lb}$	7,066 lb

Wind Force on Sign and Pilasters

Wind loads conservatively consider a uniform pressure based on $C_f = 2.00$ over the entire surface areas of the sign pilasters, and fence panels.

$$F(\text{ASD}) = q \times G \times C_f \times A_f \quad G = 0.85 \quad C_f = 2.00$$

$$p(\text{ASD}) = 14.7 \text{ psf} \times 0.85 \times 2.00 \times = 25 \text{ psf}$$

Wind force on sign and pilaster

Sign	$A = (2.5')(8.5') = 21.3 \text{ ft}^2$	$\times 25 \text{ psf} = 531 \text{ lb}$
Pilaster	$A = (2.0')(10.2') = 20.4 \text{ ft}^2$	$\times 25 \text{ psf} = 510 \text{ lb}$
Fence	$A = 25\% \times (8.0')(6.8') = 13.6 \text{ ft}^2$	$\times 25 \text{ psf} = 340 \text{ lb}$
Fence	$A = 25\% \times (8.0')(5.5') = 11.0 \text{ ft}^2$	$\times 25 \text{ psf} = 275 \text{ lb}$
Total Area = 66.3 ft ²		Total Force = 1,656 lb

Overtuning moment from wind loads

Sign	$F(\text{ASD}) = 531 \text{ lb}$	$\times 15.9 \text{ ft} = 8,447 \text{ lb-ft}$
Pilaster	$F(\text{ASD}) = 510 \text{ lb}$	$\times 7.7 \text{ ft} = 3,927 \text{ lb-ft}$
Fence	$F(\text{ASD}) = 340 \text{ lb}$	$\times 6.3 \text{ ft} = 2,142 \text{ lb-ft}$
Fence	$F(\text{ASD}) = 275 \text{ lb}$	$\times 6.3 \text{ ft} = 1,733 \text{ lb-ft}$
Total V = 1,656 lb		Total M _o = 16,248 lb-ft

$$M_R = W \times d = 15,166 \text{ lb} \times 3.00 \text{ ft} = 45,498 \text{ lb-ft}$$

$$\text{Check } 0.6 \times M_R > M_O \quad 0.6 \times 45,498 \text{ lb-ft} = 27,299 \text{ lb-ft} > 16,248 \text{ lb-ft} \quad \text{O.K.}$$



barrish pelham
Consulting Engineers
Sacramento, Walnut Creek, Tahoe/ Reno
www.barrish.com

project Center High School Entry
Structural Calculations

by GR job no. 17-731
date 6/28/2018

page no.
8 rev

Pilaster at Entrance Sign

Seismic Force on Sign and Pilasters $F(ASD) = 0.7 \times (S_{DS} \times I / R) \times W = 0.352 \times W$

Overtuning moment from seismic loads

Sign	$F(ASD) = 0.352 \times 804 \text{ lb} \times 15.9 \text{ ft} = 3,383 \text{ lb-ft}$
Pilaster	$F(ASD) = 0.352 \times 6,462 \text{ lb} \times 7.3 \text{ ft} = 16,609 \text{ lb-ft}$
Total V	$= 7,066 \text{ lb}$
Total M _o	$= 19,992 \text{ lb-ft}$

$M_R = W \times d = 15,166 \text{ lb} \times 3.00 \text{ ft} = 45,498 \text{ lb-ft}$

Check $(0.6 - 0.14S_{DS}) \times M_R > M_o$

$0.53 \times 45,498 \text{ lb-ft} = 24,095 \text{ lb-ft} > 19,992 \text{ lb-ft} \quad \text{O.K.}$

Check Soil Bearing Pressure


$L/3 = 2.00 \text{ ft}$ Resultant is outside the middle 1/3

Consider wind loads for soil pressure check - wind overturning moment governs

$a = \frac{45,498 \text{ lb-ft} - 16,248 \text{ lb-ft}}{15,166 \text{ lb}} = 1.93 \text{ ft}$

$P_{max} = \frac{2(15166.005 \text{ lb})}{3(1.93)(6)} = 873 \text{ psf} < 1,500 \text{ psf} \quad \text{OK}$

Minimum reinforcing Footing $0.0018 \times 72 \times 18 = 2.33 \text{ in}^2 \quad (7 - \#5 \text{ bars each way T \& B})$

 barrish pelham Consulting Engineers Sacramento, Walnut Creek, Tahoe/Reno www.barrish.com	project Center High School Entry Structural Calculations	
	by GR date 6/28/2018	job no. 17-731 page no. 9 rev

Pilaster at Fence Panels

CCD4-S-01 to S-03

Weight of Pilaster

CMU pilaster	$W = (135 \text{ pcf})(2.0')(2.0')(10.8')$	$= 5,832 \text{ lb}$
Footing	$W = (150 \text{ pcf})(2.3')(4.5')(4.5')$	$= 6,986 \text{ lb}$

Total Weight = 12,818 lb

Wind Force on Pilasters

Wind loads conservatively consider a uniform pressure based on $C_f = 2.00$ over the entire surface areas of the sign pilasters, and fence panels.

$$F(\text{ASD}) = q \times G \times C_f \times A_i \quad G = 0.85 \quad C_f = 2.00$$

$$p(\text{ASD}) = 14.7 \text{ psf} \times 0.85 \times 2.00 \times = 25 \text{ psf}$$

Wind force on pilaster


Pilaster	$A = (2.0')(8.0') = 16.0 \text{ ft}^2$	$\times 25 \text{ psf} = 400 \text{ lb}$
Fence	$A = 25\% \times (8.0')(8.0') = 16.0 \text{ ft}^2$	$\times 25 \text{ psf} = 400 \text{ lb}$
Fence	$A = 25\% \times (8.0')(8.0') = 16.0 \text{ ft}^2$	$\times 25 \text{ psf} = 400 \text{ lb}$
Total Area = 48.0 ft ²		Total Force = 1,200 lb

Overturning moment from wind loads

Pilaster	$F(\text{ASD}) = 400 \text{ lb}$	$\times 7.3 \text{ ft} = 2,920 \text{ lb-ft}$
Fence	$F(\text{ASD}) = 400 \text{ lb}$	$\times 6.5 \text{ ft} = 2,600 \text{ lb-ft}$
Fence	$F(\text{ASD}) = 400 \text{ lb}$	$\times 6.5 \text{ ft} = 2,600 \text{ lb-ft}$
Total V = 1,200 lb		Total M _O = 8,120 lb-ft

$$M_R = W \times d = 12,818 \text{ lb} \times 2.25 \text{ ft} = 28,841 \text{ lb-ft}$$

Check $0.6 \times M_R > M_O$ $0.6 \times 28,841 \text{ lb-ft} = 17,305 \text{ lb-ft} > 8,120 \text{ lb-ft}$ O.K.

 barrish pelham Consulting Engineers Sacramento, Walnut Creek, Tahoe/Reno www.barrish.com	project Center High School Entry Structural Calculations		
	by GR	job no. 17-731	page no.
	date 6/28/2018	10 rev	

Pilaster at Fence Panels

CCD2-S-01

Seismic Force on Pilasters

$$F(ASD) = 0.7 \times (S_{DS} \times I/R) \times W = 0.352 \times W$$

Overturning moment from seismic loads

Pilaster	$F(ASD) = 0.352 \times 5,832 \text{ lb} \times 7.0 \text{ ft} = 14,374 \text{ lb-ft}$
Total V	$= 5,832 \text{ lb} \quad \text{Total } M_O = 14,374 \text{ lb-ft}$

$$M_R = W \times d = 12,818 \text{ lb} \times 2.25 \text{ ft} = 28,841 \text{ lb-ft}$$

$$\text{Check } (0.6 - 0.14S_{DS}) \times M_R > M_O$$

$$0.53 \times 28,841 \text{ ft-lb} = 15,274 \text{ lb-ft} > 14,374 \text{ lb-ft} \quad \text{O.K.}$$

Check Soil Bearing Pressure

$$L/3 = 1.50 \text{ ft} \quad \text{Resultant is inside the middle } 1/3$$

Consider wind loads for soil pressure check - wind overturning moment governs

$$a = \frac{28,841 \text{ lb-ft} - 8,120 \text{ lb-ft}}{12,818 \text{ lb}} = 1.62 \text{ ft}$$

$$p_{MAX} = \frac{2(12,818.25 \text{ lb})}{3(1.62)(4.5)} = 1,172 \text{ psf} < 2,000 \text{ ksf} \quad \text{OK}$$

$$p_{MAX} = \frac{(4(4.5) - 6(1.62))(12,818 \text{ lb})}{(4.5)(4.5)^2} = 1,165 \text{ psf} < 1,500 \text{ psf} \quad \text{OK}$$

$$p_{MIN} = \frac{(6(1.62) - 2(4.5))(12,818 \text{ lb})}{(4.5)(4.5)^2} = 101 \text{ psf}$$

$$\text{Minimum reinforcing Footing } 0.0018 \times 54 \times 18 = 1.75 \text{ in}^2 \quad (5 - \#5 \text{ bars each way T \& B})$$



Center Joint Unified School District
8408 Watt Avenue
Antelope, CA 95843
(916) 338-8400 Office
(916) 338-6411 Fax

PROPOSED CHANGE ORDER

PCO #: 021

PROJECT: Center High School New Campus Entry Plaza #18-02

DSA APPLICATION NO.: 02-116405

NAME OF CONTRACTOR: Bill Litchfield Construction, Inc.

NAME OF ARCHITECT: Nacht & Lewis

Contractor proposes to change the Contract as follows:

AERCO Pacific, Inc. - Prepare rough grade on south side of campus - **FOR LANDSCAPE PER PCO#003 RFP #2**

PROPOSED ADJUSTMENTS

1. The proposed basis of adjustment to the Contract Sum is: \$ 801.76

2. The proposed schedule change is 0 days

REVIEWED	REVIEWED	ACCEPTED	APPROVED
Capital Program Management, Inc.	Nacht & Lewis	Signature by the Contractor indicates the Contractor's agreement with the proposed adjustments in Contract Sum and Contract Time set forth in this Proposed Change Order as full and complete satisfaction of any direct or indirect additional cost incurred by Contractor in connection with performance of the proposed change work.	
OWNERS REP (Typed Name)	ARCHITECT (Typed Name)	CONTRACTOR (Typed Name)	DISTRICT / OWNER (Typed Name)
<i>Sharon Thomas</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
(Signature)	(Signature)	(Signature)	(Signature)
Sharon Thomas	ERIC SIUENTES	Abe Toor	Scott A. Loehr
(Print Name)	(Print Name)	(Print Name)	(Print Name)
DATE 9-21-18	DATE 10/1/18	DATE 9/11/2018	DATE 10-2-18



CHANGE ORDER REQUEST SUMMARY

PROJECT NAME CENTER HIGH SCHOOL - NEW CAMPUS ENTRY PLAZA P.C.O. NO. 021
PROJECT NO. 18-02 RF/RFP
CONTRACTOR Bill Litchfield Construction, Inc. DATE 9/11/2018

DESCRIPTION OF CHANGE Work Performed by AERCO Pacific, Inc. - Prepare rough grade on south side of campus

Contractor Direct Costs

Additive Costs

A Labor
B Material
C Equipment
D Subtotal of Additive Cost

Deductive Costs (use minus sign to denote negative figures)

E Labor
F Material
G Equipment
H Subtotal of Deductive Cost

I Contractor's Total Direct Cost (D+H)
J Contractor's Mark-up

Line "J" mark-up is calculated in accordance with Contract General Conditions. Mark-up percentages applied to the line "I" subtotal are calculated at 10%.

K Total Contractor Direct Costs + Mark-up (Line I + J) \$0.00

L Total Subcontractor Direct Costs \$690.28 ✓

(Note: If there are two or more subcontractors for this change item, then use a separate form for each subcontractor)
Sum of Lines "I" and "L" from Subcontractor Change Order Request Summary Forms

M Subcontractor Mark-up \$69.03 ✓

Sum of Lines "J", "M", "N" and "O" from Subcontractor Change Order Request Summary Forms

N Contractor's Mark-up on Subcontractor Direct Costs \$34.51 ✓

Line "N" mark-up is calculated in accordance with Contract General Conditions. Mark-up percentages applied to the line "L" subtotal are calculated at 5%.

O Contractor's Mark-up on Bond Costs \$7.94 ✓

Line "O" mark-up is calculated in accordance with Contract General Conditions. Mark-up percentages applied to lines "K + L + M + N" subtotal are calculated at 1%.

P Total Contractor Change Request (Line K + L + M + N + O) \$801.76 ✓

Q Total Contractor Time Extension Required For Changes Described In This P.C.O. 0 Days ✓

To the best of my knowledge and belief, I certify that all costs listed above are correct.

9/11/2018

Contractor Signature

Date

AERRCO PACIFIC, INC.
 11370-J Amalgam Way, Rancho Cordova, CA 95670
 916-835-5835
 916-835-4908 fax

PCO 021

July 12, 2018

Bill Litchfield Construction, Inc.
 13340 Grass Valley Avenue, Unit D
 Grass Valley, CA 95945

Attn: Abe Toor

RE: Center HS New Campus Entry
 Antelope, CA
 T&M Work

Report 001 tag 3242:
 prepare rough grade on south side of campus

Date

7/9/2018

LABOR	HOURS	RATE	MATERIAL	EQUIPT.	LABOR	OTHER
Operator	0	83.35			0.00	
Laborer	8	61.89			495.12	✓
Laborer OT (premium time only)	0	15.81			0.00	
Laborer 2X (double time only)	0	31.62			0.00	

EQUIPMENT

T-172 F-250 Truck (Code 06-12)	0	24.98		0.00
T-181 F-250 Truck (Code 06-12)	0	24.98		0.00
Trailer TB-2 (Code 12-14)	0	5.71		0.00
JD 35G-4 Mini-ex (Code 1730)	4	27.05		108.20 ✓
JD 3039R-5 (Code <50,A)	4	21.74		86.96 ✓
Weed Eater (Code SRM3800)	0	0.71		0.00

MATERIAL

Site One Landscape (Inv #)	1	0.00	0.00
Redl Gro (Inv #)	1	0.00	0.00
Sierra Waste Recycling (Inv #)	1	0.00	0.00

OTHER-SUB

Water Truck (by others)	6	0.00		0.00
-------------------------	---	------	--	------

LABOR	495.12
EQUIPMENT:	195.16
MATERIAL	0.00
OTHER-SUB	0.00
SUBTOTAL:	690.28
PROFIT & OVERHEAD @10%	69.03
TOTAL:	\$759.31 ✓

AERCO PACIFIC INC.

