

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)
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, November 20, 2019 - 6:00 p.m.

STATUS

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

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 schedule 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	
	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 October 23, 2019 Regular Meeting	
↓	2. Approve Resolution #9/2019-20: Resolution On Board Compensation For Missed Meeting	
Personnel	3. Approve Classified Personnel Transactions	
↓	4. Approve Certificated Personnel Transactions	
↓	5. Approve CUTA Stipend Adjustment: AVID Coordinator at Center High School	
↓	6. Approve CUTA Collective Bargaining Agreement: Article VII - Workday, Section D, regarding Extracurricular Supervisory Duty	
↓	7. Approve Sacramento County Office of Education Memorandum of Understanding Amendment 1 for Operation of the Community School Program	
Special Ed	8. Ratify 2019/20 Individual Service Agreements:	
	ISA #32, 33, 34 Easter Seals	
	ISA #13,14,15,16,17,18,19,20,21,22,36 Meladee McCarty	
	ISA #38, 39 Bright Start Therapies	
↓	9. Ratify Professional Services Agreement: Dr. Marc Lerner, M.D.	
↓	10. Ratify Agreement with Maxim Services	
Curr & Instr	11. Ratify Professional Services Agreement: A Touch of Understanding	
↓	12. Approve Service Agreement with Hummble Translations LLC	
↓	13. Ratify Agreement for Language Interpretation Services with Heartland Alliance Health	
↓	14. Approve Field Trip: Oak Hill 6th Grade students to Science Camp at Alliance Redwoods Education Center	
↓	15. Ratify Professional Services Agreement: Abraham Samuel	
↓	16. Approve High School Elective Credit for Completion of the Upward Bound Summer Program at American River College During Summer 2019	
↓	17. Approve Out-of-State Travel for Conference: CADA Conference, Reno, NV - M. Allred	
Facilities & Op.	18. Approve Right of Entry Agreement Between Center Joint Unified School District and John Mourier, Construction, Inc.	
↓	19. Approve Resolution #10/2019-20: Resolution of Campbell Keller Agreement for Acquisition of Furniture Under Public Contract Code Section 20118	
↓	20. Approve 2-Year Service Agreement Between Center Joint Unified School District and CatapultEMS	

- ↓ 21. Approve Agreement Between Center Joint Unified School District and Rua & Son Mechanical
- ↓ 22. Approve 2019-2020 Safe School and Emergency Preparedness Plan - Spinelli
- Business 23. Approve Service Agreement with The Howard E. Nyhart Company, Inc.
- ↓ 24. Approve Amendment 1 to CCTR-9180 of the Local Agreement for Child Development Services
- ↓ 25. Approve Payroll Orders: July through October 2019
- ↓ 26. Approve Supplemental Agenda (Vendor Warrants): October 2019

XVI. BUSINESS ITEMS

Governance

- A. Schedule Annual Organizational Meeting of the Board Action**
 Education Code §35143 requires governing boards to set an annual organizational meeting “within a 15-day period that commences with the date upon which a governing board member elected at that election takes office. Organizational meetings in years in which no such regular election for governing board members is conducted shall be held during the same 15-day period on the calendar.” (Board members are seated the *first Friday* of December following the November election [Education Code §5017]) That 15-day period for 2019 is December 13-27.

↓

- B. Second Reading: Board Policies/Regulations/Exhibits Action**
 BP 1112 - Media Relations
 AR 3320 - Claims and Actions Against the District
 BP/AR 3551 - Food Service Operations/Cafeteria Fund
 AR 4117.7/4317.7 - Employment Status Reports
 BP 5123 - Promotion/Acceleration/Retention
 BP/AR 5136 - Gangs
 BP/AR 6142.2 - World Language Instruction
 AR 6145.2 - Athletic Competition
 BP/AR 6145.6 - International Exchange
 E 6146.1 High School Graduation Requirements
 BP/AR 6174 Education for English Learners
 BP 6179 - Supplemental Instruction
 BB/E 9321 - Closed Session
 BB 9321.1 - Closed Session Actions and Reports

Curr & Instr

- C. Career Technical Education Facilities Program Cycle 6 Submission Action**
 With the approval of this item, four applications will be submitted for new construction for Center Joint Unified School District: 1) Marketing, Sales, and Services Industry Sector: Entrepreneurship and Self-Employment Pathway, 2) Building And Construction Trades Industry Sector: Residential and Commercial construction Pathway, 3) Information and Communication Technologies Industry Sector with a Software and Systems Development Pathway, focused on web and social media programming subpathway, and 4) Manufacturing and Product Development Industry Sector: Product Innovation and Design Pathway.

Business

- D. Annual and Five-Year Developer Fee Report for Fiscal Year 2018-19 and Resolution #8/2019-20: Adopting the Findings Contained in the Annual and Five-Year Developer Fee Reports for Fiscal Year 2018-19 Action**
 Sections 66001 and 66006 of the Government Code require that the School District provide to the public information on developer fees received from new residential and commercial/industrial development to mitigate the impact of public improvement on the school facilities of the School District.

- XVII. ADVANCE PLANNING** Info
- a. *Future Meeting Dates:*
 - i. *Regular Meeting: Wednesday, December 18, 2019 @ 6:00 p.m. - District Board Room - Room 503, located at Riles Middle School, 4747 PFE Road, Roseville, CA 95747*
 - b. *Suggested Agenda Items:*
- XVIII. CONTINUATION OF CLOSED SESSION (Item IV)** Action
- XIX. ADJOURNMENT** Action

CJUSD Mission:

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

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Curriculum and Instruction

Date: November 12, 2019

Action Item

To: Board of Trustees

Information Item XX

From: Michael Jordan

Director of Curriculum, Instruction and Special Education

Initials: mgj

Attached Pages: 2

SUBJECT: Williams Complaint Process Quarter 1 Report

Mr. Jordan will provide the Williams Complaint Process Quarter 1 Report for the 2019-20 school year. There were no complaints filed this quarter.

RECOMMENDATION: .

AGENDA ITEM # _____

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

Michael Jordan

Director of C&I and 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.

2019-2020

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.

N/A

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

Dept./Site: Superintendent's Office	AGENDA REQUEST FOR:
To: Board of Trustees	Action Item <u> X </u>
Date: November 20, 2019	Information Item <u> </u>
From: Scott A. Loehr, Superintendent	# Attached Pages <u> </u>
Principal's Initials: <u> </u>	

SUBJECT: Adoption of Minutes

The minutes from the following meeting are being presented:

October 23, 2019 Regular Meeting

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

CONSENT AGENDA

CENTER JOINT UNIFIED SCHOOL DISTRICT

BOARD OF TRUSTEES REGULAR MEETING

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

Wednesday, October 23, 2019

MINUTES

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

ROLL CALL - Trustees Present: Mrs. Anderson, Mr. Hunt, Mr. J'Beily, Mr. Wilson

Trustees Absent: Mrs. Pope

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. Public Employee Performance Evaluation (Certificated) - Superintendent (G.C. §54957)
2. Conference with Labor Negotiator, (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 – 6:03 p.m.

FLAG SALUTE - led by Jeremy Hunt

Trustee Hunt asked that there be a moment of silence for Deputy Brian Ishmael, El Dorado County Deputy, who was killed in the line of duty today.