No 32 42

Landscape Contractors

11370-J Amalgam Way • Rancho Cordova, CA 95670
916-635-5635 • FAX: 916-635-4906 • Lic. No. 166242

MLT

TIME AND MATERIAL RECORD SHEET				PCO 021
Work done for: <u>BLC</u>		Contract No. _____	R# _____	
Project <u>Center High School</u>		Work order No. _____	Sheet _____	
new campus entry Plaza		Complete () More to Follow ()	Date <u>7-9-18</u>	
DESCRIPTION OF WORK		WORK ACCOMPLISHED TODAY		
<u>Rough grade on south side</u>				
<u>by Center St</u>				
EMPLOYEE NAME	CLASSIFICATION	HOURS	REMARKS	
1. <u>Martin Rodriguez</u>	<u>Labor</u>	<u>4 hrs</u> ✓		
2. <u>America Ortiz</u>	<u>Labor</u>	<u>4</u> ✓		
3.				
4.				
5.				
6.				
7.				
8.				
MATERIAL DESCRIPTION		QUANTITY		
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
WORK DONE BY SPECIALISTS		UOM		
1.				
2.				
3.				
4.				
TYPE EQUIPMENT	MAKE AND MODEL	HOURS		
1. <u>Mini Excavator</u>	<u>356 # 4</u>	<u>4</u> ✓		
2. <u>John Deere</u>	<u># 5</u>	<u>4</u> ✓		
3.				
4.				

AERCO REPRESENTATIVE:

Martin Rodriguez

DATE 7-9-18

CONTRACTOR'S SIGNATURE

[Signature]

DATE

INSPECTOR'S SIGNATURE

DATE

HEREON IS AN ACKNOWLEDGEMENT OF EXPENDITURE OF MAN-HOURS, MATERIAL, AND EQUIPMENT FOR ADDITIVE OR DISPUTED WORK ONLY.

PROJECT NAME Center High School New Campus Entry Plaza
 CONTRACTOR BH Litchfield Construction, Inc.
 SUBCONTRACTOR Aerco Pacific, Inc.

PROJECT NO. 18-02
 CONTRACT NO. 18-02
 DATE 7/12/2018

HOURLY LABOR RATE WORKSHEET

(Reference 'Change Orders' in Contract General Conditions. Certified payrolls required for all workers on Project. Contractor shall enter data into all fields highlighted in yellow for fields highlighted in blue, data will automatically populate.)

TRADE: Landscape

CLASSIFICATION: Laborers

Item	Rate Per \$100	Prevailing Wage Rate			Notes																													
		Regular Time	Overtime	Double Time																														
Base Labor Rate		\$ 29.54			Use certified payroll to verify																													
Fringe Benefits:	<table><tr><th>Benefit Paid</th><th>Benefit Provided</th></tr><tr><td colspan="2">(put X in appropriate box)</td></tr><tr><td></td><td></td><td>8.98</td><td></td><td></td></tr><tr><td>X</td><td></td><td>8.25</td><td></td><td></td></tr><tr><td>X</td><td></td><td>0.45</td><td></td><td></td></tr><tr><td></td><td></td><td>2.75</td><td></td><td></td></tr><tr><td></td><td>X</td><td>3.68</td><td></td><td></td></tr></table>	Benefit Paid	Benefit Provided	(put X in appropriate box)				8.98			X		8.25			X		0.45					2.75				X	3.68						
	Benefit Paid	Benefit Provided																																
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			8.98																															
	X		8.25																															
	X		0.45																															
			2.75																															
	X	3.68																																
Fringe Benefits Subtotal																																		
Total PW Hourly Rate					= Base Labor Rate + Benefits Paid + Benefits Provided																													
Benefits Paid																																		
Total Paid Hourly Rate					= Base Labor Rate + Benefits Paid																													
Burden: Taxes & Insurance ¹																																		
FICA	0.0620																																	
Medicare	0.0145																																	
Federal Unemployment	0.0080																																	
California Unemployment					Maximum - 0.062																													
Workers Compensation ¹					Usually less than 11%, can request policy																													
Other ¹																																		
Other ¹																																		
Burden Subtotal																																		
Contractor Liability Insurance		N/A	N/A	N/A	Included in OH&P per CGC																													
Small Tools		N/A	N/A	N/A	Included in OH&P per CGC																													
Other (warranty, record drawings, payment bonds, performance bonds, etc.)		N/A	N/A	N/A	Included in OH&P per CGC																													
TOTAL HOURLY RATE (Total Hourly Rate + Burden)					= Amount Contractor paid to employee																													

Note: For change order work, mark-ups for overhead and profit shall be applied to the above rates (these rates are subject to audit) in accordance with the provisions of CGCs, under 'Change Orders'. Mark-up rates for utility repair work shall be adjusted in accordance with the CGCs, under 'Contractor's Responsibility for the Work', subsection 'a-Utilities'.

¹ Costs for Overtime and Double Time are same as for Regular Time

² Taxes & Insurance apply to Total Paid Hourly Rate which includes Base Labor Rate plus benefits paid in cash

By signing below, the submitter certifies and declares under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Rates certified by Brian Murray Company Name Aerco Pacific Inc.
 (print name)

Signature  7/13/18



Center Joint Unified School District
8408 Watt Avenue
Antelope, CA 95843
(916) 338-6400 Office
(916) 338-6411 Fax

PROPOSED CHANGE ORDER

PCO #: 003

PROJECT: Center High School New Campus Entry Plaza #18-02

DSA APPLICATION NO.: 02-116405

NAME OF CONTRACTOR: Bill Litchfield Construction, Inc.

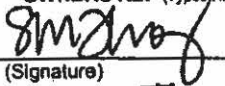
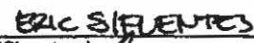
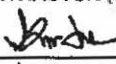
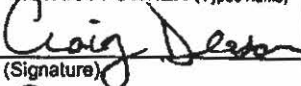

NAME OF ARCHITECT: Nacht & Lewis

Contractor proposes to change the Contract as follows:

Additional Landscaping And Irrigation – Per RFP 002

PROPOSED ADJUSTMENTS

1. The proposed basis of adjustment to the Contract Sum is: \$20,530.44 ** Does Not Include \$350 Option To Add 1-24" Box Quercus
2. The proposed schedule change is 5 days

REVIEWED	REVIEWED	ACCEPTED	APPROVED
		Signature by the Contractor indicates the Contractor's agreement with the proposed adjustments in Contract Sum and Contract Time set forth in this Proposed Change Order as full and complete satisfaction of any direct or indirect additional cost incurred by Contractor in connection with performance of the proposed change work.	
Capital Program Management, Inc.	Nacht & Lewis	Bill Litchfield Construction	Center Joint Unified School District
OWNERS REP (Typed Name)	ARCHITECT (Typed Name)	CONTRACTOR (Typed Name)	DISTRICT / OWNER (Typed Name)
			
(Signature)	(Signature)	(Signature)	(Signature)
Sharon Thomas		Abe Toor	Craig Dawson
(Print Name)	(Print Name)	(Print Name)	(Print Name)
DATE: 8/7/18	DATE: 8/7/18	DATE: 7/18/2018	DATE: 8/7/18



CHANGE ORDER REQUEST SUMMARY

PROJECT NAME: CENTER HIGH SCHOOL - NEW CAMPUS ENTRY PLAZA
PROJECT NO: 18-02
CONTRACTOR: Bill Litchfield Construction, Inc.

P.C.O. NO.: 003
RFI/RFP.: 002
DATE: 7/16/2018

DESCRIPTION OF CHANGE: Additional Landscaping And Irrigation Per RFP 002, (attached)
Work Performed By Aerco Pacific Inc.

Contractor Direct Costs

Additive Costs

- A Labor: Supervision: 12 hrs. x \$51.82
B Material
C Equipment
D Subtotal of Additive Cost

\$621.84
\$621.84

Deductive Costs (use minus sign to denote negative figures)

- E Labor
F Material
G Equipment
H Subtotal of Deductive Cost

\$0.00

- I Contractor's Total Direct Cost (D+H)

\$621.84

- J Contractor's Mark-up

\$62.18

Line "J" mark-up is calculated in accordance with Contract General Conditions. Mark-up percentages applied to the line "I" subtotal are calculated at 10%

- K **Total Contractor Direct Costs + Mark-up (Line I + J)**

\$684.02

- L Total Subcontractor Direct Costs

\$17,081.00

(Note: If there are two or more subcontractors for this change item, then use a separate form for each subcontractor.)
Sum of Lines "I" and "L" from Subcontractor Change Order Request Summary Forms

- M Subcontractor Mark-up

\$1,708.10

Sum of Lines "J", "M", "N" and "O" from Subcontractor Change Order Request Summary Forms

- N Contractor's Mark-up on Subcontractor Direct Costs

\$854.05

Line "N" mark-up is calculated in accordance with Contract General Conditions. Mark-up percentages applied to the line "L" subtotal are calculated at 5%

- O Contractor's Mark-up on Bond Costs

\$203.27

Line "O" mark-up is calculated in accordance with Contract General Conditions. Mark-up percentages applied to lines "K + L + M + N" subtotal are calculated at 1%

- P **Total Contractor Change Request (Line K + L + M + N + O)**

\$20,530.44

- Q **Total Contractor Time Extension Required For Changes Described In This P.C.O.**

5 Days

To the best of my knowledge and belief, I certify that all costs listed above are correct.

7/16/2018

Contractor Signature

Date

AERCO PACIFIC INC

EST. 1957

LANDSCAPE CONTRACTORS

June 22, 2018

Bill Litchfield Construction, Inc.
13341 Grass Valley Ave., Suite D
Grass Valley, CA 95945

Attn: Abe Toor

Re: **RFP 002 Additional Landscaping and Irrigation**
Center HS New Entry

Dear Abe,

Per your request, we are providing pricing for the additional landscape and irrigation in RFP 002. Please see below for breakdown. Excludes; clearing/grubbing existing landscape, stump removal/grinding.

Irrigation Material	\$ 1,782.00
Labor 80 hrs @ \$ 61.89	\$ 4,951.00
1-24" Box tree \$ 150.00	\$ 150.00
46-1 Gallon Plants @ \$ 4.00 ea	\$ 184.00
107-5 Gallon Carex @ \$ 13.50 EA	\$ 1,445.00
Planting Labor 18 hrs @ \$ 61.89	\$ 1,114.00
63 CY of bark @ \$ 35.00	\$ 2,205.00
Labor 21 hrs @ \$ 61.89	\$ 1,300.00
Soil amend/finish grade	\$ 3,950.00
Sub Total	\$ 17,081.00
OH & P 10%	\$ 1,708.10
Total Change	\$ 18,789.10

Option to add 1-24" box Quercus \$ 350.00

Please call me if you have any questions.

Sincerely,
AERCO PACIFIC, INC.

Brian Murray

Brian Murray
Estimator / Project Coordinator

11370-J AMALGAM WAY • RANCHO CORDOVA, CA 95670
916-635-5635 • FAX: 916-635-4906 • LIC.NO. 166242

Quotation



Stronger Together

Sacramento CA #306

6500 Elvas Ave

Sacramento, CA 95819-4338

W: (916)452-8041

Bill To:

Josh Houck - Aerco Pacific Extra Work (#522300)
11370 Amalgam Way Ste J
Rancho Cordova, CA 95670-4429
W: (916)635-5635

Ship To:

Josh Houck - Aerco Pacific Extra Work (#522300)
11370 Amalgam Way Ste J
Rancho Cordova, CA 95670-4429
W: (916)635-5635

Created	Quote#	Due Date	Expected Award Date	Expiration Date
06/22/2018	3690204	07/22/2018	07/22/2018	07/22/2018

Printed	Job Name	Job Description	Job Start Date
06/22/2018 12:56:20	Center High School	RFP 002	07/22/2018

Line #	Item #	Item Desc	Qty	Unit Price	Extended Price
1	TLCV4-1810	Techline Cv .4Gph 18" Spac 1000Ft Roll	5,000	0.244	1,220.00
2	770T03G	1/2 Tt PVC Grey Ballvalve	1	1.953	1.95
3	TLAVRV	Air Vacuum Relief Valve 1/2"	1	5.925	5.93
4	6081B2G	Valve Box 6 Econo Box & Lid - 10 Bottom	2	6.442	12.88
5	13201G2G	Applied Valve Box 12" Jumbo W/Cover Green	2	52.779	105.56
6	1PVCBE	Sch-40 1" PVC Pipe Be	300	0.406	121.80
7	XCZ100PRBCOM	Rbd 1 Comm Control Zone W/Pesb Valve	1	152.326	152.33

Total Price: \$ 1,620.45

Quoted price is for material only. Applicable sales tax will be charged when invoiced. All product and pricing information is based on the latest information available and is subject to change without notice or obligation.

Tax	\$ 162.04
Total	\$ 1,782.49

PROJECT NAME

Center High School New Campus Entry Plaza

PROJECT NO. 18-02

CONTRACTOR

Bill Litchfield Construction, Inc.

CONTRACT NO. 18-02

SUBCONTRACTOR

Aerco Pacific, Inc.

DATE

7/12/2018

HOURLY LABOR RATE WORKSHEET

(Reference 'Change Orders' in Contract General Conditions. Certified payrolls required for all workers on Project. Contractor shall enter data into all fields highlighted in yellow; for fields highlighted in blue, data will automatically populate.)

TRADE:

Landscape

CLASSIFICATION:

Laborers

Item	Rate Per \$100	Prevailing Wage Rate			Notes																																											
		Regular Time	Overtime	Double Time																																												
Base Labor Rate		\$ 29.54	\$ 44.31	\$ 59.09	Use certified payroll to verify.																																											
Fringe Benefits: Pension ¹ Health/Welfare ¹ Training/Certification ¹ Vacation/Holiday ¹ Other Fringe Benefits Subtotal	<table><tr><td>Benefit Paid</td><td>Benefit Provided</td></tr><tr><td colspan="2">(put X in appropriate box)</td></tr><tr><td></td><td>X</td></tr><tr><td>X</td><td></td></tr><tr><td>X</td><td></td></tr><tr><td></td><td>X</td></tr><tr><td></td><td>X</td></tr></table>	Benefit Paid	Benefit Provided	(put X in appropriate box)			X	X		X			X		X	<table><tr><td>8.98</td><td>8.98</td><td>8.98</td></tr><tr><td>8.25</td><td>8.25</td><td>8.25</td></tr><tr><td>0.45</td><td>0.45</td><td>0.45</td></tr><tr><td>2.75</td><td>2.75</td><td>2.75</td></tr><tr><td>3.68</td><td>3.68</td><td>3.68</td></tr></table>	8.98	8.98	8.98	8.25	8.25	8.25	0.45	0.45	0.45	2.75	2.75	2.75	3.68	3.68	3.68	<table><tr><td>8.98</td><td>8.98</td><td>8.98</td></tr><tr><td>8.25</td><td>8.25</td><td>8.25</td></tr><tr><td>0.45</td><td>0.45</td><td>0.45</td></tr><tr><td>2.75</td><td>2.75</td><td>2.75</td></tr><tr><td>3.68</td><td>3.68</td><td>3.68</td></tr></table>	8.98	8.98	8.98	8.25	8.25	8.25	0.45	0.45	0.45	2.75	2.75	2.75	3.68	3.68	3.68	
	Benefit Paid	Benefit Provided																																														
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0.45	0.45	0.45																																														
2.75	2.75	2.75																																														
3.68	3.68	3.68																																														
Total PW Hourly Rate		\$ 53.61	\$ 68.38	\$ 83.15	= Base Labor Rate + Benefits Paid + Benefits Provided																																											
Benefits Paid		\$ 8.70	\$ 8.70	\$ 8.70																																												
Total Paid Hourly Rate		\$ 38.24	\$ 53.01	\$ 67.78	= Base Labor Rate + Benefits Paid																																											
Burden: Taxes & Insurance ²																																																
FICA	0.0620	2.37	3.28	4.20																																												
Medicare	0.0145	0.55	0.77	0.98																																												
Federal Unemployment	0.0080	0.31	0.42	0.54																																												
California Unemployment		0.21	-	-	Maximum - 0.062.																																											
Workers Compensation ¹		4.84	4.84	4.84	Usually less than 11%; can request policy.																																											
Other ¹		-	-	-																																												
Other ¹		-	-	-																																												
Burden Subtotal		\$ 8.28	\$ 9.32	\$ 10.57																																												
Contractor Liability Insurance		N/A	N/A	N/A	Included in OH&P per CGC																																											
Small Tools		N/A	N/A	N/A	Included in OH&P per CGC																																											
Other (warranty, record drawings, payment bonds, performance bonds, etc.)		N/A	N/A	N/A	Included in OH&P per CGC																																											
TOTAL HOURLY RATE (Total Hourly Rate + Burden)		\$ 61.89 ³	\$ 77.70	\$ 93.72	= Amount Contractor paid to employee																																											

Note: For change order work, mark-ups for overhead and profit shall be applied to the above rates (these rates are subject to audit) in accordance with the provisions of CGCs, under 'Change Orders'. Mark-up rates for utility repair work shall be adjusted in accordance with the CGCs, under 'Contractor's Responsibility for the Work', subsection 'e-Utilities'.

¹ Costs for Overtime and Double Time are same as for Regular Time.

² Taxes & Insurance apply to Total Paid Hourly Rate which includes Base Labor Rate plus benefits paid in cash.

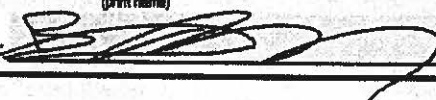
By signing below, the submitter certifies and declares under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Rates certified by: Brian Murray

(print name)

Company Name: Aerco Pacific Inc.

Signature:



7/13/18



SUBCONTRACTOR CHANGE ORDER REQUEST SUMMARY

PROJECT NAME: <u>CENTER HIGH SCHOOL-NEW CAMPUS ENTRY PLAZA</u>	P.C.O. NO.: <u>003</u>
PROJECT NO: <u>18-02</u>	RFI/RFP.: <u>002</u>
GENERAL CONTRACTOR: <u>Bill Litchfield Construction, Inc.</u>	DATE: <u>7/16/2018</u>
SUBCONTRACTOR: <u>Aerco Pacific Inc.</u>	

DESCRIPTION OF CHANGE: Additional Landscaping And Irrigation Per RFP 002, (attached)
**** Does Not Include \$350 Option To Add 1-24" Box Quercus

Subcontractor Direct Costs

Additive Costs

A Labor: Labor - 80 hrs. x \$61.89 + Labor - 21 hrs. x \$61.89 + Planting Labor - 18 hrs. x \$61.89	\$7,365.00
B Material:	\$9,716.00
C Equipment:	
D Subtotal of Additive Cost	\$17,081.00

Deductive Costs (use minus sign to denote negative figures)

E Labor	
F Material	
G Equipment	
H Subtotal of Deductive Cost	\$0.00

I Subcontractor's Total Direct Cost (Line D + H)	\$17,081.00
--	-------------

J Subcontractor's Mark-up: Equipment, Materials, Specialists	\$1,708.10
--	------------

Line "J" mark-up is calculated in accordance with the Contract General Conditions. Mark-up percentages applied to the line "I" subtotal are 10%

K Total Subcontractor Direct Costs + Mark-up (Line I + J)	\$18,789.10
--	--------------------

L Total of all Sub-tier Subcontractor Direct Costs	
--	--

M Sub-tier Subcontractor Mark-up on first \$50,000 <i>Individual sub-tier subcontractor mark-ups shall conform to max. & min. mark-ups listed for line "J" above.</i>	
--	--

N Sub-tier Subcontractor Mark-up on balance beyond \$50,000 <i>Individual sub-tier subcontractor mark-ups shall conform to max. & min. mark-ups listed for line "J" above.</i>	
---	--

O Subcontractor's Mark-up on Sub-tier Subcontract Work (7% of Line "L" Total)	7.0% \$0.00
---	-------------

P Total Subcontractor Change Request (Line K + L + M + N + O)	\$18,789.10
--	--------------------



Center Joint Unified School District
8408 Watt Avenue, Antelope, CA 95843
(916) 338-6400 Office (916) 338-6411 Fax

REQUEST FOR PROPOSAL

DATE: JUNE 8, 2018

RFP No.: 002

PROJECT: Center High School - New Campus Entry Plaza **DSA APPLICATION NO.:** 02-116405

NAME OF CONTRACTOR: Bill Litchfield Construction, Inc.

NAME OF ARCHITECT: Nacht and Lewis

Please submit an itemized proposal for changes in Contract Sum and Contract Time for proposed modifications to the Contract Documents described herein. Submit proposal by or before June 18, 2018.

THIS IS NOT A CHANGE ORDER, A CONSTRUCTION CHANGE DIRECTIVE OR A DIRECTION TO PROCEED WITH THE WORK DESCRIBED IN THE PROPOSED MODIFICATIONS.

Refer to the clouded area on the Nacht & Lewis drawings attached, provide an add/deduct cost for the following:

1. Clear and grub area, two existing trees to remain.
2. Addition of planting material.
3. Irrigation to match new work adjacent using existing supply.

Note: Please refer to General Conditions Article 7 Changes in the Work for Change Order Proposal pricing procedures.

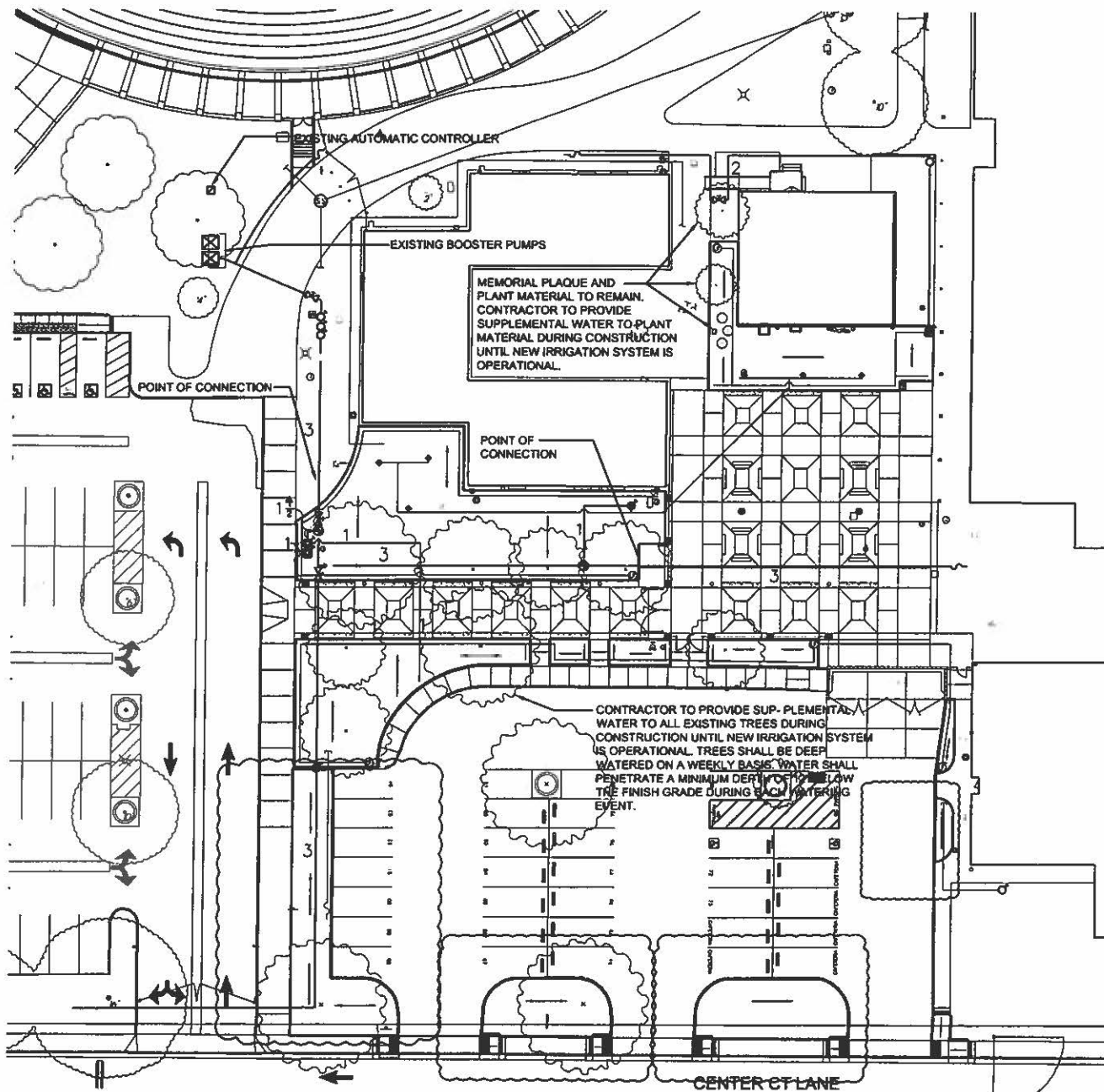
Attachments:

- N&L Drawing (3 sheets)

REQUESTED BY:

Sharon Thomas

District Representative/Program Manager
Title



KEY	SPRINKLER IRRIGATION LEGEND
	EXISTING BOOSTER PUMPS
	EXISTING AUTOMATIC CONTROLLER
	POINT OF CONNECTION
	EXISTING GATE VALVE
	PRESSURE MAIN LINE
	EXISTING PRESSURE MAINLINE
	LATERAL LINE
	AUTOMATIC CONTROL VALVE
	EXISTING AUTOMATIC CONTROL VALVE
	QUICK COUPLER VALVE
	AUTOMATIC DRIP IRRIGATION VALVE/TEMPERATURE REGULATOR
	TREE EMITTER HEAD
	INLINE DRIP SYSTEM
	MANUAL LINE FLUSHING VALVE IN BOX
	INDICATES CONTROL VALVE AND STATION NUMBER
	INDICATES CONTROL VALVE SIZE
	INDICATES GALLONS PER MINUTE





Center Joint Unified School District
8408 Watt Avenue
Antelope, CA 95843
(916) 338-6400 Office
(916) 338-6411 Fax

PROPOSED CHANGE ORDER

PCO #: 005

PROJECT: Center High School New Campus Entry Plaza #18-02

DSA APPLICATION NO.: 02-116405

NAME OF CONTRACTOR: Bill Litchfield Construction, Inc.

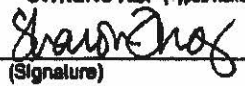
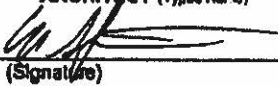
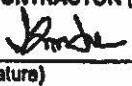
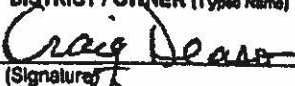
NAME OF ARCHITECT: Nacht & Lewis

Contractor proposes to change the Contract as follows:

Labor & Material costs for RFP 004, remove and replace concrete sidewalk.

PROPOSED ADJUSTMENTS

1. The proposed basis of adjustment to the Contract Sum is: \$10,771.79
2. The proposed schedule change is 5 days

REVIEWED	REVIEWED	ACCEPTED	APPROVED
		Signature by the Contractor indicates the Contractor's agreement with the proposed adjustments in Contract Sum and Contract Time set forth in this Proposed Change Order as full and complete satisfaction of any direct or indirect additional cost incurred by Contractor in connection with performance of the proposed change work.	
Capital Program Management, Inc.	Nacht & Lewis	Bill Litchfield Construction	Center Joint Unified School District
OWNERS REP (Typed Name)	ARCHITECT (Typed Name)	CONTRACTOR (Typed Name)	DISTRICT / OWNER (Typed Name)
			
(Signature)	(Signature)	(Signature)	(Signature)
Sharon Thomas	ERIC SIFUENTES	Abe Toor	Craig Deason
(Print Name)	(Print Name)	(Print Name)	(Print Name)
DATE: 8/17/18	DATE: 8/20/18	DATE: 8/15/2018	DATE: 8/17/18



CHANGE ORDER REQUEST SUMMARY

PROJECT NAME: CENTER HIGH SCHOOL - NEW CAMPUS ENTRY PLAZA
PROJECT NO: 18-02
CONTRACTOR: Bill Litchfield Construction, Inc.

P.C.O. NO.: 005
RFI/RFP.: 004
DATE: 8/15/2018

DESCRIPTION OF CHANGE: Remove And Replace 6' x 64' Sidewalk And 64' Of Type II Curb At Northern Edge Of Parking Lot
Performed By TJR Resources Incorporated

Contractor's Direct Costs

Additive Costs

A Labor: Supervision: 12hrs @ \$51.82 \$621.84
B Material
C Equipment
D Subtotal of Additive Cost \$621.84

Deductive Costs (use minus sign to denote negative figures)

E Labor
F Material
G Equipment
H Subtotal of Deductive Cost \$0.00

I Contractor's Total Direct Cost (D+H) \$621.84

J Contractor's Mark-up \$62.18

Line "J" mark-up is calculated in accordance with Contract General Conditions. Mark-up percentages applied to the line "I" subtotal are calculated at 10%

K **Total Contractor Direct Costs + Mark-up (Line I + J)** **\$684.02**

L Total Subcontractor Direct Costs \$8,679.24

(Note: If there are two or more subcontractors for this change item, then use a separate form for each subcontractor.)
Sum of Lines "I" and "L" from Subcontractor Change Order Request Summary Forms

M Subcontractor Mark-up \$867.92

Sum of Lines "J", "M", "N" and "O" from Subcontractor Change Order Request Summary Forms

N Contractor's Mark-up on Subcontractor Direct Costs \$433.96

Line "N" mark-up is calculated in accordance with Contract General Conditions. Mark-up percentages applied to the line "L" subtotal are calculated at 5%

O Contractor's Mark-up on Bond Costs \$106.65

Line "O" mark-up is calculated in accordance with Contract General Conditions. Mark-up percentages applied to lines "K + L + M + N" subtotal are calculated at 1%

P **Total Contractor Change Request (Line K + L + M + N + O)** **\$10,771.79**

Q **Total Contractor Time Extension Required For Changes Described In This P.C.O.** **5 Days**

To the best of my knowledge and belief, I certify that all costs listed above are correct.