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

Trustee Hunt announced that Trustee Pope was missing tonight due to illness.

ADOPTION OF AGENDA - There was a motion to approve the adoption of the agenda as amended: pull Consent Agenda item #11 for separate consideration.

Motion: Wilson
Second: Anderson

Ayes: Anderson, Hunt, J'Beily, Wilson
Noes: None
Absent: Pope

STUDENT BOARD REPRESENTATIVE REPORTS

1. Center High School – Jesus Bucio

- last Friday was the Hall of Fame game.
- a new committee has been started called Center Advisory; consists of each of the class presidents and the Principal, and they meet to discuss problems on the campus. This gives a direct line between the Principal and the students.
- football game this Friday at Lindhurst
- the following Friday will be Senior Recognition Night and the Pink Out game.
- today is the last game of the season for Girls volleyball, and Senior Recognition Night

2. McClellan High School - Dylann Nugent

- as positive reinforcement from weeks 4-6, BINGO was offered at lunch on Wednesday. There are free snacks during the games and prizes for the winners.
- McClellan is also offering incentives for excellent attendance each week.
- football season finished last Friday with a tournament at Center High School. McClellan finished 2-2 in the season and 2-2 at the tournament. Twelve students participated on the football team. The next sport will be volleyball, with practices beginning in November. The tournament will be in December.
- Mr. Collins is planning other non-sport activities to draw more students into participating.
- Leadership is holding lunch activities each Tuesday in Mrs. Baioni's room. Currently they are showing a Halloween themed movie.
- next Thursday will be the annual Halloween costume contest on campus
- teachers discussed safety drills at the last staff meeting, with a focus on safety drills and lockdown procedures.
- Preschool had a musical week in early October; McClellan students played their instruments for the students.
- October 18th the preschool students went on a field trip to Dave's Pumpkin Patch.
- October 31st the preschool students will participate in a costume parade through the high school portion of the campus to collect treats.
- Adult Education ESL classes were tested after 40 days of instruction; in the early/intermediate classes, 6 out of 11 improved their English level scores, and 1 qualified to move to the advanced classes. Twelve students in the advanced ESL classes were tested and 9 showed gains.
- in the first week of October, 1 student successfully completed their GED test and another earned their high school diploma

ORGANIZATION REPORTS

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

2. CSEA - Marie Huggins, President, noted that there are 4 job description revisions and 1 new job description on the agenda tonight. Those have been ratified by the membership and ask for approval by the Board.

COMMITTEE UPDATES

Facilities Committee Update - Craig Deason, Assistant Superintendent of Operations & Facilities, reported on the following:

Modernizations:

- North Country & Oak Hill projects have been approved for but no funding yet. Those will be pushed back until Summer 2021. This means that the high school project will probably also be pushed back to Summer 2022.
- put in Full-day Kindergarten applications for the 4 elementary sites. District has been awarded one for Oak Hill, which includes 3 classrooms. The district will apply again for the other 3 sites.

COMMITTEE UPDATES (continued)

Mr. Loehr noted that the next round would be in March or April, but also in March there will be a measure to change some language relating to bonds and the capacity. We may not be able to get into hardship after that time. Khushroo and CFW will come and update the Board at a future time. Hardship is going to be a much more difficult thing to be in so it is good that we are tapping into these now.

- 4 CTE applications will be submitted (due by December 2nd). These will be brought to the Board at the next meeting. The district is currently working with architects on some site plans to see how it will go with the applications.

Developments:

- noted that there is really no new news; dirt is still moving and houses are still going up.

Mr. Deason noted that the Sacramento Metropolitan Air Resource Board gets money from the California Air Resource Board and other agencies, and they provide grants to improve air quality. One of things they do is provide funding for electric school buses to replace our diesel buses. We have been applying for electric school buses for 4 years now. This year the Sacramento Metropolitan Air Resource Board is ensuring that each district in Sacramento County gets a free school bus, so we will be getting one. Mr. Deason noted that there are other grants out there, so he has so far applied for 7 school buses through another agency. He has also applied for 2 buses through the VW lawsuit funds. Trustee Hunt noted that he is doing amazing work on this. Trustee Wilson asked if when we receive those grants can we go out and shop for those buses, or are the buses purchased for us. Mr. Deason noted that the district gets quotes and has to supply the quotes with the applications.

REPORTS/PRESENTATIONS

1. **2018-19 Advanced Placement and Smarter Balanced Assessment** - Mike Jordan, Director of Curriculum, Instruction & Special Education, shared the Five Year Score Summary through 2019. He noted that we are well above the county scores and well above the state scores. It was also noted that 73% of the students that took the AP exam scored a 3 or higher. Trustee Hunt shared his concerns with the limitations given in the past to students for being able to get into the AP classes. He asked what we are currently doing to encourage students to get into the AP classes. Mr. Jordan noted that about 4 years ago Center HS got rid of all barriers for getting into those classes; anyone get take those classes. Mr. Jordan then shared the College/Career Readiness information as shared on the California School Dashboard website. He also shared the areas in which the district improved, and shared what the district staff is doing to improve instruction.
2. **Dashboard Report/Presentation** - Mike Jordan, Director of Curriculum, Instruction & Special Education, noted that the administrators were surveyed and discussed the local indicators. They are in 4 different areas: building relationships, building partnerships for student outcomes, seeking input for decision making, and support for teachers and administrators. He noted that the data should be available online starting November 2, 2019.
3. **Sac Metro Air Quality Board Free Electric School Bus Program** - Craig Deason, Assistant Superintendent of Operations and Facilities, noted that the representative from Sac Metro was not available to report, but Mr. Deason had shared some information on this topic during his Facilities Committee Update.

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

BOARD/SUPERINTENDENT REPORTS

Mrs. Anderson

- noted that she attended the Fall Festival at Oak Hill and it was wonderful.

Mr. Wilson

- noted that he has been attending the high school football games.
- attended the Hall of Fame Dinner.

Mrs. Pope – was not available to report

Mr. J'Beily

- noted that the district held its first annual "give to the community" car wash. It was successful, washing about 50-60 cars. He thanked Mr. Loehr and Mr. Deason for all of their hard work getting this set up. Thanked all of the administrators from the sites that came out and washed cars. He challenged the administrators and the board to piggy back off of this event; a little generosity goes a long way.

Mr. Loehr

- thanked those who have spent time planning the creation of the Hall of Fame, and to those put together the Hall of Fame Dinner & Event.
- thanked everyone that came out to help at the car wash.
- attended the Harvest Festival at North Country. He noted that he heard that Spinelli and Dudley had great events as well.
- recognized that a bill recently passed that will change the start times for some sites. This will mean that the district will need to review our transportation possibilities.
- thanked Mr. Jordan for the report on the scores.

Trustee Hunt noted that he heard that there is a potential class action suit on the change of the school start times. he would like to jump on board with that.

Mr. Hunt

- attended the Hall of Fame event.

CONSENT AGENDA ITEMS PULLED FOR SEPARATE CONSIDERATION

11. Approved Professional Services Agreement: A Touch of Understanding

Trustee Wilson noted that he knows someone that works for this organization and feels that it would be best if he did not vote on this.