8/15/2018

Contractor Signature

Date



PO Box 637
Rancho Cordova, CA 95741
Office/Fax: 888.423.7789
CA DVBE #1759799
CSLB # 989449

FROM: TJR Resources, Inc.

9 August 2018

TO: Bill Litchfield Construction, Inc
13340 Grass Valley Ave, Unit D
Grass Valley, CA 95945
ATTN: Abe Toor

SUBJ: Center High School New Entry Plaza – PCO #5

Abe,

1. This change order reflects changes requested in the field.
 - a. **CHANGE DESCRIPTION:** Remove and replace 6' x 64' sidewalk and 64' of Type II curb at northern edge of parking lot.
 - b. **COST IMPACT:** \$9,547.16 (see attached breakout)
 - c. **TIME IMPACT:** 3 Working Days
2. **NET TOTAL OF CHANGE ORDERS:** Addition of \$9,547.16 and project extension of 3 working days
3. If you have any questions, please contact me at (541)961-0394 or at tom.nordyke@tjrresources.com.

Respectfully Submitted,

Tom Nordyke

THOMAS NORDYKE
Project Manager, VP
TJR Resources, Inc

"palma non sine pulvere"

JOB: 2016 CURB RAMP IMPROVEMENTS
CONTRACT #: WAC011

**DESCRIPTION OF WORK: REMOVE PEDASTALS TO
1 FOOT BELOW GRADE**

CONTRACTOR: TJR RESOURCES, II
CHANGE ORDER :

[illegible]

10% Markup on Equip., Mat'ls & Specialists, & Labor	\$867.92
TOTAL COST THIS REPORT	\$9,547.16



SUBCONTRACTOR CHANGE ORDER REQUEST SUMMARY

PROJECT NAME:	CENTER HIGH SCHOOL-NEW CAMPUS ENTRY PLAZA	P.C.O. NO.:	005
PROJECT NO:	18-02	RFI/RFP.:	004
GENERAL CONTRACTOR:	Bill Litchfield Construction, Inc.	DATE:	8/15/2014
SUBCONTRACTOR:	TJR Resources Incorporated		

DESCRIPTION OF CHANGE: Remove And Replace 6' x 64' Sidewalk And 64' Of Type II Curb At Northern Edge Of Park Ing Lot.

Subcontractor Direct Costs

Additive Costs		
Foreman/Cement Mason - 16 hrs. x \$75.23 + Laborer - 8 hrs. x \$85.33		
A	Labor: Cement Mason - 32 hrs. x \$70.08 + Operator - 8 hrs. x \$85.67	\$4,654.24
B	Material: Trucking, Concrete, AB	\$4,025.00
C	Equipment	
D	Subtotal of Additive Cost	\$8,679.24
Deductive Costs (use minus sign to denote negative figures)		
E	Labor	
F	Material	
G	Equipment	
H	Subtotal of Deductive Cost	\$0.00
I	Subcontractor's Total Direct Cost (Line D + H)	\$8,679.24
J	Subcontractor's Mark-up: Equipment, Materials, Specialists	\$867.92
<i>Line "J" mark-up is calculated in accordance with the Contract General Conditions. Mark-up percentages applied to the line "I" subtotal are 10%</i>		
K	Total Subcontractor Direct Costs + Mark-up (Line I + J)	\$9,547.16
L	Total of all Sub-tier Subcontractor Direct Costs	
M	Sub-tier Subcontractor Mark-up on first \$50,000 <i>Individual sub-tier subcontractor mark-ups shall conform to max. & min. mark-ups listed for line "J" above.</i>	
N	Sub-tier Subcontractor Mark-up on balance beyond \$50,000 <i>Individual sub-tier subcontractor mark-ups shall conform to max. & min. mark-ups listed for line "J" above.</i>	
O	Subcontractor's Mark-up on Sub-tier Subcontract Work (7% of Line "L" Total)	7.0% \$0.00
P	Total Subcontractor Change Request (Line K + L + M + N + O)	\$9,547.16

PROJECT NAME Center High School New Campus Entry Plaza

CONTRACTOR BW Litchfield Construction, Inc.

SUBCONTRACTOR TJR Resources, Inc

PROJECT NO. 18-02

CONTRACT NO. 18-02

DATE 6/29/2018

HOURLY LABOR RATE WORKSHEET

(Reference 'Change Orders' in Contract General Conditions. Certified payrolls required for all workers on Project. Contractor shall enter data into all fields highlighted in yellow; for fields highlighted in blue, data will automatically populate.)

TRADE: Laborer

CLASSIFICATION: Laborer Grp 3 Area 2

Item	Rate Per \$100	Prevailing Wage Rate			Notes														
		Regular Time	Overtime	Double Time															
Base Labor Rate		\$ 29.54	\$ 44.31	\$ 59.08	Use certified payroll for verify.														
Fringe Benefits:	<table><tr><td>Benefit Paid</td><td>Benefit Provided</td></tr><tr><td colspan="2">(put X in appropriate box)</td></tr><tr><td>X</td><td></td></tr><tr><td>X</td><td></td></tr><tr><td></td><td>X</td></tr><tr><td>X</td><td></td></tr><tr><td>X</td><td></td></tr></table>	Benefit Paid	Benefit Provided	(put X in appropriate box)		X		X			X	X		X					
	Benefit Paid	Benefit Provided																	
	(put X in appropriate box)																		
	X																		
	X																		
		X																	
	X																		
X																			
Pension ¹		12.20	12.20	12.20															
Health/Welfare ¹		8.25	8.25	8.25															
Training/Certification ¹		0.45	0.45	0.45															
Vacation/Holiday ¹		2.75	2.75	2.75															
Other		0.30	0.30	0.30															
Fringe Benefits Subtotal		\$ 23.95	\$ 23.95	\$ 23.95															
Total PW Hourly Rate		\$ 53.49	\$ 68.26	\$ 83.03	= Base Labor Rate + Benefits Paid + Benefits Provided														
Benefits Paid		\$ 23.50	\$ 23.50	\$ 23.50															
Total Paid Hourly Rate		\$ 53.04	\$ 67.81	\$ 82.58	= Base Labor Rate + Benefits Paid														
Burden: Taxes & Insurance ²																			
FICA	0.0620	3.29	4.20	5.12															
Medicare	0.0145	0.77	0.98	1.20															
Federal Unemployment	0.0080	0.42	0.54	0.66															
California Unemployment	0.0620	3.29	4.20	5.12	Maximum - 0.062.														
Workers Compensation ¹	0.0767	4.07	4.07	4.07	Usually less than 11%; can request policy.														
Other ¹		-	-	-															
Other ¹		-	-	-															
Burden Subtotal		\$ 11.84	\$ 14.00	\$ 16.17															
Contractor Liability Insurance		N/A	N/A	N/A	Included in OH&P per CGC														
Small Tools		N/A	N/A	N/A	Included in OH&P per CGC														
Other (warranty, record drawings, payment bonds, performance bonds, etc.)		N/A	N/A	N/A	Included in OH&P per CGC														
TOTAL HOURLY RATE (Total Hourly Rate + Burden)		\$ 65.33	\$ 82.26	\$ 99.20	= Amount Contractor paid to employee														

Note: For change order work, mark-ups for overhead and profit shall be applied to the above rates (these rates are subject to audit) in accordance with the provisions of CGCs, under 'Change Orders'. Mark-up rates for utility repair work shall be adjusted in accordance with the CGCs, under 'Contractor's Responsibility for the Work', subsection 'e-Utilities'.

¹ Costs for Overtime and Double Time are same as for Regular Time.

² Taxes & Insurance apply to Total Paid Hourly Rate which includes Base Labor Rate plus benefits paid in cash.

By signing below, the submitter certifies and declares under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Rates certified by: Thomas Murphy Company Name: TJR Resources, Inc
(print name)

Signature: [Signature]

PROJECT NAME Center High School New Campus Entry Plaza

CONTRACTOR Bili Litchfield Construction, Inc.

SUBCONTRACTOR TJR Resources, Inc

PROJECT NO. 18-002

CONTRACT NO. 18-002

DATE 6/29/2018

HOURLY LABOR RATE WORKSHEET

(Reference 'Change Orders' in Contract General Conditions. Certified payrolls required for all workers on Project. Contractor shall enter data into all fields highlighted in yellow; for fields highlighted in blue, data will automatically populate.)

TRADE: Cement Mason

CLASSIFICATION: Cement Mason - Journeyman

Item	Rate Per \$100	Prevailing Wage Rate			Notes														
		Regular Time	Overtime	Double Time															
Base Labor Rate		\$ 35.05	\$ 52.58	\$ 70.10	Use certified payroll for verify.														
	<table><tr><td>Benefit Paid</td><td>Benefit Provided</td></tr><tr><td colspan="2">(put X in appropriate box)</td></tr><tr><td>Pension ¹</td><td>X</td></tr><tr><td>Health/Welfare ¹</td><td>X</td></tr><tr><td>Training/Certification ¹</td><td>X</td></tr><tr><td>Vacation/Holiday ¹</td><td>X</td></tr><tr><td>Other</td><td>X</td></tr></table>	Benefit Paid	Benefit Provided	(put X in appropriate box)		Pension ¹	X	Health/Welfare ¹	X	Training/Certification ¹	X	Vacation/Holiday ¹	X	Other	X				
Benefit Paid	Benefit Provided																		
(put X in appropriate box)																			
Pension ¹	X																		
Health/Welfare ¹	X																		
Training/Certification ¹	X																		
Vacation/Holiday ¹	X																		
Other	X																		
Fringe Benefits:																			
Pension ¹		11.00	11.00	11.00															
Health/Welfare ¹		8.45	8.45	8.45															
Training/Certification ¹		0.67	0.67	0.67															
Vacation/Holiday ¹		4.00	4.00	4.00															
Other		1.79	1.79	1.79															
Fringe Benefits Subtotal		\$ 25.91	\$ 25.91	\$ 25.91															
Total PW Hourly Rate		\$ 60.96	\$ 78.49	\$ 96.01	= Base Labor Rate + Benefits Paid + Benefits Provided														
Benefits Paid		\$ 5.79	\$ 5.79	\$ 5.79															
Total Paid Hourly Rate		\$ 40.84	\$ 58.37	\$ 75.89	= Base Labor Rate + Benefits Paid														
Burden: Taxes & Insurance ²																			
FICA	0.0620	2.53	3.82	4.71															
Medicare	0.0145	0.59	0.85	1.10															
Federal Unemployment	0.0080	0.33	0.47	0.61															
California Unemployment	0.0620	2.53	3.82	4.71	Maximum - 0.062.														
Workers Compensation ¹	0.0767	3.13	3.13	3.13	Usually less than 11%; can request policy.														
Other ¹		-	-	-															
Other ¹		-	-	-															
Burden Subtotal		\$ 9.12	\$ 11.68	\$ 14.25															
Contractor Liability Insurance		N/A	N/A	N/A	Included in OH&P per CGC														
Small Tools		N/A	N/A	N/A	Included in OH&P per CGC														
Other (warranty, record drawings, payment bonds, performance bonds, etc.)		N/A	N/A	N/A	Included in OH&P per CGC														
TOTAL HOURLY RATE (Total Hourly Rate + Burden)		\$ 70.08	\$ 90.17	\$ 110.26	= Amount Contractor paid to employee														

Note: For change order work, mark-ups for overhead and profit shall be applied to the above rates (these rates are subject to audit in accordance with the provisions of CGCs, under 'Change Orders'. Mark-up rates for utility repair work shall be adjusted in accordance with the CGCs, under 'Contractor's Responsibility for the Work', subsection 'e-Utilities'.

¹ Costs for Overtime and Double Time are same as for Regular Time.

² Taxes & Insurance apply to Total Paid Hourly Rate which includes Base Labor Rate plus benefits paid in cash.

By signing below, the submitter certifies and declares under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Rates certified by: Thomas Murphy Company Name: TJR Resources, Inc
(print name)

Signature: [Signature]

PROJECT NAME Center High School New Campus Entry Plaza

CONTRACTOR Bill Litchfield Construction, Inc.

SUBCONTRACTOR TJR Resources, Inc

PROJECT NO. 1B-02

CONTRACT NO. 1B-02

DATE 6/29/2018

HOURLY LABOR RATE WORKSHEET

(Reference 'Change Orders' in Contract General Conditions. Certified payrolls required for all workers on Project. Contractor shall enter data into all fields highlighted in yellow; for fields highlighted in blue, data will automatically populate.)

TRADE: Cement Mason

CLASSIFICATION: Cement Mason - Foreman

Item	Rate Per \$100	Prevailing Wage Rate			Notes														
		Regular Time	Overtime	Double Time															
Base Labor Rate		\$ 39.26	\$ 58.89	\$ 78.52	Use certified payroll to verify.														
Fringe Benefits:	<table><tr><td>Benefit Paid</td><td>Benefit Provided</td></tr><tr><td colspan="2">(put X in appropriate box)</td></tr><tr><td></td><td>X</td></tr><tr><td></td><td>X</td></tr><tr><td></td><td>X</td></tr><tr><td>X</td><td></td></tr><tr><td>X</td><td></td></tr></table>	Benefit Paid	Benefit Provided	(put X in appropriate box)			X		X		X	X		X					
	Benefit Paid	Benefit Provided																	
	(put X in appropriate box)																		
		X																	
		X																	
		X																	
	X																		
X																			
Pension ¹		11.00	11.00	11.00															
Health/Welfare ¹		8.45	8.45	8.45															
Training/Certification ¹		0.67	0.67	0.67															
Vacation/Holiday ¹		4.00	4.00	4.00															
Other		1.79	1.79	1.79															
Fringe Benefits Subtotal		\$ 25.91	\$ 25.91	\$ 25.91															
Total PW Hourly Rate		\$ 65.17	\$ 84.80	\$ 104.43	= Base Labor Rate + Benefits Paid + Benefits Provided														
Benefits Paid		\$ 5.79	\$ 5.79	\$ 5.79															
Total Paid Hourly Rate		\$ 45.05	\$ 64.68	\$ 84.31	= Base Labor Rate + Benefits Paid														
Burden: Taxes & Insurance ²																			
FICA	0.0820	2.79	4.01	5.23															
Medicare	0.0145	0.65	0.94	1.22															
Federal Unemployment	0.0080	0.36	0.52	0.67															
California Unemployment	0.0620	2.79	4.01	5.23	Maximum - 0.062														
Workers Compensation ¹	0.0787	3.46	3.46	3.46	Usually less than 119¢; can request policy.														
Other ¹		-	-	-															
Other ¹		-	-	-															
Burden Subtotal		\$ 10.06	\$ 12.93	\$ 15.81															
Contractor Liability Insurance		N/A	N/A	N/A	Included in OH&P per CGC														
Small Tools		N/A	N/A	N/A	Included in OH&P per CGC														
Other (warranty, record drawings, payment bonds, performance bonds, etc.)		N/A	N/A	N/A	Included in OH&P per CGC														
TOTAL HOURLY RATE (Total Hourly Rate + Burden)		\$ 75.23	\$ 97.73	\$ 120.24	= Amount Contractor paid to employee														

Note: For change order work, mark-ups for overhead and profit shall be applied to the above rates (these rates are subject to audit) in accordance with the provisions of CGCs, under 'Change Orders'. Mark-up rates for utility repair work shall be adjusted in accordance with the CGCs, under 'Contractor's Responsibility for the Work', subsection 'a-Utilities'.