Motion: Anderson

Second: J'Beily

Vote: Anderson, Hunt, J'Beily

Noes: None

Absent: Pope

Abstain: Wilson

CONSENT AGENDA

1. Approved Adoption of Minutes from September 18, 2019 Regular Meeting
2. Approved Classified Personnel Transactions
3. Approved Certificated Personnel Transactions
4. Approved Job Description Revisions:
 - Attendance Secretary - High School
 - Instructional Specialist (IS)
 - Instructional Specialist PH (ISPH)
 - Office Assistant

CONSENT AGENDA (continued)

5. Approved New Job Description: Occupational Therapist
6. Ratified 2019/20 Individual Service Agreements:
ISA #11, 12 Aldar Academy
7. Approved Professional Services Agreement: Jenna Eaton
8. Approved Professional Services Agreement: Suzanne Maciel
9. Ratified Professional Services Agreement: Dr. Marc Lerner, M.D.
10. Approved Donation of Chairs from Western Area Power Administration, Sierra Nevada Region, Elverta Facility
11. *This item was pulled for separate consideration.*
12. Approved Ellevation, LLC Subscription Agreement
13. Approved Oak Hill Title I Plan: October 2019 Revision
14. Approved 5th Grade Alliance Redwoods Trip - North Country
15. Approved CHS Girls Varsity Basketball Tournament - Selma, CA
16. Approved Work Proposal and Authorization - Commercial Contract
17. Approved Agreement Between Center Joint Unified School District and Rua & Son Mechanical
18. Approved Agreement Between Center Joint Unified School District and End Hill Sports, LLC
19. Approved Payroll Orders: July through September 2019
20. Approved Supplemental Agenda (Vendor Warrants): September 2019

Motion: Wilson

Second: Anderson

Ayes: Anderson, Hunt, J'Beily, Wilson

Noes: None

Absent: Pope

BUSINESS ITEMS

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

BP 1112 - Media Relations
AR 3320 - Claims and Actions Against the District
BP/AR 3551 - Food Service Operations/Cafeteria Fund
AR 4117.7/4317.7 - Employment Status Reports
~~BP 4119.24/4219.24/4319.24 - Maintaining Appropriate Adult Student Interactions~~
BP 5123 - Promotion/Acceleration/Retention
BP/AR 5136 - Gangs
BP/AR 6142.2 - World Language Instruction
AR 6145.2 - Athletic Competition
BP/AR 6145.6 - International Exchange
E 6146.1 High School Graduation Requirements
BP/AR 6174 Education for English Learners
BP 6179 - Supplemental Instruction
BB/E 9321 - Closed Session
BB 9321.1 - Closed Session Actions and Reports

Trustee Wilson shared his concerns with some of the language in BP 6142.2. He asked that we make changes to the first paragraph so it will read: "The Governing Board shall provide students with opportunities to develop communicative proficiency and literacy in one or more world languages in additions to English."

Trustee Wilson also inquired the paragraph that states: Students shall obtain credit toward high school graduation requirements for completing one year of a world language or American Sign Language course during grades 9-12. He inquired as to why it doesn't state the two year requirement. Mr. Jordan noted that 1 year of the requirement can be met by testing or other means. Trustee Wilson also noted that wherever possible, we should change "shall" to "may".

BUSINESS ITEMS (continued)

Trustee Hunt inquired on BP 4119.24. It was noted that it was accidentally not included in the packet so it will be brought back for a first reading at the next meeting. Mr. Grimes, Director of Personnel & Student Services, commented on the policy, noting that we would expect our employees to report any inappropriate behavior.

There was a motion to approve the first reading of the listed policies, with the removal of BP 4119.24 from the list and the noted changes to BP 6142.2.

Motion: Anderson
Second: J'Beily

Ayes: Anderson, Hunt, J'Beily, Wilson
Noes: None
Absent: Pope

ADVANCE PLANNING

- a. *Future Meeting Dates:*
 - i. *Regular Meeting: Wednesday, November 20, 2019 @ 6:00 p.m. - District Board Room - Room 503, located at Riles Middle School, 4747 PFE Road, Roseville, CA 95747*
- b. *Suggested Agenda Items: None*

ADJOURNMENT – 7:01 p.m.

Motion: Anderson
Second: Wilson

Ayes: Anderson, Hunt, J'Beily, Wilson
Noes: None
Absent: Pope

Respectfully submitted,

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

Donald E. Wilson, Clerk
Board of Trustees

Adoption Date

Center Joint Unified School District

Dept./Site: Superintendent's Office	AGENDA REQUEST FOR:
To: Board of Trustees	Action Item <u> X </u>
Date: November 20, 2019	Information Item <u> </u>
From: Scott A. Loehr, Superintendent	# Attached Pages <u> 1 </u>
Principal/Administrator Initials: _____	

SUBJECT: Resolution #9/2019-20: Resolution On Board Compensation For Missed Meeting
<p>This resolution is to authorize payment to Trustee Pope for the missed meeting on October 23, 2019.</p>
RECOMMENDATION: CJUSD Board of Trustees approve Resolution #9/2019-20: Resolution On Board Compensation For Missed Meeting.

CONSENT AGENDA

CENTER JOINT UNIFIED SCHOOL DISTRICT

**RESOLUTION # 9/2019-20
RESOLUTION ON BOARD COMPENSATION FOR MISSED MEETING**

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

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

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

WHEREAS, the Board finds that Trustee Delrae Pope did not attend the Board meeting on Wednesday, October 23, 2019 for the following reason:

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

NOW THEREFORE BE IT RESOLVED that the Board of the Center Joint Unified School District approves full compensation of the Board member for the month of October 2019.

PASSED AND ADOPTED THIS 20th day of November, 2019 at a regular meeting, by the following vote:

AYES:
NOES:
ABSENT:
ABSTAIN:

Attest:

Scott A. Loehr, Superintendent
Center Joint Unified School District

Jeremy Hunt, President
Board of Trustees

Center Joint Unified School District

		AGENDA REQUEST FOR:	
Dept./Site:	Personnel Department	Action Item	<u>X</u>
Date:	November 20, 2019	Information Item	<u>-</u>
To:	Board of Trustees	# Attached Pages	<u>1</u>
From:	David Grimes, Director of Personnel and Student Services		

Subject: Classified Personnel Transactions

New Hire

Santos Calamaco III, Custodian
Alex Espinoza, Lead Custodian
Jill Hayes, Instructional Specialist/PH Autism
Christopher Howell, Instructional Specialist/ PH Autism
Fe Laude, Instructional Specialist
Cynthia Lopez, Health Assistant
Michael Smith, Bus Driver
Tanner Wise, Instructional Assistant

Promotion

Olga Petrovskaya, Instructional Specialist

Resignation

Leah Edwards, Bus Driver
Jasmine Poland, Instructional Specialist/PH Autism
Tiffany Riddles, Noon Duty
Mikhail Smirnov, Instructional Specialist/PH Autism

Recommendation: Approve Classified Personnel Transactions as Submitted

CONSENT AGENDA

Santos Calamaco III has been hired as a Custodian at Center High School effective November 4, 2019.

Alex Espinoza has been hired as a Lead Custodian at Oak Hill Elementary School effective November 4, 2019.

Jill Hayes has been hired as an Instructional Specialist/PH Autism at North Country Elementary School effective October 29, 2019.

Christopher Howell has been hired as an Instructional Specialist/PH Autism at Spinelli Elementary School effective October 30, 2019.

Fe Laude has been hired as an Instructional Specialist at Dudley Elementary School effective November 12, 2019.

Cynthia Lopez has been hired as a Health Assistant at Center High School effective November 12, 2019.

Michael Smith has been hired as a Bus Driver for the Transportation Department effective October 25, 2019.

Tanner Wise has been hired as an Instructional Assistant at Wilson Riles Middle School effective October 14, 2019.

Olga Petrovskaya has been promoted to Instructional Specialist at Wilson Riles Middle School effective October 28, 2019.

Leah Edwards has resigned from her position as Bus Driver for the Transportation Department effective November 1, 2019.

Jasmine Poland has resigned from her position as Instructional Specialist/PH Autism at Dudley Elementary School effective October 31, 2019.

Tiffany Riddles has resigned from her position as Noon Duty at North Country Elementary School effective October 31, 2019.

Mikhail Smirnov has resigned from his position as Instructional Specialist/PH Autism at Spinelli Elementary School effective November 15, 2019.

Center Joint Unified School District

		AGENDA REQUEST FOR:	
Dept./Site:	Personnel Department	Action Item	<input checked="" type="checkbox"/>
Date:	November 20, 2019	Information Item	<input type="checkbox"/>
To:	Board of Trustees	# Attached Pages	<u>1</u>
From:	David Grimes, Director of Personnel and Student Services		

Subject: Certificated Personnel Transactions

Resignation

Sada Dewey, Wilson C. Riles

New Hire

Gregory Mullins, Center High School

Recommendation: Approve Certificated Personnel Transactions as Submitted

CONSENT AGENDA

Resignations

Sada Dewey submitted her resignation from her position as Counselor, Wilson C. Riles, effective June 3, 2019.

New Hires

Gregory Mullins has been hired as a temporary English Teacher, Center High School, effective December 2, 2019.

AGENDA ITEM # XV-5

Center Unified School District

		AGENDA REQUEST FOR:
Dept./Site:	Personnel Department	
Date:	November 20, 2019	Action Item <u>X</u>
To:	Board of Trustees <i>DG</i>	Information Item _____
From:	David Grimes, Director of Personnel/Student Services	# Attached Pages _____

SUBJECT:	CUTA
STIPEND ADJUSTMENT	
Please find attached for your review and approval, the agreement between CUTA and CJUSD to adjust the stipend amount for the AVID Coordinator at Center High School.	
RECOMMENDATION:	Approve Stipend Adjustment

AGENDA ITEM # XV-5

CONSENT AGENDA

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

The District and CUTA agree to the following change in the Collective Bargaining Agreement, APPENDIX B (STIPENDS): EXTRA CURRICULAR/NON-ATHLETICS:

The Comprehensive High School Stipend for AVID Coordinator will be the same stipend amount as for the Middle School AVID Coordinator, currently set at \$1,665.29.

For CUTA:

DATE: 10-23-19

BY: Venessa Mason
Venessa Mason
CUTA President

DATE: 10-23-19

BY: Amy Chaney
Amy Chaney
CUTA Bargaining Chair

For DISTRICT:

DATE: 10/23/19

BY: David Grimes
David Grimes
Director of Personnel

AGENDA ITEM # XV-6

Center Unified School District

AGENDA REQUEST FOR:

Dept./Site: Personnel Department

Date: November 20, 2019

To: Board of Trustees

From: David Grimes, Director of Personnel/Student Services

Action Item X

Information Item

Attached Pages

SUBJECT: CUTA

COLLECTIVE BARGAINING AGREEMENT

Please find attached for your review and approval, contract language revision to the CUTA Bargaining Agreement in Article VII – Workday, Section D, regarding Extracurricular Supervisory Duty.

RECOMMENDATION: Approve CUTA Bargaining Agreement Revision

AGENDA ITEM # XV-6

CONSENT AGENDA

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

The District and CUTA agree to update the wording of Section D, ARTICLE VII, WORKDAY, in the Collective Bargaining Agreement. Section D shall now read:

- D. Extracurricular supervisory duty shall be assigned by the site administrator as needed beyond the regular workday on a rotating or voluntary basis.
1. Duties shall be assigned if necessary, but not to exceed fourteen (14) hours annually for each certificated employee.
 2. Certificated employees may request these duties in order of preference and a reasonable effort shall be made to accommodate.

For CUTA:

DATE: 10-23-19

BY: Venessa Mason

Venessa Mason
CUTA President

DATE: 10-23-19

BY: Amy Chaney

Amy Chaney
CUTA Bargaining Chair

For DISTRICT:

DATE: 10/23/19

BY: David Grimes

David Grimes
Director of Personnel

AMENDMENT 1

MEMORANDUM OF UNDERSTANDING

Operating Agreement between the Sacramento County Office of Education and Center Unified School District for Operation of the Community School Program

The Sacramento County Office of Education (SCOE) and Center Unified School District entered into a Memorandum of Understanding (MOU) effective for the 2019/2020 school year as signed by both parties.

Through this AMENDMENT 1, the parties agree to amend sections of the MOU as indicated below by bold italics and strike through:

Section III/Services to be Provided – The following revisions are to be made:

- Paragraph 1: The County Office and the District agree that the County Office shall continue to operate a Community School program for District students enrolled by referral in County Office programs for the term of this agreement.
• Paragraph 2: Once a referred student is enrolled in a County Office Community School program, the County Office will determine proper placement in one of its Community School sites based on the needs of the student, availability of space and other relevant factors.

Section V/Fiscal/Enrollment Guarantee Fee – The following revisions are to be made:

- Paragraph 1: District shall maintain Minimum Average Monthly Enrollment of at least 84 for students referred during the term of the agreement. Minimum Average Monthly Enrollment will be compared to the District's Actual Average Monthly Enrollment. Actual Average Monthly Enrollment is calculated by combining each month's student enrollment count of referred students, as provided by our Student Information Systems department, and dividing by the number of months.
• Paragraph 2: If a District's Actual Average Monthly Enrollment for referred students calculated at the end of the year is below 84 students, then District will pay an Enrollment Guarantee Fee of the difference between Minimum Average Monthly Enrollment and Actual Average Monthly Enrollment multiplied by \$5,000 6,500.00.

Except as specifically set forth in this Amendment 1, all other terms in the MOU remain unchanged and in full force and effect. This Amendment 1 may be executed in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument. Photographic copies of such signed counterparts may be used in lieu of the originals for any purpose.

Sacramento County Office Education:

Tamara Sanchez
Associate Superintendent

Center Unified School District:

Superintendent or Designee

Date:

Date: 10/16/19

MEMORANDUM OF UNDERSTANDING

Operating Agreement between the Sacramento County Office of Education and
Center Unified School District
for Operation of the Community School Program

I. Parties to Agreement

This agreement is by and between the Sacramento County Office of Education (hereafter "County Office") and the Center Unified School District (hereafter "District").

II. Purpose

SCOE and DISTRICT enter into this agreement to provide an Alternative Community School Program to meet the needs of DISTRICT students, pursuant to California Education Code, section 1980 (authorizing the establishment of county community schools).