¹ Costs for Overtime and Double Time are same as for Regular Time.

² Taxes & Insurance apply to Total Paid Hourly Rate which includes Base Labor Rate plus benefits paid in cash.

By signing below, the submitter certifies and declares under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Rates certified by: Thomas Murphy Company Name: TJR Resources, Inc
(print name)

Signature: [Signature]

PROJECT NAME Center High School New Campus Entry Plaza

CONTRACTOR Bill Litchfield Construction, Inc.

SUBCONTRACTOR TJR Resources, Inc

PROJECT NO. 18-02

CONTRACT NO. 18-02

DATE 6/29/2018

HOURLY LABOR RATE WORKSHEET

(Reference 'Change Orders' in Contract General Conditions. Certified payrolls required for all workers on Project. Contractor shall enter data into all fields highlighted in yellow; for fields highlighted in blue, data will automatically populate.)

TRADE: Operating Engineer

CLASSIFICATION: Operating Engineer Grp #3 Area 1

Item	Rate Per \$100	Prevailing Wage Rate			Notes														
		Regular Time	Overtime	Double Time															
Base Labor Rate		\$ 39.79	\$ 59.69	\$ 79.58	Use certified payroll to verify.														
	<table><tr><td>Benefit Paid</td><td>Benefit Provided</td></tr><tr><td colspan="2">(put X in appropriate box)</td></tr><tr><td>Pension ¹</td><td></td></tr><tr><td>Health/Welfare ¹</td><td></td></tr><tr><td>Training/Certification ¹</td><td>X</td></tr><tr><td>Vacation/Holiday ¹</td><td></td></tr><tr><td>Other</td><td>X</td></tr></table>	Benefit Paid	Benefit Provided	(put X in appropriate box)		Pension ¹		Health/Welfare ¹		Training/Certification ¹	X	Vacation/Holiday ¹		Other	X				
Benefit Paid	Benefit Provided																		
(put X in appropriate box)																			
Pension ¹																			
Health/Welfare ¹																			
Training/Certification ¹	X																		
Vacation/Holiday ¹																			
Other	X																		
Fringe Benefits:																			
Pension ¹		10.78	10.78	10.78															
Health/Welfare ¹		13.88	13.88	13.88															
Training/Certification ¹		1.02	1.02	1.02															
Vacation/Holiday ¹		4.56	4.56	4.56															
Other		0.79	0.79	0.79															
Fringe Benefits Subtotal		\$ 31.03	\$ 31.03	\$ 31.03															
Total PW Hourly Rate		\$ 70.82	\$ 90.72	\$ 110.61	= Base Labor Rate + Benefits Paid + Benefits Provided														
Benefits Paid		\$ 30.01	\$ 30.01	\$ 30.01															
Total Paid Hourly Rate		\$ 69.80	\$ 89.70	\$ 109.59	= Base Labor Rate + Benefits Paid														
Burden: Taxes & Insurance ²																			
FICA	0.0620	4.33	5.56	6.79															
Medicare	0.0145	1.01	1.30	1.59															
Federal Unemployment	0.0080	0.58	0.72	0.88															
California Unemployment	0.0620	4.33	5.56	6.79	Maximum - 0.062.														
Workers Compensation ¹	0.0662	4.62	4.62	4.62	Usually less than 11%; can request policy.														
Other ¹	-	-	-	-															
Other ¹	-	-	-	-															
Burden Subtotal		\$ 14.85	\$ 17.78	\$ 20.68															
Contractor Liability Insurance		N/A	N/A	N/A	Included in OH&P per CGC														
Small Tools		N/A	N/A	N/A	Included in OH&P per CGC														
Other (warranty, record drawings, payment bonds, performance bonds, etc.)		N/A	N/A	N/A	Included in OH&P per CGC														
TOTAL HOURLY RATE (Total Hourly Rate + Burden)		\$ 85.67	\$ 108.48	\$ 131.29	= Amount Contractor paid to employee														

Note: For change order work, mark-ups for overhead and profit shall be applied to the above rates (these rates are subject to audit) in accordance with the provisions of CGCs, under 'Change Orders'. Mark-up rates for utility repair work shall be adjusted in accordance with the CGCs, under 'Contractor's Responsibility for the Work', subsection 'a-Utilities'.

¹ Costs for Overtime and Double Time are same as for Regular Time.

² Taxes & Insurance apply to Total Paid Hourly Rate which includes Base Labor Rate plus benefits paid in cash.

By signing below, the submitter certifies and declares under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Rates certified by: Thomas Murphy Company Name: TJR Resources, Inc
(print name)

Signature: [Signature]



Center Joint Unified School District
8408 Watt Avenue, Antelope, CA 95843
(916) 338-6400 Office (916) 338-6411 Fax

REQUEST FOR PROPOSAL

DATE: JUNE 21, 2018

RFP No.: 004

PROJECT: New Campus Entry Plaza

DSA APPLICATION NO.: 02-116405

NAME OF CONTRACTOR: Bill Litchfield Construction, Inc.

NAME OF ARCHITECT: Nacht and Lewis

Please submit an itemized proposal for changes in Contract Sum and Contract Time for proposed modifications to the Contract Documents described herein. Submit proposal by:

THIS IS NOT A CHANGE ORDER, A CONSTRUCTION CHANGE DIRECTIVE OR A DIRECTION TO PROCEED WITH THE WORK DESCRIBED IN THE PROPOSED MODIFICATIONS.

As discussed at the site meeting on 06/12/2018 and clarified in the attached Sketch, Contractor shall provide a proposal to remove approximately 64 linear feet of 6 foot wide sidewalk and curb and replace with new. Curb profile and reinforcement shall match existing. Dowe in curbs to existing adjacent with #4 bar, min 12" embed each end. Sidewalk shall be per Paving Type 3 identified on Sheet C3.1. See Detail 1/C3.1 for typical sidewalk details. Contractor shall raise the grade at the center of the demolition scope to remove the visible sag. Slopes along the sidewalk shall not exceed 5% in the direction of travel with 2% maximum cross slope. Conform flush to existing edges. Patch and repair existing A/C pavement as required for new curb installation. Paint entire length of curb in red with "FIRE LANE" lettering at 15 feet on center.

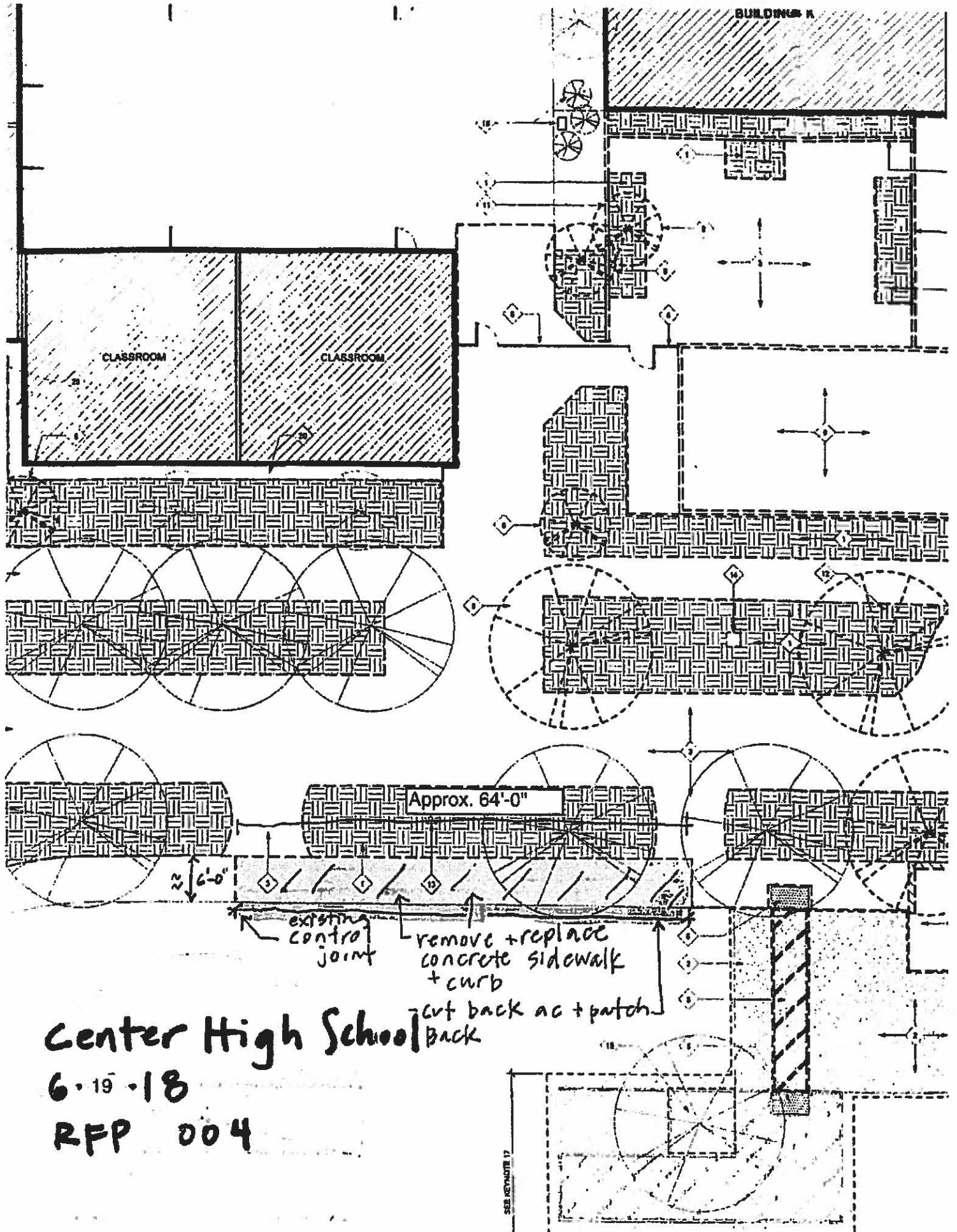
Note: Please refer to General Conditions Article 7 Changes in the Work for Change Order Proposal pricing procedures.

Attachments: CPM Sketch

REQUESTED BY:

Sharon Thomas

District Representative/Program Manager
Title



Center High School

6.19.18

RFP 004



Center Joint Unified School District
8408 Walt Avenue
Antelope, CA 95843
(916) 338-6400 Office
(916) 338-6411 Fax

PROPOSED CHANGE ORDER

PCO #: 007

PROJECT: Center High School New Campus Entry Plaza #18-02

DSA APPLICATION NO.: 02-118405

NAME OF CONTRACTOR: Bill Litchfield Construction, Inc.



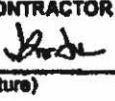
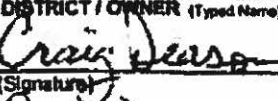
NAME OF ARCHITECT: Nacht & Lewis

Contractor proposes to change the Contract as follows:

Work performed by Short Circuit Electric per RFI 008 - Relocate Conduit from existing pull box to new installed pull box location and removing concrete foundation.

PROPOSED ADJUSTMENTS

1. The proposed basis of adjustment to the Contract Sum is: \$6,291.31
2. The proposed schedule change is 2 days

REVIEWED	REVIEWED	ACCEPTED	APPROVED
Capital Program Management, Inc.	Nacht & Lewis	Signature by the Contractor indicates the Contractor's agreement with the proposed adjustments in Contract Sum and Contract Time set forth in this Proposed Change Order as full and complete satisfaction of any direct or indirect additional cost incurred by Contractor in connection with performance of the proposed change work.	
OWNERS REP (Typed Name)	ARCHITECT (Typed Name)	CONTRACTOR (Typed Name)	DISTRICT / OWNER (Typed Name)
			
(Signature)	(Signature)	(Signature)	(Signature)
Sharon Thomas	ERIC SIFUENTES	Abe Toor	Craig Deason
(Print Name)	(Print Name)	(Print Name)	(Print Name)
DATE 8/20/18	DATE 8/20/18	DATE 8/15/2018	DATE 8/21/18



CHANGE ORDER REQUEST SUMMARY

PROJECT NAME: CENTER HIGH SCHOOL - NEW CAMPUS ENTRY PLAZA
PROJECT NO: 18-02
CONTRACTOR: Bill Litchfield Construction, Inc.

P.C.O. NO.: 007
RFI/RFP.: 008
DATE: 8/15/2018

DESCRIPTION OF CHANGE: Supervision, Mark-up and Bond Cost for RFI 008

Work performed by Short Circuit Electric Incorporated: Relocate Conduit from existing pull box to new installed pull box location and removing concrete foundation.

Contractor's Direct Costs

Additive Costs

A Labor: Supervision: 8 hrs. x \$51.82	\$414.56	
B Material		
C Equipment		
D Subtotal of Additive Cost		\$414.56

Deductive Costs (use minus sign to denote negative figures)

E Labor		
F Material		
G Equipment		
H Subtotal of Deductive Cost		\$0.00

I Contractor's Total Direct Cost (D+H) \$414.56

J Contractor's Mark-up \$41.46

Line "J" mark-up is calculated in accordance with Contract General Conditions. Mark-up percentages applied to the line "I" subtotal are calculated at 10%

K **Total Contractor Direct Costs + Mark-up (Line I + J)** **\$456.02**

L Total Subcontractor Direct Costs \$5,020.00

(Note: If there are two or more subcontractors for this change item, then use a separate form for each subcontractor.)
Sum of Lines "I" and "L" from Subcontractor Change Order Request Summary Forms

M Subcontractor Mark-up \$502.00

Sum of Lines "J", "M", "N" and "O" from Subcontractor Change Order Request Summary Forms

N Contractor's Mark-up on Subcontractor Direct Costs \$251.00

Line "N" mark-up is calculated in accordance with Contract General Conditions. Mark-up percentages applied to the line "L" subtotal are calculated at 5%

O Contractor's Mark-up on Bond Costs \$62.29

Line "O" mark-up is calculated in accordance with Contract General Conditions. Mark-up percentages applied to lines "K + L + M + N" subtotal are calculated at 1%

P **Total Contractor Change Request (Line K + L + M + N + O)** **\$6,291.31**

Q **Total Contractor Time Extension Required For Changes Described In This P.C.O.** **2 Days**

To the best of my knowledge and belief, I certify that all costs listed above are correct.

8/15/2018

Contractor Signature

Date



209.245.3269 / PO BOX 27, JACKSON CA 95642 / www.shortcircuitelectricinc.com / FAX: 209.245.5264

Date: July 5, 2018

To: Abe Toor

Re: Center High School New Campus Entry Plaza

Change Order:

Upon recent visit to Center High campus we removed existing light fixture page E.100 item 3.

The following procedure was to reroute original conduit with 3 conductors to new pole location page E1.10.