III. Services to be provided

The County Office and the District agree that the County Office shall continue to operate a Community School program for District students enrolled in County Office programs for the term of this agreement.

Once a student is enrolled in a County Office Community School program, the County Office will determine proper placement in one of its Community School sites based on the needs of the student, availability of space and other relevant factors.

The County Office and the District agree to continuously monitor the program to ensure it best addresses the needs of Community School students and is operated in an efficient and cost-effective manner that is beneficial to both parties.

To that end, the District is required to conduct a "Back-to-District Transition" meeting prior to the end of each semester. District will meet with their students who are enrolled at the County Office's Community School sites to review progress and discuss the possibility of returning the student back to the District. If needed, the County Office will provide a facility and also assist with scheduling the meeting.

IV. Terms of Agreement

This Agreement is entered into and effective for the 2019-2020 school year and absent a new agreement or termination, continues each year thereafter. If either party wishes to terminate the contract or revise the anticipated enrollment for the subsequent school year, it will provide written notice to the other party by January 15 of the current school year.

MEMORANDUM OF UNDERSTANDING

Operating Agreement between the Sacramento County Office of Education and
Center Unified School District
for Operation of the Community School Program

V. Fiscal

A. Average Daily Attendance (ADA)

The County Office shall receive funding based on ADA for District Funded County Program students enrolled in a County Office Community School Program. The County Office shall receive funds directly based on ADA reported within the Principal Apportionment Data Collection Software at the "P2" reporting period. CDE will use the district's grade-span LCFF Base, Supplemental and Concentration rates when calculating the transfer amount.

B. Enrollment Guarantee Fee

District shall maintain **Minimum Average Monthly Enrollment** of at least **8** students during the term of the agreement. **Minimum Average Monthly Enrollment** will be compared to the District's **Actual Average Monthly Enrollment**. **Actual Average Monthly Enrollment** is calculated by combining each month's student enrollment count, as provided by our Student Information Systems department, and dividing by the number of months.

If a District's **Actual Average Monthly Enrollment** calculated at the end of the year is below **8** students, then District will pay an **Enrollment Guarantee Fee** of the difference between **Minimum Average Monthly Enrollment** and **Actual Average Monthly Enrollment** multiplied by **\$5,000.00**.

The County Office will provide written updates of *Actual Average Monthly Enrollment* to the District. In December of each year, representatives from the County Office and the District shall meet to review the district's activity to date and will revise this Agreement as necessary to ensure that it reflects actual enrollment activity and current projections and is beneficial to both parties. The revision will be effective for the following and subsequent fiscal years, unless otherwise noted.

VI. Modification

This MOU constitutes the entire agreement and understanding of the parties. All prior understandings, terms or conditions are deemed merged into this MOU.

Should changes in legislation, funding mechanism, or the State budget occur that necessitate revision of this MOU, the DISTRICT and SCOE shall meet to review and revise accordingly.

Any changes to this MOU must be agreed to in writing by both parties

MEMORANDUM OF UNDERSTANDING

**Operating Agreement between the Sacramento County Office of Education and
Center Unified School District
for Operation of the Community School Program**

VII. Indemnification

DISTRICT agrees to defend, indemnify, and hold harmless the County Office (including its directors, agents, officers and employees), from any claim, action, or proceeding arising from any actual or alleged acts or omissions of DISTRICT, its director, agents, officers, or employees arising from DISTRICT's duties and obligations described in this agreement or imposed by law.

The County Office agrees to defend, indemnify, and hold harmless DISTRICT (including its directors, agents, officers and employees), from any claim, action, or proceeding arising from any actual or alleged acts or omissions of the County Office, its director, agents, officers, or employees arising from the County Office's duties and obligations described in this agreement or imposed by law.

This provision shall survive the termination of the Agreement.

VIII. Independent Agents

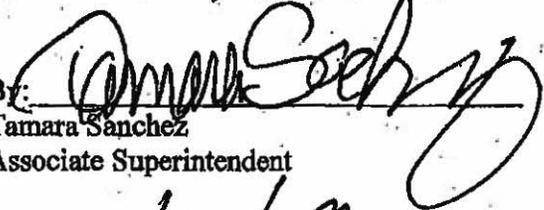
This MOU is by and between two independent agents, County Office and DISTRICT, and is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture and/or association between the two independent agents. County Office and DISTRICT shall be expected to independently comply with all relevant laws, including, but not limited to those regarding fingerprinting, criminal background checks, and tuberculosis screening.

IX. Execution of Agreement

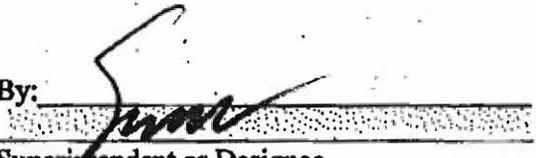
The undersigned represent that they are authorized representatives of the parties and hereby execute this Memorandum of Understanding:

Sacramento County Office of Education

Center Unified School District

By: 

Tamara Sanchez
Associate Superintendent

By: 

Superintendent or Designee
Scott A. Loehr, Superintendent

Date: 5/22/19

Date: 6/13/19

Center Joint Unified School District

		AGENDA REQUEST FOR:
Dept./Site:	SPECIAL EDUCATION	
Date:	October 31, 2019	Action Item <input checked="" type="checkbox"/>
To:	Board of Trustees	Information Item
From:	Mike Jordan	# Attached Pages <u>0</u>
	Director of Curriculum, Instruction and Special Education	
	Initials: <u>MDJ</u>	

SUBJECT:	Individual Service Agreements
<p>Please ratify the following ISAs for CJUSD special education students to receive services at a Non-Public School, as the IEP has dictated for the 19/20 School Year.</p> <p>ISA # 32, 33, 34 - Easter Seals ISA # 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 36 - Meladee McCarty ISA # 38, 39 - Bright Start Therapies</p>	
RECOMMENDATION:	CJUSD Board of Trustees Ratify Individual Service Agreements

CONSENT AGENDA

Center Joint Unified School District

		AGENDA REQUEST FOR:
Dept./Site:	SPECIAL EDUCATION	
Date:	October 31, 2019	Action Item <u> X </u>
To:	Board of Trustees	Information Item
From:	Mike Jordan	# Attached Pages <u> </u>
	Director of Curriculum, Instruction and Special Education	
	Initials: <u> MJX </u>	

SUBJECT: PROFESSIONAL SERVICE AGREEMENT	
CONSULTANT'S NAME:	Dr. Marc Lerner
COMPANY NAME (if applicable)	
SERVICE(S) TO BE RENDERED:	For the purpose of billing Medi-Cal for reimbursement of services provided to CJUSD students; Dr. Lerner will review and approve prescriptions for Medi-Cal billable services.
DATE(S) OF SERVICE:	09/09/2019-06/30/2020
PAYMENT PER HOUR:	\$150//hour
FUNDING SOURCE:	01-6500-0-5800-102-5750-1110-019-000
RECOMMENDATION:	CJUSD Board of Trustees Ratify Professional Service with Dr. Lerner

CONSENT AGENDA



Center Joint Unified School District
 8408 Watt Avenue
 Antelope, CA 95843

PROFESSIONAL SERVICES AGREEMENT

This agreement for professional services is entered into this 5 day of August, 2019, 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: Dr. Marc Lerner, Developmental & Behavioral Pediatrics

Address: 1 Medical Plaza Drive, Irvine, CA 92697

Phone: 949-824-8600 Taxpayer ID #:

*Full description of services to be provided:

Review and prescribe OT services for CJUSD students for the purpose of Medi-Cal reimbursement

*Payment \$150.00 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: 08/01/2019 *Frequency of Service Dates: as needed

*Ending Date of Service: 08/30/2020

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 \$not to exceed 450.00 Budget # 01-6500-0-5800-102-5750-1110-019-000

Reason service cannot be provided by a District employee:
 Medical Doctor required; no MD on CJUSD staff

Signature of CONTRACTOR*: <u>Marc Lerner MD</u>	Date*: <u>9/9/19</u>
Signature of District employee requesting service: <u>Matt O Jada</u>	Date: <u>8/17/19</u>
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? Refer to page 1 for individuals listed in IRS Publication SWR 40 and others identified during the IRS compliance studies in San Diego County.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Is the individual working as an employee prescribed by the Education Code? Education Code sections 45100-45451/88000-88263 define what constitutes classified service and 44800-45060/87000-87333 define certificated service. The IRS predisposes an employer/employee relationship when state law mandates such a relationship.	<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? 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.	<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 type="checkbox"/>	<input checked="" type="checkbox"/>
10. Can this relationship be terminated without the consent of both 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
<p>11. Does the individual operate an independent trade or business that is available to the general public?</p> <p><i>A determining factor in judging independence is the performance of services to the general public. In evaluating this criteria, school districts are considered to be separate entities. Keep in mind: if the district is utilizing this individual's services on a full-time basis, the individual is <u>not</u> available to the general public. NOTE: Possession of a business license or incorporation does <u>not</u> automatically satisfy this requirement. The determination <u>must</u> be made on the actual <u>relationship</u> between the district and the individual performing services.</i></p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>12. Does the individual have a substantial investment in his/her business, i.e. maintains a facility, equipment, etc.?</p> <p><i>This is indicative of economic risk inherent in business enterprises. An independent contractor must be able to make a profit or sustain a loss.</i></p>	<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
<p>13. Does the individual provide all materials and support services necessary for the performance of this service?</p> <p><i>The district should not be providing office space, clerical, secretarial, or any other support for this individual such as materials, xeroxing, printing, office supplies, etc. Any necessary assistants would be hired by the individual.</i></p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>14. Is this paid by the job or on a commission?</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>15. Does the individual bear the cost of any travel and business expenses incurred to perform this service?</p> <p><i>Generally, these types of expenses are paid by an employer, however, some contracts provide for payment of airfare, mileage, etc. for consultants.</i></p>	<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

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

▶ Go to www.irs.gov/FormW9 for instructions and the latest information.

Print or type. See Specific Instructions on page 3.	<p>1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank. Marc Alan Lerner</p> <p>2 Business name/disregarded entity name, if different from above</p>	
	<p>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.</p> <p><input checked="" type="checkbox"/> Individual/sole proprietor or single-member LLC <input type="checkbox"/> C Corporation <input type="checkbox"/> S Corporation <input type="checkbox"/> Partnership <input type="checkbox"/> Trust/estate</p> <p><input type="checkbox"/> Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=Partnership) ▶ _____</p> <p><small>Notes: 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.</small></p> <p><input type="checkbox"/> Other (see instructions) ▶ _____</p>	<p>4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):</p> <p>Exempt payee code (if any) _____</p> <p>Exemption from FATCA reporting code (if any) _____</p> <p><small>(Applies to accounts maintained outside the U.S.)</small></p>
	<p>5 Address (number, street, and apt. or suite no.) See instructions.</p>	<p>Requester's name and address (optional)</p>
	<p>6 City, state, and ZIP code</p>	
	<p>7 List account number(s) here (optional)</p>	

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.

Notes: 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										
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; border: 1px solid black;"> </td> </tr> </table>										
OR										
Employer identification number										
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; border: 1px solid black;"> </td> </tr> </table>										

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 ▶ Marc Alan Lerner	Date ▶ 8/21/19
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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: Special Education

Date: November 7, 2019

Action Item XX

To: Board of Trustees

Information Item

From: Michael Jordan

Director Curriculum, Instruction, and Special Education

Initials: MDS

_ #Attached Pages

SUBJECT: Special education teachers and instructional specialists

The district would like to enter into an agreement with Maxim Services to hire special education teachers and instructional specialists when the normal hiring process proves unsuccessful. These positions are vital to the education and safety of students and are hard-to-fill vacancies.

Recommendation: The Board approves the request to use Maxim services.

AGENDA ITEM # _____

CONSENT AGENDA

XV-10



AGREEMENT AMENDMENT

This Amendment (hereinafter "Amendment") to the Center Joint Unified School District (hereinafter "Agreement") is entered into this 23rd day of October, 2019, by and between Center Joint Unified School District located at 8408 Watt Avenue Antelope, CA 95843 , referred to in this Agreement as "FACILITY," and Maxim Healthcare Services, Inc. d/b/a Maxim Staffing Solutions, a Maryland Corporation including its affiliates and subsidiaries, with an office located at 1050 Fulton Avenue Suite 235 Sacramento, CA 95825, referred to in this Agreement as "MAXIM."

RECITALS

WHEREAS, FACILITY and MAXIM entered into the Agreement, with an effective date of October 23, 2019.

WHEREAS, FACILITY and MAXIM wish to amend the Agreement to incorporate the following terms and conditions.

THEREFORE, in consideration of the above premises set forth herein, and for other good and valuable consideration, the receipt and sufficiency of which are acknowledged by the parties, and intending to be legally bound, FACILITY and MAXIM hereby agree to amend the Agreement to reflect the following terms and conditions.

The following rates shall be applicable as of the Effective Date listed below:

Service	Rate
Special Education Teacher	\$80
Instructional Specialists / MA's	\$40

Placement Fee. For a period of Twelve (12) months following that date on which MAXIM Personnel last worked a shift at FACILITY, FACILITY agrees that it will take no steps to recruit, hire or employ as its own employees or as a contractor those Personnel provided by MAXIM during the term of this Agreement. FACILITY understands and agrees that MAXIM is not an employment agency and that Personnel are assigned to the FACILITY to render temporary service(s) and are not assigned to become employed by the FACILITY. The FACILITY further acknowledges and agrees that there is a substantial investment in business related costs incurred by MAXIM in recruiting, training and employing Personnel, to include advertisement, recruitment, interviewing, evaluation, reference checks, training, and supervising Personnel. In the event that FACILITY, or any affiliate, subsidiary, department, or division of FACILITY hires, employs or solicits MAXIM Personnel, FACILITY will be in breach of this Agreement. FACILITY agrees to give MAXIM either (a) one hundred twenty (120) days prior written notice of its intent to hire, or employ, continuing to staff Personnel through MAXIM for a minimum of thirty-six (36) hours per week through the one hundred twenty (120) days notice period; OR (b) to pay MAXIM a placement fee equal to the greater of: five thousand dollars (\$5,000) or the sum of twenty percent (20%) of such Personnel's annualized salary (calculated as Weekday Hourly Pay Rate x 2080 Hours x 30%).