The existing conduit has the conductors for the existing pole plus conductors to existing parking lot to west resulting in loss of power to parking lot if the conduit is abandoned.

This change order is to relocate conduit from existing pullbox to new installed pull box location and removing concrete foundation.

Install new conduit and conductors

Install new pull box to accommodate conductors for new light and existing lights

650'	#10 thhn copper	\$ 163.00
100'	1.25 pvc 40	\$ 73.00
2	1.25 pvc elbows	\$ 4.00
50'	1.0 pvc 40	\$ 25.00
2	1.0 pvc elbows	\$ 2.00
1	n-16 pullbox	\$ 44.00
1	n-16 concrete lid	\$ 37.00
165'	trenching sanding backfill compaction	\$2,475.00
	Sand as needed	\$ 500.00
20	Labor Inside Wireman	\$ 1,697.00
	To Install conduit, pullbox, conductors and locate parking conduit.	
Overhead 10%		\$ 502.00

For the total of \$5,522.00

Dave Gilmore
Short Circuit Electric Inc
California Contractors license number 340816
209-245-3269 office



SUBCONTRACTOR CHANGE ORDER REQUEST SUMMARY

PROJECT NAME: <u>CENTER HIGH SCHOOL-NEW CAMPUS ENTRY PLAZA</u>	P.C.O. NO.: <u>007</u>
PROJECT NO: <u>18-02</u>	RFI/RFP.: <u>008</u>
GENERAL CONTRACTOR: <u>Bill Litchfield Construction, Inc.</u>	DATE: <u>8/15/2018</u>
SUBCONTRACTOR: <u>Short Circuit Electric Incorporated</u>	

DESCRIPTION OF CHANGE: Relocate Conduit from existing pull box to new installed pull box location and removing concrete foundation.

Subcontractor Direct Costs

Additive Costs

A Labor: Inside Wireman - 20 hrs x \$84.85		\$1,697.00
B Material		\$3,323.00
C Equipment		
D Subtotal of Additive Cost		\$5,020.00

Deductive Costs (use minus sign to denote negative figures)

E Labor		
F Material		
G Equipment		
H Subtotal of Deductive Cost		\$0.00

I Subcontractor's Total Direct Cost (Line D + H)	\$5,020.00
--	------------

J Subcontractor's Mark-up	\$502.00
---------------------------	----------

Line "J" mark-up is calculated in accordance with the Contract General Conditions. Mark-up percentages applied to the line "I" subtotal are 10%

K Total Subcontractor Direct Costs + Mark-up (Line I + J)	\$5,522.00
--	-------------------

L Total of all Sub-tier Subcontractor Direct Costs	
--	--

M Sub-tier Subcontractor Mark-up on first \$50,000	
<i>Individual sub-tier subcontractor mark-ups shall conform to max. & min. mark-ups listed for line "J" above.</i>	

N Sub-tier Subcontractor Mark-up on balance beyond \$50,000	
<i>Individual sub-tier subcontractor mark-ups shall conform to max. & min. mark-ups listed for line "J" above.</i>	

O Subcontractor's Mark-up on Sub-tier Subcontract Work (7% of Line "L" Total)	7.0%	\$0.00
---	------	--------

P Total Subcontractor Change Request (Line K + L + M + N + O)	\$5,522.00
--	-------------------

PROJECT NAME Center High School New Campus Entry Plaza

CONTRACTOR Bill Litchfield Construction, Inc.

SUBCONTRACTOR Short Circuit Electric Inc

PROJECT NO. 18-02

CONTRACT NO. 18-02

DATE 7/2/2018

HOURLY LABOR RATE WORKSHEET

(Reference 'Change Orders' in Contract General Conditions. Certified payrolls required for all workers on Project. Contractor shall enter data into all fields highlighted in yellow; for fields highlighted in blue, data will automatically populate.)

TRADE: Electrician

CLASSIFICATION: Inside Wireman

Item	Rate Per \$100	Prevailing Wage Rate			Notes														
		Regular Time	Overtime	Double Time															
Base Labor Rate		\$ 40.60	\$ 60.90	\$ 81.20	Use certified payroll to verify.														
	<table><tr><td>Benefit Paid</td><td>Benefit Provided</td></tr><tr><td colspan="2">(put X in appropriate box)</td></tr><tr><td>X</td><td></td></tr><tr><td>X</td><td></td></tr><tr><td>X</td><td></td></tr><tr><td></td><td></td></tr><tr><td>X</td><td></td></tr></table>	Benefit Paid	Benefit Provided	(put X in appropriate box)		X		X		X				X					
Benefit Paid	Benefit Provided																		
(put X in appropriate box)																			
X																			
X																			
X																			
X																			
Fringe Benefits:																			
Pension ¹		5.50	5.50	5.50															
Health/Welfare ¹		11.63	11.63	11.63															
Training/Certification ¹		1.24	1.24	1.24															
Vacation/Holiday ¹		-	-	-															
Other		9.52	9.52	9.52															
Fringe Benefits Subtotal		\$ 27.89	\$ 27.89	\$ 27.89															
Total PW Hourly Rate		\$ 68.49	\$ 88.79	\$ 109.09	= Base Labor Rate + Benefits Paid + Benefits Provided														
Benefits Paid		\$ 27.89	\$ 27.89	\$ 27.89															
Total Paid Hourly Rate		\$ 68.49	\$ 88.79	\$ 109.09	= Base Labor Rate + Benefits Paid														
Burden: Taxes & Insurance ²																			
FICA	0.0620	4.25	5.50	6.76															
Medicare	0.0145	0.99	1.29	1.58															
Federal Unemployment	0.0060	0.41	0.53	0.65															
California Unemployment	0.0620	4.25	5.50	6.76	Maximum - 0.062.														
Workers Compensation ¹	0.094424	6.47	6.47	6.47	Usually less than 11%; can request policy.														
Other ¹		-	-	-															
Other ¹		-	-	-															
Burden Subtotal		\$ 16.36	\$ 19.30	\$ 22.23															
Contractor Liability Insurance		N/A	N/A	N/A	Included in OH&P per CGC														
Small Tools		N/A	N/A	N/A	Included in OH&P per CGC														
Other (warranty, record drawings, payment bonds, performance bonds, etc.)		N/A	N/A	N/A	Included in OH&P per CGC														
TOTAL HOURLY RATE (Total Hourly Rate + Burden)		\$ 84.85	\$ 108.09	\$ 131.32	= Amount Contractor paid to employee														

Note: For change order work, mark-ups for overhead and profit shall be applied to the above rates (these rates are subject to audit) in accordance with the provisions of CGCs, under 'Change Orders'. Mark-up rates for utility repair work shall be adjusted in accordance with the CGCs, under 'Contractor's Responsibility for the Work', subsection 'e-Utilities'.

¹ Costs for Overtime and Double Time are same as for Regular Time.

² Taxes & Insurance apply to Total Paid Hourly Rate which includes Base Labor Rate plus benefits paid in cash.

By signing below, the submitter certifies and declares under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Rates certified by:

Jill Gilmore
(print name)

Company Name:

Short Circuit Electric

Signature:

Jill Gilmore



Phone: (530) 272-5773 Fax: (530) 272-3296 13341 Grass Valley Ave, Suite D. Grass Valley CA. 95945

REQUEST FOR INFORMATION

New Pull Box & Conduit

To: Sharon Thomas
Company: Capital Program Management
Contact Type: sharont@capitalpm.com

RFI # 008
Project: Center High Entry Plaza
Date: 6/7/2018
Response Time: ASAP
Reason: Substitution
Priority Level: High
Cost Impact: Unknown
Schedule Impact: Unknown

Authorized By: Abe Toor
Company: Bill Litchfield Construction
Contact Type: abe@blcbuilt.com
Cell: 916-320-3690

QUESTION

Ref: E1.10

Per sheet notes #3 & #4, existing conduit and conductors were to be intercepted at the existing lightpole and extended to the first new pole base location. The existing pole base was to be abandoned by the electrician and removed by the excavation contractor. Once the light pole was removed it was found that the parking lot lighting to the west was fed from this location and that the existing base could not be removed without a pull box in its place or somewhere down stream toward the west parking lot lighting.

Q1: Please see attached and confirm this is acceptable or provide alternate design to accommodate existing parking lot lighting conductors discovered at original light pole base.

Thank you,

ATTACHMENTS

See Below:

Based on the confirmation that the existing circuit is connected to panel B circuits 15/17 on a 30-amp, 2-pole circuit breaker. The proposed solution is acceptable, however the ground wire shall be #10 AWG copper in lieu of the proposed #12 AWG. If possible remove the existing #12 AWG ground discovered and re-pull a number #10 AWG ground wire to comply with Code. All new conductors shall be #10 AWG copper as indicated on drawings.

Since it is confirmed that the existing is a 30-amp, 2-pole circuit breaker make sure the new pole heads are rated for 208-volt, 1-phase.

Donny Lee
EDGE Electrical Consulting
06/19/2018

Donny Lee

From: Brian Murphy <bmurphy@blcbuilt.com>
Sent: Tuesday, June 19, 2018 11:16 AM
To: Sharon Thomas
Cc: esifuentes@nachtlewis.com; Donny Lee; Abe Toor
Subject: Re: RFI 08 - Electrical Info

From what we can tell the breaker is a double 30 amp at location 15 and 17 in panel B in the cafeteria.

Brian Murphy
Superintendent
Bill Litchfield Construction
530-575-8005

From: Sharon Thomas <sharont@capitalpm.com>
Sent: Tuesday, June 19, 2018 9:50:40 AM
To: Brian Murphy
Cc: esifuentes@nachtlewis.com
Subject: FW: RFI 08 - Electrical Info

Hi Brian-
Where are we with this request for information from the electrical engineer? This RFI is still open. Just checking.
Thanks.

SHARON THOMAS, AIA
Senior Program Manager



P 916.553.4400
D 916.779.5913
C 916.213.8846
www.capitalpm.com

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From: Eric Sifuentes [mailto:ESifuentes@nachtlewis.com]
Sent: Tuesday, June 12, 2018 4:31 PM
To: Brian Murphy <bmurphy@blcbuilt.com>; Sharon Thomas <sharont@capitalpm.com>
Cc: Donny Lee <Donny@EDGE-eConsulting.com>
Subject: RFI 08 - Electrical Info

Hi team,

Reading through the emails it looks like we got the electrical information requested for the exterior lighting poles mixed up with the restroom lighting circuits. We have the info on the restroom circuits now and will be responding to the RFI but we still need the info on the exterior lighting circuit. I believe Donny was looking for the panel and circuit number including the breaker information. Please get that over to us and we can complete the RFI 08 response, thanks!

Eric Sifuentes CASp
Senior Project Coordinator, Associate

Nacht & Lewis
600 Q St. Suite 100, Sacramento, CA 95811
nachtlewis.com | 916.329.4000



Center Joint Unified School District
8408 Watt Avenue
Antelope, CA 95843
(916) 338-8400 Office
(916) 338-8411 Fax

PROPOSED CHANGE ORDER

PCO #: 015

PROJECT: Center High School New Campus Entry Plaza #18-02

DSA APPLICATION NO.: 02-116405

NAME OF CONTRACTOR: Bill Litchfield Construction, Inc.

NAME OF ARCHITECT: Nacht & Lewis

Contractor proposes to change the Contract as follows:

Work performed by Mark Wallace Masonry - Columns and trash enclosure walls have increased in height per RFI # 003, (attached), by 115 sq. ft. of additional CMU wall area

PROPOSED ADJUSTMENTS

1. The proposed basis of adjustment to the Contract Sum is: \$5,490.78
2. The proposed schedule change is 5 days

REVIEWED	REVIEWED	ACCEPTED	APPROVED
		Signature by the Contractor indicates the Contractor's agreement with the proposed adjustments in Contract Sum and Contract Time set forth in this Proposed Change Order as full and complete satisfaction of any direct or indirect additional cost incurred by Contractor in connection with performance of the proposed change work.	
Capital Program Management, Inc.	Nacht & Lewis	Bill Litchfield Construction	Center Joint Unified School District
OWNERS REP (Typed Name)	ARCHITECT (Typed Name)	CONTRACTOR (Typed Name)	DISTRICT / OWNER (Typed Name)
<i>Sharon Thomas</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>Craig Deason</i>
(Signature)	(Signature)	(Signature)	(Signature)
Sharon Thomas	FOR SIGNATURES	Abe Toor	Craig Deason
(Print Name)	(Print Name)	(Print Name)	(Print Name)
DATE 8/22/18	DATE 8/23/18	DATE: 7/26/2018	DATE: 8/27/18



Center Joint Unified School District
8408 Watt Avenue
Antelope, CA 95843
(916) 338-6400 Office
(916) 338-6411 Fax

PROPOSED CHANGE ORDER

PCO #: 016

PROJECT: Center High School New Campus Entry Plaza #18-02

DSA APPLICATION NO.: 02-116405

NAME OF CONTRACTOR: Bill Litchfield Construction, Inc.

NAME OF ARCHITECT: Nacht & Lewis

Contractor proposes to change the Contract as follows:

Custom colors for Post & Panel signage provided by Mr. Sign. Body to match PMS 653C, legs to match PMS 421C.

PROPOSED ADJUSTMENTS

1. The proposed basis of adjustment to the Contract Sum is: \$ 958.24
2. The proposed schedule change is 80 days

REVIEWED	REVIEWED	ACCEPTED	APPROVED
		Signature by the Contractor indicates the Contractor's agreement with the proposed adjustments in Contract Sum and Contract Time set forth in this Proposed Change Order as full and complete satisfaction of any direct or indirect additional cost incurred by Contractor in connection with performance of the proposed change work.	
Capital Program Management, Inc.	Nacht & Lewis	Bill Litchfield Construction	Center Joint Unified School District
OWNERS REP (Typed Name)	ARCHITECT (Typed Name)	CONTRACTOR (Typed Name)	DISTRICT / OWNER (Typed Name)
<i>Sharon Thomas</i>	<i>Eric Sifuentes</i>	<i>Abe Toor</i>	<i>Craig Deason</i>
(Signature)	(Signature)	(Signature)	(Signature)
Sharon Thomas		Abe Toor	Craig Deason
(Print Name)	(Print Name)	(Print Name)	(Print Name)
DATE: 8/7/18	DATE: 8/7/18	DATE: 8/03/2018	DATE: 8/7/18



CHANGE ORDER REQUEST SUMMARY

PROJECT NAME: CENTER HIGH SCHOOL - NEW CAMPUS ENTRY PLAZA
PROJECT NO: 18-02
CONTRACTOR: Bill Litchfield Construction, Inc.