The terms and conditions of this Amendment are effective as of October 23, 2019. All other terms and conditions will remain unchanged as stated in the Agreement.

FACILITY and MAXIM have acknowledged their understanding of and agreement to the mutual promises written above by executing and delivering this Agreement as of the date set forth above.

CENTER JOINT UNIFIED SCHOOL DISTRICT:

Michael B. Jordan
Signature
Michael B. Jordan Director of SpEd
Printed Name & Title
10/24/19
Date

MAXIM HEALTHCARE SERVICES, INC.

Andrea Torres INS
jutorres@maxhealth.com
Signature
Andrea Torres
Printed Name & Title
10/28/2019
Date

Center Joint Unified School District

Dept./Site: Oak Hill Elementary	AGENDA REQUEST FOR: Action Item <u> X </u>
To: Board of Trustees	Information Item <u> </u>
Date: Nov. 1, 2019	
	# Attached
	Pages <u> 8 </u>
From: Patty Spore	
Principal/Administrator Initials: <u> PS </u>	

SUBJECT: Professional Services Agreement

CONSULTANT'S NAME: A Touch Of Understanding

COMPANY NAME (if applicable): A Touch Of Understanding

SERVICES TO BE RENDERED: School Workshop on Understanding and Accepting people with special needs.

DATE(S) OF SERVICE: Nov. 13, 2019

PAYMENT PER DAY: \$2,025.00

TOTAL AMOUNT OF CONTRACT: \$2,025.00

FUNDING SOURCE: Site General Fund

RECOMMENDATION: The CJUSD Board of Trustees approve the Professional Service Agreement with A Touch of Understanding.

CONSENT AGENDA

Center Joint Unified School
District 8408 Watt Avenue
Antelope, CA 95843

PROFESSIONAL SERVICES AGREEMENT

This agreement for professional services is entered into this 18th day of October, 2019, 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, Inc.

Address: 5280 Stirling Street, Suite 102, Granite Bay, Calif. 95746

Phone: 916-791-4146 Taxpayer ID #: 68-0389777

*Full description of services to be provided:

*Payment \$2,025 per 3 workshops. 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: November 13, 2019 *Frequency of Service Dates: Once

*Ending Date of Service: November 13, 2019

Method of Payment and Tax Reporting: (check one) _____ Variable Payroll- W-2 Generated (Requires completion of W-4 & I-9 in Personnel Dept.) X Accounts Payable- 1099 Generated (Requires completion of W-9).

Total amount of this contract \$2,025.00 Budget # 01-0000-0-5800-238-0000-2700-010-000

Reason service cannot be provided by a District employee: No one at the district

Signature of CONTRACTOR*: *W. Pegler-Adummi* Date*: 10/25/19
Signature of District employee requesting service: _____ Date: _____
Date Board of Trustees Approved (if over \$500.00): _____ Date: _____
Signature of Accounting Supervisor: _____ Date: _____
Personnel Approval (if cleared to start): _____ Date: _____

*****CONTRACT NOT VALID WITHOUT ALL DISTRICT SIGNATURES**
INDEPENDENT CONTRACTOR OR
EMPLOYEE? DISTRICT GUIDELINES**

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

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

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

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

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

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

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

INDEPENDENT CONTRACTOR OR EMPLOYEE? DISTRICT GUIDELINES PART I YES NO 1.
Has this category of worker already been classified an "employee" by the IRS? *Refer to page 1 for individuals listed in IRS Publication SWR 40 and others identified during the IRS compliance studies in San Diego County.* **NO**

2. Is the individual working as an employee prescribed by the Education Code? *Education Code sections 45100-45451/88000-88263 define what constitutes classified service and 44800-45060/87000-87333 define certificated service. The IRS predisposes an employer/employee relationship when state law mandates such a relationship.* **NO**

3. Is the individual already an employee of the district in another capacity? **NO**

4. Has the individual performed substantially the same services for the district as an employee in the past? *Is the individual retired, returning to substitute, or train, etc.?* **NO**

5. Are there currently employees of the district doing substantially the same services as will be required of this individual? **NO**

6. Does the district have the legal right to control the method of performance by this individual? *Consider whether the district has to train this individual or give instruction as to when, where, how, and in what order to work. Does the district require the individual to submit reports or perform the services at a district site? These factors would indicate the district maintains control sufficient for an employer/employee relationship. However, it is 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.* **NO**

7. Are the services, as being provided, an integral part of school operations? *Are the services being provided necessary to the operation of the school, program, project, etc.?* *This indicates the district*

has an interest in the method of performance, and implies the maintenance of legal control. NO

If the answer to any of the above questions is "YES", **STOP HERE** Do not complete the rest of the questions. The individual is the district employee and must be paid and reported accordingly.

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

PART II YES NO 8. Must the required service be performed by this individual? *Consider whether or not the individual may designate someone else to do the work without the district's knowledge or approval* **YES**

9. Does the district have a continuing relationship with this individual? *Is this a "one shot deal" or will the district continue to use this individual in the future? This could be on an infrequent or irregular basis but a continuous relationship exists.* **YES**

10. Can this relationship be terminated without the consent of both parties? **YES**

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? *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 not automatically satisfy this requirement. The determination must be made on the actual relationship between the district and the individual performing services.* **YES**

12. Does the individual have a substantial investment in his/her business, i.e. maintains a facility, equipment, etc.? *This is indicative of economic risk inherent in business enterprises. An independent contractor must be able to make a profit or sustain a loss.* **YES**

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? *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.* **YES**

14. Is this paid by the job or on a commission? **YES**

15. Does the individual bear the cost of any travel and business expenses incurred to perform this service? *Generally, these types of expenses are paid by an employer, however, some contracts provide for payment of airfare, mileage, etc. for consultants.* **YES**

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.

A Touch of Understanding, Inc.

5280 Stirling Street, Suite 102
Granite Bay, CA 95746

Invoice

Date	Invoice #
10/10/2019	19-20-058

Bill To
Oak Hill Elementary 3909 North Loop Blvd Antelope, CA 95843

Presentation Date	Terms	Project
Nov 13, 2019		

Quantity	Description	Rate	Amount
3	School Workshop - Total Cost to ATOU	1,300.00	3,900.00
	Funds provided by ATOU Fundraising Efforts	-1,875.00	-1,875.00
		Total	\$2,025.00

Center Joint Unified School District

Dept./Site: Instructional Services	AGENDA REQUEST FOR:
Date: November 8, 2019	Action Item <u> X </u>
To: Board of Trustees	Information Item
From: Tami J'Beily Coordinator of Categoricals	# Attached Pages <u> 11 </u>

SUBJECT: Interpreting services

CONSULTANT'S NAME: Hummble Translations LLC

SERVICES TO BE RENDERED: Provide language interpreting services for parents/guardians for the classroom, IEPs, meetings or other related school activities.

DATES OF SERVICE: November 18, 2019 – June 30, 2020.

PAYMENT PER DAY: \$105.00 per hour with a two hour minimum.

TOTAL AMT OF CONTRACT: As needed.

FUNDING SOURCE: 01-0000-0-5800-103-4760-1000-019-000

RECOMMENDATION: CJUSD Board of Trustees approves the contract with Hummble Translations LLC.