P.C.O. NO.: 016
RFI/RFP.: _____
DATE: 8/3/2018

DESCRIPTION OF CHANGE: Custom colors for Post & Panel signage provided by Mr. Sign. Body to match PMS 653C,
legs to match PMS 421C

Contractor's Direct Costs

Additive Costs

A Labor	<div></div>	
B Material	<div></div>	
C Equipment	<div></div>	
D Subtotal of Additive Cost		<div>\$0.00</div>

Deductive Costs (use minus sign to denote negative figures)

E Labor	<div></div>	
F Material	<div></div>	
G Equipment	<div></div>	
H Subtotal of Deductive Cost		<div>\$0.00</div>

I Contractor's Total Direct Cost (D+H)

\$0.00

J Contractor's Mark-up

Line "J" mark-up is calculated in accordance with Contract General Conditions. Mark-up percentages applied to the line "I" subtotal are calculated at 5%

K **Total Contractor Direct Costs + Mark-up (Line I + J)**

\$0.00

L Total Subcontractor Direct Costs

\$825.00

(Note: If there are two or more subcontractors for this change item, then use a separate form for each subcontractor.)
Sum of Lines "I" and "L" from Subcontractor Change Order Request Summary Forms

M Subcontractor Mark-up

\$82.50

Sum of Lines "J", "M", "N" and "O" from Subcontractor Change Order Request Summary Forms

N Contractor's Mark-up on Subcontractor Direct Costs

\$41.25

Line "N" mark-up is calculated in accordance with Contract General Conditions. Mark-up percentages applied to the line "L" subtotal are calculated at 5%

O Contractor's Mark-up on Bond Costs

\$9.49

Line "O" mark-up is calculated in accordance with Contract General Conditions. Mark-up percentages applied to lines "K + L + M + N" subtotal are calculated at 1%

P **Total Contractor Change Request (Line K + L + M + N + O)**

\$958.24

Q **Total Contractor Time Extension Required For Changes Described In This P.C.O.**

5 Days

To the best of my knowledge and belief, I certify that all costs listed above are correct.

8/3/2018

Contractor Signature

Date



SUBCONTRACTOR CHANGE ORDER REQUEST SUMMARY

PROJECT NAME: <u>CENTER HIGH SCHOOL-NEW CAMPUS ENTRY PLAZA</u>	P.C.O. NO.: <u>016</u>
PROJECT NO: <u>18-02</u>	RFI/RFP.: _____
GENERAL CONTRACTOR: <u>Bill Litchfield Construction, Inc.</u>	DATE: <u>8/3/2018</u>
SUBCONTRACTOR: <u>Mr. Sign</u>	

DESCRIPTION OF CHANGE: Custom colors applied to Post & Panel signage, body to match PMS 653C, legs to match PMS 421C

Subcontractor Direct Costs

Additive Costs

A Labor:		
B Material: 3 custom colors @ \$275.00 each		\$825.00
C Equipment:		
D Subtotal of Additive Cost		\$825.00

Deductive Costs (use minus sign to denote negative figures)

E Labor		
F Material		
G Equipment		
H Subtotal of Deductive Cost		\$0.00

I Subcontractor's Total Direct Cost (Line D + H)	\$825.00
--	----------

J Subcontractor's Mark-up	\$82.50
---------------------------	---------

Line "J" mark-up is calculated in accordance with the Contract General Conditions. Mark-up percentages applied to the line "I" subtotal are 10%

K Total Subcontractor Direct Costs + Mark-up (Line I + J)	\$907.50
--	-----------------

L Total of all Sub-tier Subcontractor Direct Costs	
--	--

M Sub-tier Subcontractor Mark-up on first \$50,000	
<i>Individual sub-tier subcontractor mark-ups shall conform to max. & min. mark-ups listed for line "J" above.</i>	

N Sub-tier Subcontractor Mark-up on balance beyond \$50,000	
<i>Individual sub-tier subcontractor mark-ups shall conform to max. & min. mark-ups listed for line "J" above.</i>	

O Subcontractor's Mark-up on Sub-tier Subcontract Work (7% of Line "L" Total)	7.0%	\$0.00
---	------	--------

P Total Subcontractor Change Request (Line K + L + M + N + O)	\$907.50
--	-----------------

SUBCONTRACTOR
ESTIMATE & QUOTE

Center High School, entry
Contract No.
Custom colors for Post & Panel signage

Proposal Request #1

Computed Cost Summary

A. Materials/Equipment

<u>Item</u>	<u>Description</u>	<u>Qty</u>	<u>Unit</u>	<u>Each</u>	<u>Total</u>
1	Custom colors applied to Post & Panel signage, body to match PMS 653C, legs to match PMS 421C.	3	each ea ea ea	\$ 275.00	\$ 825.00 \$ - \$ - \$ -
Subtotal					\$ 825.00
Sales Tax, included					\$ -
Subtotal					\$ 825.00
Markup					\$ 82.50
Material Subtotal					\$ 907.50
					\$ 907.50

B. Labor

1		hrs.	\$ 91.12	\$0.00
2		hrs		\$0.00
3		hrs		\$0.00
4		hrs		\$0.00
5		hrs		\$0.00
Labor Surcharge/Burden				0%
Subtotal				\$ -
Markup				15%
Labor Subtotal				\$ -
				\$ -

C. Subcontract

1		LS	\$ -	\$ -
2		hrs	\$ -	\$ -
Subtotal				\$ -
Markup				\$ -
Subcontractor / Labor Subtotal				\$ -
				\$ -

Combined Subtotal

				\$ 907.50
<u>Bond</u>				\$ -
TOTAL				\$ 907.50

8/3/2018

DATE

Mr. Sign

530-389-2643



Center Joint Unified School District
8408 Watt Avenue
Antelope, CA 95843
(916) 338-6400 Office
(916) 338-6411 Fax

PROPOSED CHANGE ORDER

PCO #: 001

PROJECT: Center High School New Campus Entry Plaza #18-02

DSA APPLICATION NO.: 02-116405

NAME OF CONTRACTOR: Bill Litchfield Construction, Inc.

NAME OF ARCHITECT: Nacht & Lewis

Contractor proposes to change the Contract as follows:

Labor and materials for added main entry sign content.

Reference Document: RFP No. 001: Attached

PROPOSED ADJUSTMENTS

1. The proposed basis of adjustment to the Contract Sum is: \$3,034.96
2. The proposed schedule change is 2 days

REVIEWED	REVIEWED	ACCEPTED	APPROVED
		Signature by the Contractor indicates the Contractor's agreement with the proposed adjustments in Contract Sum and Contract Time set forth in this Proposed Change Order as full and complete satisfaction of any direct or indirect additional cost incurred by Contractor in connection with performance of the proposed change work.	
Capital Program Management, Inc.	Nacht & Lewis	Bill Litchfield Construction	Center Joint Unified School District
OWNERS REP (Typed Name)	ARCHITECT (Typed Name)	CONTRACTOR (Typed Name)	DISTRICT / OWNER (Typed Name)
<i>Sharon M. Thomas</i>	<i>[Signature]</i>	Abe Toor	<i>Craig Dason</i>
(Signature)	(Signature)	(Signature)	(Signature)
Sharon M. Thomas	ERIC SIQUENTES	<i>[Signature]</i>	<i>Craig Dason</i>
(Print Name)	(Print Name)	(Print Name)	(Print Name)
DATE: 8/27/18	DATE:	DATE: 8/22/2018	DATE: 8/28/18



CHANGE ORDER REQUEST SUMMARY

PROJECT NAME: CENTER HIGH SCHOOL - NEW CAMPUS ENTRY PLAZA P.C.O. NO.: 1
PROJECT NO: 18-02 RFI/RFP.: 001
CONTRACTOR: Bill Litchfield Construction, Inc. DATE: 8/22/2018

DESCRIPTION OF CHANGE: Materials, Labor, Supervision, Mark-up, and Bond Cost for RFP 001

Contractor's Direct Costs

Additive Costs

A Labor: Iron Worker - 17.5 hrs. x \$89.91 + Supervision: 8 hrs. x \$51.82 \$1,987.99
B Material \$743.75
C Equipment
D Subtotal of Additive Cost \$2,731.74

Deductive Costs (use minus sign to denote negative figures)

E Labor
F Material
G Equipment
H Subtotal of Deductive Cost \$0.00

I Contractor's Total Direct Cost (D+H) \$2,731.74

J Contractor's Mark-up \$273.17

Line "J" mark-up is calculated in accordance with Contract General Conditions. Mark-up percentages applied to the line "I" subtotal are calculated at 10%

K **Total Contractor Direct Costs + Mark-up (Line I + J)** **\$3,004.91**

L Total Subcontractor Direct Costs
(Note: If there are two or more subcontractors for this change item, then use a separate form for each subcontractor.)
Sum of Lines "I" and "L" from Subcontractor Change Order Request Summary Forms

M Subcontractor Mark-up
Sum of Lines "J", "M", "N" and "O" from Subcontractor Change Order Request Summary Forms

N Contractor's Mark-up on Subcontractor Direct Costs \$0.00
Line "N" mark-up is calculated in accordance with Contract General Conditions. Mark-up percentages applied to the line "L" subtotal are calculated at 5%

O Contractor's Mark-up on Bond Costs \$30.05
Line "O" mark-up is calculated in accordance with Contract General Conditions. Mark-up percentages applied to lines "K + L + M + N" subtotal are calculated at 1%

P **Total Contractor Change Request (Line K + L + M + N + O)** **\$3,034.96**

Q **Total Contractor Time Extension Required For Changes Described In This P.C.O.** **2 Days**

To the best of my knowledge and belief, I certify that all costs listed above are correct.


Contractor Signature 8/22/2018
Date



Estimate

Bill Litchfield
Construction, Inc.
13340 Grass Valley Ave.
Unit D
Grass Valley, CA 95945

Date	Invoice No.	P.O. Number	Terms	Project
8/20/2018				Center HS

Item	Description	Quantity	Rate	Amount
material	extra 3/16 plate for arc entry way 20'x4' sheet	1	743.75	743.75
metal fabrication	extra fabrication for updated arc	5.50 hrs.	89.91	494.51
metal fabrication	extra cnc cutting for updated arc	10 hrs.	89.91	899.10
metal fabrication	additional 8" flatbar install to top of entry arch per architects request 1pc	2 hrs.	89.91	179.82
			Subtotal	\$2,317.18
			Sales Tax	\$0.00
			Total	\$2,317.18

PROJECT NAME

Center High School - New Campus Entry Plaza

PROJECT NO. 18-02

CONTRACTOR

Bill Litchfield Construction, inc.

CONTRACT NO.

SUBCONTRACTOR

DATE

8/20/2018

HOURLY LABOR RATE WORKSHEET

(Reference 'Change Orders' in Contract General Conditions. Certified payrolls required for all workers on Project. Contractor shall enter data into all fields highlighted in yellow; for fields highlighted in blue, data will automatically populate.)

TRADE: Construction

CLASSIFICATION:

Iron Worker

Item	Rate Per \$100	Prevailing Wage Rate			Notes														
		Regular Time	Overtime	Double Time															
Base Labor Rate		\$ 38.00	\$ 57.00	\$ 76.00	Use certified payroll to verify.														
Fringe Benefits:	<table><tr><td>Benefit Paid</td><td>Benefit Provided</td></tr><tr><td colspan="2">(put X in appropriate box)</td></tr><tr><td>X</td><td></td></tr><tr><td>X</td><td></td></tr><tr><td>X</td><td></td></tr><tr><td>X</td><td></td></tr><tr><td>X</td><td></td></tr></table>	Benefit Paid	Benefit Provided	(put X in appropriate box)		X		X		X		X		X					
	Benefit Paid	Benefit Provided																	
	(put X in appropriate box)																		
	X																		
	X																		
	X																		
	X																		
X																			
Pension ¹		13.32	19.98	26.64															
Health/Welfare ¹		9.55	14.32	19.10															
Training/Certification ¹		0.72	1.08	1.44															
Vacation/Holiday ¹		4.30	6.45	8.60															
Other		3.57	5.38	7.14															
Fringe Benefits Subtotal		\$ 31.46	\$ 47.19	\$ 62.92															
Total PW Hourly Rate		\$ 69.46	\$ 104.19	\$ 138.92	= Base Labor Rate + Benefits Paid + Benefits Provided														
Benefits Paid		\$ 31.46	\$ 47.19	\$ 62.92															
Total Paid Hourly Rate		\$ 69.46	\$ 104.19	\$ 138.92	= Base Labor Rate + Benefits Paid														
Burden: Taxes & Insurance ²																			
FICA	0.0620	4.31	6.46	8.61															
Medicare	0.0145	1.01	1.51	2.01															
Federal Unemployment	0.0080	0.56	0.83	1.11															
California Unemployment	0.0620	4.31	6.46	8.61	Maximum - 0.062.														
Workers Compensation ¹	0.1479	10.27	15.41	20.54															
Other ¹		-	-	-															
Other ¹		-	-	-															
Burden Subtotal		\$ 20.45	\$ 30.67	\$ 40.89															
Contractor Liability Insurance		N/A	N/A	N/A	Included in OH&P per CGC														
Small Tools		N/A	N/A	N/A	Included in OH&P per CGC														
Other (warranty, record drawings, payment bonds, performance bonds, etc.)		N/A	N/A	N/A	Included in OH&P per CGC														
TOTAL HOURLY RATE (Total Hourly Rate + Burden)		\$ 89.91	\$ 134.86	\$ 179.81	= Amount Contractor paid to employee														

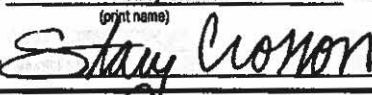
By signing below, the submitter certifies and declares under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Rates certified by: Stacy Crosson

Company Name: Bill Litchfield Construction, inc.

(print name)

Signature





Center Joint Unified School District
8408 Watt Avenue, Antelope, CA 95843
(916) 338-6400 Office (916) 338-6411 Fax

REQUEST FOR PROPOSAL

DATE: MAY 30, 2018

RFP No.: 001

PROJECT: New Campus Entry Plaza

DSA APPLICATION NO.: 02-116405

NAME OF CONTRACTOR: Bill Litchfield Construction, Inc.

NAME OF ARCHITECT: Nacht and Lewis

Please submit an itemized proposal for changes in Contract Sum and Contract Time for proposed modifications to the Contract Documents described herein. Submit proposal by:

THIS IS NOT A CHANGE ORDER, A CONSTRUCTION CHANGE DIRECTIVE OR A DIRECTION TO PROCEED WITH THE WORK DESCRIBED IN THE PROPOSED MODIFICATIONS.

Per Nacht & Lewis drawings provided via email and attached, provide an add/deduct cost for the following:

1. Addition of content to the sign on the archway. Provide any cost difference for cutting the additional letters and hardware needed.

Note: Please refer to General Conditions Article 7 Changes in the Work for Change Order Proposal pricing procedures.

Attachments:

- N&L Drawing

REQUESTED BY:

Sharon Thomas

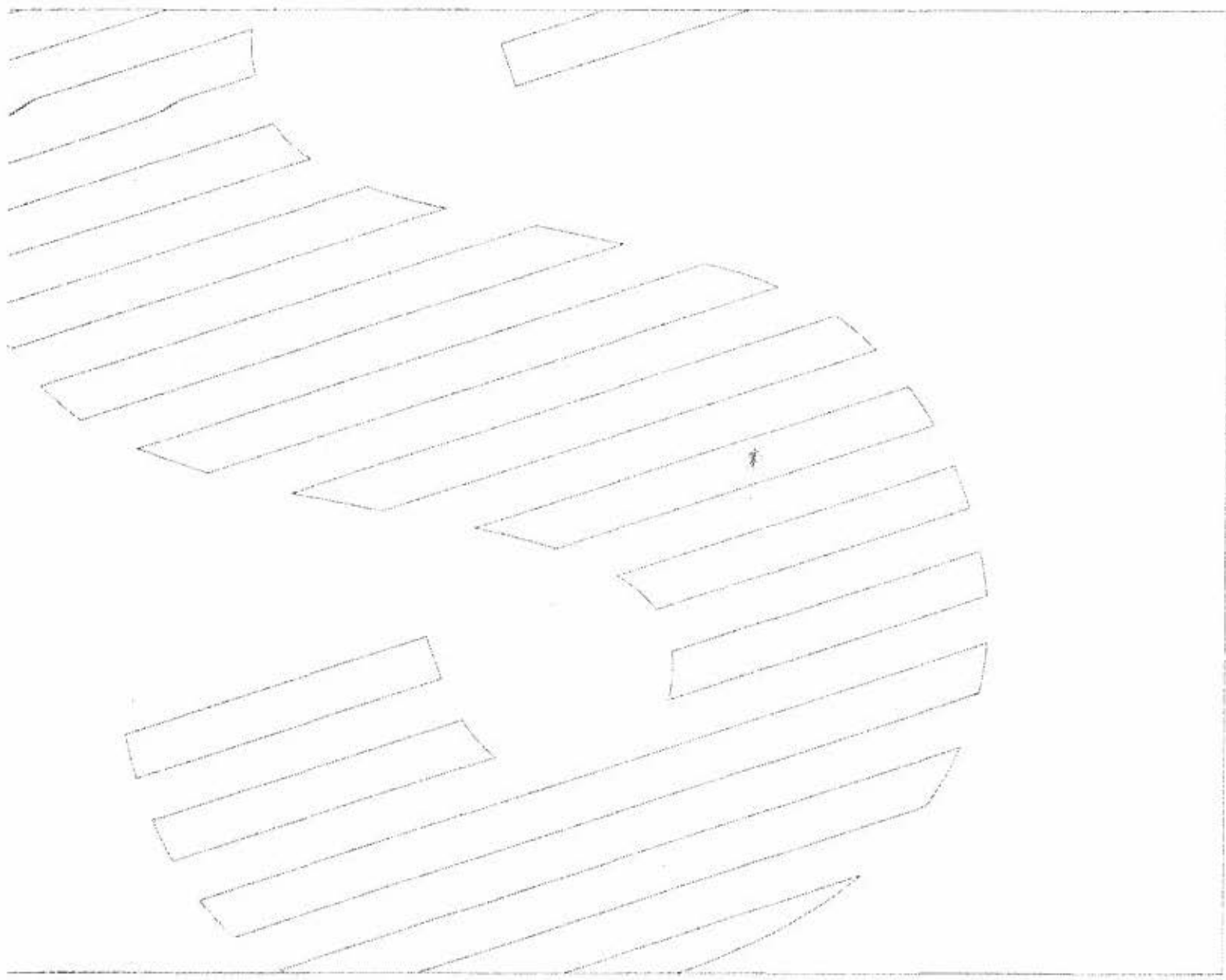
District Representative/Program Manager
Title

WELCOME TO

CENTER HIGH SCHOOL

HOME OF

SCHOLARS & CHAMPIONS



Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Superintendent's Office

Action Item _____

To: Board of Trustees

Information Item _____

Date: October 17, 2018

Attached Pages _____

From: Scott A. Loehr, Superintendent

Principal/Administrator Initials: _____

SUBJECT: Facilities Planning and Information

RECOMMENDATION: Discussion only

*Center Joint Unified School District***AGENDA REQUEST FOR:****Dept./Site:** Maintenance & Operations**Action Item** X**To:** Board of Trustees**Information Item** _____**Date:** October 17, 2018**# Attached Pages** 5**From:** Craig Deason, Asst. Superintendent**Principal/Administrator Initials:** CD**SUBJECT:** Approval of Contract for Caldwell Flores Winters, Inc.

Center Joint Unified School District is requesting approval of the contract with Caldwell Flores Winters, Inc. This contract provides professional services to develop a Facilities assessment and Implementation Plan. Center shall compensate Caldwell Winters Flores, Inc. a total fee of \$120,000, payable in four (4) installments of \$30,000, commencing the first of the month after the execution of this contract, followed by monthly payments on the first of the month for each period thereafter.

Center Joint Unified School District shall reimburse Caldwell Flores Winters, Inc. for all out of pocket expenses incurred by Caldwell Winters Flores, Inc. to complete the proposed scope of the work. The expenses shall be reimbursed by the District at the rate of their direct cost, plus an additional ten percent (10%) as invoiced by Caldwell Flores Winters, Inc; not to exceed \$5,000 in total.

RECOMMENDATION: The CJUSD Board of Trustees approve the contract with Caldwell Flores Winters, Inc.

CONTRACT FOR PROFESSIONAL CONSULTANT SERVICES

This contract is entered into this ____ day of _____ 2018 (hereinafter "Contract"), and is made by and between Caldwell Flores Winters, Inc. (hereinafter "CFW") and the Center Joint Unified School District, a California public school district located in Sacramento County (hereinafter, "District"), collectively hereinafter to be referred as the "Parties".

RECITALS

WHEREAS, the District desires to engage CFW to provide professional consultant services for the provision of planning consulting services as more particularly described in Exhibit A (hereinafter "Scope of Work") and as such is made a part of this Contract;

WHEREAS, CFW provides professional consultant services for facilities planning and assessments, State aid grants for the modernization and construction of school facilities, municipal advisory services in the issuance of municipal debt obligations, and program implementation services for facilities and educational programs throughout the State of California;

WHEREAS, CFW may provide an integrated delivery method for these services for which the District has been apprised and may contract over time in whole or in part for these services by separate agreements or by an amendment to this Contract;

WHEREAS, the District has contracted under separate agreements with CFW for the provision of professional consultant services for State aid grants for the modernization and construction of school facilities, and municipal advisory services in the issuance of municipal debt obligations, and acknowledges such agreements,

WHEREAS, the District has requested upon its own initiative to retain the professional consultant services of CFW to provide planning consulting services, as approved by the District and more particularly described in the Scope of Work of this Contract;

WHEREAS, the District has determined independently that it cannot provide through its own personnel the services to be performed by CFW under this Contract;

WHEREAS, the District has determined independently that the services and Scope of Work to be provided by CFW are exempt from Public Contract Code Section 20111, and the District has fully complied with State Law, its policies, bylaws, rules, and/or procedures for entering into this Contract;

NOW THEREFORE, for good and valuable consideration of the covenants set forth herein and other good and valuable consideration, the receipt and adequacy of which is acknowledged by the District and CFW, the Parties hereby agree as follows:

I. PROFESSIONAL CONSULTANT SERVICES

CFW agrees to provide the District with professional consultant services as more fully set forth and specified in the Scope of Work (Exhibit A), incorporated herein for all purposes and made a part of this Contract by reference.

II. DISTRICT COOPERATION

In order to perform the Scope of Work, CFW will require complete and accurate information. The District understands and agrees to cooperate with CFW by furnishing all necessary District information and records in a timely, diligent and accurate basis to the extent practicable and upon the request of CFW. On occasion, CFW may require the opportunity to consult with District staff to obtain information that is not readily available from District records and to clarify information that is not otherwise self-evident. The District agrees from time to time to make its staff available for these consultations.

From time to time, when necessary and appropriate, CFW may request that the District authorize access to consultants that the District is currently working with in order to complete the Scope of Work contemplated herein. The District agrees to provide or authorize access to these additional professional services as necessary to carry out the scope of work, if needed.

III. CONFIDENTIALITY OF INFORMATION

CFW recognizes that information related to the services provided by CFW may be deemed public information and subject to be published and/or disclosed to the public as determined and directed by the District and/or State Law. Under this Contract, it shall be the responsibility of the District to make such initial determination of whether a particular document or other tangible information is subject to disclosure and to disclose said information at the appropriate time. While the District makes that determination, CFW shall regard all information received during the performance of services pursuant to this Contract and all information produced by CFW as confidential and shall not disclose such information to any other person or party without prior consent of the District. Upon written determination by the District of information to be published and/or disclosed to the public, CFW will cooperate to the extent possible to disclose or publish that information consistent with State Law.

IV. TERM

The Parties have agreed to a term of one (1) year for this Contract. The term of this Contract shall commence upon approval by the Governing Board of the District and execution by the Superintendent and shall continue through a twelve-month period thereafter. The District may choose to extend or renew the term of this Contract by a written instrument, mutually agreed to by the Parties and approved by the District.

V. INTEGRATED CONTRACT

This Contract in its entirety represents a full and complete understanding of every kind or nature whatsoever between the parties hereto and replaces or supersedes any and all preliminary negotiations, representations or implied covenants inconsistent with the terms of this Contract. This Contract is not intended to replace or supersede

any prior contract for services between the Parties and may supplement and provide additional services not contemplated under those agreements.

VI. TERMINATION

In the event CFW fails or refuses to reasonably perform the provisions of the Scope of Work, the District may declare a default in the performance of the terms of this Contract by providing written notice specifying the nature of the default and the steps necessary to cure the default. CFW shall be provided a period of no less than twenty-one (21) calendar days from the date of the notice to cure the default.

In the event that the District terminates this Contract, or the Parties mutually agree to terminate this Contract, CFW shall be compensated pursuant to Section XIII based on the percentage of work completed as of the date of termination.

VII. NOTICES

All notices, demands, requests or approvals to be given under this Contract shall be given in writing and shall be deemed served when delivered personally or on the fifth business day after the deposit thereof in the United States Mail, postage prepaid, registered or certified, addressed as provided below.

Center Joint Unified School District
ATTN: Scott A. Loehr, Superintendent
8408 Watt Avenue,
Antelope, CA 95843

Caldwell Flores Winters, Inc.
ATTN: Emilio A. Flores, Chief Executive Officer
6425 Christie Avenue, Suite 270
Emeryville, CA 94608

VIII. DISPUTE RESOLUTION

Any dispute, claim or controversy arising out of or relating to this Agreement or the breach, termination, enforcement, interpretation or validity thereof, including the determination of the scope or applicability of this agreement to arbitrate, shall first be submitted to mediation, and if the matter is not resolved through mediation then to arbitration in Sacramento County before a single arbitrator. The arbitration shall be administered by an organization mutually agreeable by the parties or pursuant to California Code of Civil Procedure Section 1280 et. seq. Judgment on the award may be entered in any court having jurisdiction. This clause shall not preclude parties from seeking provisional remedies in aid of arbitration from an appropriate court. The prevailing party in the arbitration shall be entitled to its reasonable attorneys' fees and costs. All fees and costs for mediation and arbitration shall be split equally.

IX. CONSULTANT NOT AN EMPLOYEE OF THE DISTRICT

CFW shall have no authority to contract on behalf of the District and shall not represent itself as having such authority. It is expressly understood and agreed by

the Parties that CFW, while engaged in carrying out and complying with any terms and conditions of this contract, is an independent contractor and not an officer, agent or employee of the District.

X. PREVAILING LAW

This agreement shall be interpreted and shall be governed by California law.

XI. ASSIGNMENT

CFW reserves the right to assign this contract in whole or in part to any successor or assignee with the written approval of the District. Such approval shall not be unreasonably withheld by District.

XII. ATTORNEY'S FEES

In the event that any action or proceeding, including any arbitration, is brought to enforce the provisions of this Contract, the prevailing party shall be entitled to reasonable attorneys' fees and costs of enforcement as determined by the court or any statute.

XIII. FEE FOR SCOPE OF WORK

Pursuant to Exhibit A, Section I, CFW agrees to provide professional services to develop a Facilities assessment and Implementation Plan. District shall compensate CFW a total fee of \$120,000, payable in four (4) installments of \$30,000, commencing the first of the month after the execution of this Contract, followed by monthly payments on the first of the month for each period thereafter.

The District shall reimburse CFW for all out of pocket expenses incurred by CFW to complete the proposed scope of work outlined in Exhibit A. The expenses shall be reimbursed by the District at the rate of their direct cost, plus an additional ten percent (10%) as invoiced by CFW, not to exceed \$5,000 in total.

XIV. APPROVAL

This Contract shall not be executed by the District until such time as the Governing Board has approved and authorized its execution.

In executing this contract, persons signing on behalf of CFW or District represent that each has the authority to do so.

This contract is hereby agreed to and executed on this the ____ day of ____ 2018.

AGREED:

Emilio A. Flores, Chief Executive Officer
Caldwell Flores Winters, Inc.

Scott A. Loehr, Superintendent
Center Joint Unified School District

SCOPE OF WORK

The following is the agreed Scope of Work between Caldwell Flores Winters, Inc. ("CFW") and the Center Joint Unified School District ("District") for professional planning services to establish a Facilities Assessment and Implementation Plan as described below.

1. Conduct Following Educational Envisioning Review

- a. Policies
- b. Objectives
- c. Educational Programs
- d. Pathway/Specialty Programs
- e. Vision for 21st Century Learning

2. Undertake Background Review

- a. Demographic review
- b. Enrollment
- c. Development
- d. State Aid Eligibility
- e. Local Bonding Capacity

3. Conduct Technical Review

- a. Demographic Analysis
- b. Review of Facility Assessment
- c. Loading Capacity
- d. Technology & 21st Century Facility Review

4. Set Standards

- a. Facility Educational Specifications
- b. School Size
- c. Educational Configuration
- d. Class Size/GSA/Pathways/CTE

5. Review Available Funding

- a. State Aid – Hardship vs Match
- b. Developer & Other Fund Balances
- c. Local G.O. Bonding Options
- d. Cash Flow Analysis

6. Prepare Capital Plan

- a. Capital Needs & Available Funding
- b. Proposed Programs/Improvements
- c. Projects & Estimated Costs
- d. Proposed Sources & Uses/Sequencing

7. Conduct Board Review and Adoption

- a. Educational Program
- b. Priorities / Sequencing
- c. Capital / Financing Plan
- d. Plan Adoption

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site:	Facilities & Operations Department	Action Item <u> X </u>
To:	Board of Trustees	Information Item <u> </u>
Date:	October 17, 2018	# Attached Pages <u> 0 </u>
From:	Craig Deason, Asst. Superintendent	
Principal/Administrator Initials: <u> CD </u>		

SUBJECT: Design-Build Delivery Method

The Facilities Committee at their meeting on September 18, 2018 recommended the Design-Build delivery method be used when constructing the next elementary school in the Center School District.

RECOMMENDATION: The CJUSD Board of Trustees approve the recommendation of the Facilities Committee to use the Design-Build delivery method to construct the next elementary school.