CONSENT AGENDA



Humble Translations

SERVICE AGREEMENT Interpretation Services

THIS SERVICE AGREEMENT for Interpretation Services ("Agreement") is entered into as of the 18th day of November, 2019 (the "Effective Date"), by and between Center Joint Unified School District ("CLIENT") and Humble Translations, LLC ("HUMMBLE"), collectively "the Parties".

WITNESSETH:

WHEREAS HUMMBLE is in the business of providing interpretation services to its customers;

AND WHEREAS CLIENT desires to engage HUMMBLE to provide certain interpretation services, and HUMMBLE is willing to provide such services subject to the terms and conditions set forth in this Agreement;

NOW, THEREFORE, in consideration of the premises and mutual promises set forth herein, and for other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties hereto agree as follows:

I. Services.

- (a) HUMMBLE agrees to provide CLIENT with the services described in Exhibit A attached hereto ("the Services") in accordance with the terms and conditions of this Agreement.
- (b) HUMMBLE is not in any way prohibited or restricted from providing Services to other entities.
- (d) CLIENT shall pay HUMMBLE for the Services used by CLIENT on all interpretation services according to the rate schedule set forth in Exhibit A herein before mentioned and attached hereto. This rate schedule shall be subject to review and revision by HUMMBLE on an annual basis to allow HUMMBLE to make reasonable adjustments to the rate schedule. CLIENT will receive a sixty (60) day written notice of any adjustments to the rate schedule and can accept or decline same within thirty (30) days.
- (f) HUMMBLE shall invoice CLIENT for Services provided under this Agreement upon completion of the deliverable, whether an appointment, a service, or a product, via e-mail or USPS mail. Payment shall be due from CLIENT within thirty (30) days of the date of such invoice. CLIENT shall pay interest on any past due amount at a rate of one and one-half percent (1.5%) per month until such amount is paid in full. If payment is not received with thirty (30) days of the invoice date, HUMMBLE has the right to withhold interpretation services until payment is received.



2. Term/Termination.

- (a) This Agreement will become effective on the Effective Date and will thereafter continue in effect until terminated by either party within thirty (30) days written notice thereof to the other party.
- (b) HUMMBLE may terminate this Agreement in the event of a material breach by CLIENT which remains uncured after ten (10) days following written notice thereof, or if CLIENT ceases to do business in the normal course, becomes or is declared bankrupt, is the subject of any liquidation or insolvency proceeding, or makes a general assignment for the benefit of its creditors. Likewise, CLIENT may terminate this Agreement in the event of a material breach by HUMMBLE which remains uncured after ten (10) days following written notice thereof, or if HUMMBLE ceases to do business in the normal course, becomes or is declared bankrupt, is the subject of any liquidation or insolvency proceeding, or makes a general assignment for the benefit of its creditors.
- (c) Upon the termination of this Agreement, HUMMBLE shall be released from any and all obligations to perform any Services hereunder. Termination of this Agreement shall not affect the liability of CLIENT to pay any fees for Services rendered through the date of termination.

3. Representations and Warranties of HUMMBLE. HUMMBLE represents and warrants to CLIENT that HUMMBLE shall provide the Services in conformity with good commercial practice and the terms and conditions of this Agreement. HUMMBLE makes no other warranty, expressed or implied, with respect to the Services.

4. Limitation on Liability.

- (a) In no event shall HUMMBLE be responsible for any special, incidental or consequential damages for any reason whatsoever. HUMMBLE's aggregate liability for damages for any claim or cause of action related to or arising out of this Agreement, whether in contract, negligence or tort, will not exceed the fees and charges paid by CLIENT to HUMMBLE under this Agreement. This provision shall survive the termination of this Agreement for whatever reason.
- (b) CLIENT will indemnify, defend and hold harmless HUMMBLE against all liability, demands, claims, suits, losses, damages, causes of action, fines, or judgments including costs, attorneys' and witnesses' fees and expenses incident thereto for any claims, litigation, or proceeding arising out of or based upon CLIENT'S use of the Services provided by HUMMBLE.

5. Confidentiality; Use of CLIENT/HUMMBLE names.

- (a) The Parties expressly acknowledge that, in the course of their performance hereunder, they may learn or have access to certain confidential, business, trade secret, proprietary or other like information or products of the other party or of



third parties, including but not limited to the other party's vendors, consultants, suppliers, students, or customers (the "Information"). The term "Information" for purposes of this Agreement shall not include information or products that are:

- (i) In the public domain without restriction or in the possession of the receiving party without restriction at the time of receipt under this Agreement, or that thereafter enters the public domain without contractual violation,
- (ii) Used or released with the prior written approval of the disclosing party,
- (iii) Independently developed by the receiving party, or
- (iv) Ordered to be produced by a court of competent jurisdiction or appropriate regulatory authority, but in such case the receiving party producing the Information agrees to notify the disclosing party as soon as practicable and to cooperate with the disclosing party in asserting the confidential or protected status of the Information. The Parties agree that each one shall return to the disclosing party upon the disclosing party's request any such Information and copies thereof. This provision shall survive the termination of this Agreement for whatever reason.

(b) The Parties both acknowledge and agree that a breach of this Article 5 could cause irreparable harm to the other party for which monetary damages may provide an inadequate remedy. Each of the Parties therefore agrees that the other party shall have a right to seek and obtain injunctive relief for any violation by the other party of this Article 5, in addition to, and not in lieu of, any remedies it may have at law or under this Agreement.

- 6. **Insurance.** HUMMBLE agrees to maintain a policy of general liability insurance of a minimum of \$1,000,000 up to an aggregate of \$3,000,000 per incident. HUMMBLE also agrees to maintain Workers Compensation Insurance for all HUMMBLE employees.
- 7. **Notices.** Any notices hereunder shall be in writing and delivered either (a) personally by nationally recognized overnight courier, (b) mailed (certified or registered mail, postage prepaid, return receipt requested, or (c) electronically via email *provided that* the sending party receives back from the receiving party an email confirming receipt of the notice.

If to CLIENT:

Street Address:

City/State/Zip:

Humble Translations PH: 775-234-8071 www.humbletranslations.com



Attn:

Email:

If to HUMMBLE:

Street Address: 1135 Terminal Way, #209
City/State/Zip: Reno, NV 89502
Attn: Nena Olivares
Email: jo@humbletranslations.com

Or to such other person or address as one of the Parties shall specify by notice to the other. All such notices shall be deemed to have been received on the date on which they were hand delivered, delivered by overnight carrier, or emailed; or if mailed, on the third business day following the date on which mailed.

8. Assignment: Successors. Neither of the Parties hereto may assign this Agreement or any rights hereunder without the prior written consent of the other party hereto, which consent shall not be unreasonably withheld. This Agreement shall be binding upon and inure to the benefit of the successors or permitted assigns of the Parties hereto.
9. Severability. In case any one or more of the provisions contained in this Agreement shall be held invalid, illegal, or unenforceable in any respect under any law, the validity, legality, and enforceability of the remaining provisions contained herein shall not in any way be affected or impaired thereby.
10. Survival. The provisions of Sections 4, 5, and 8 shall survive any termination of this Agreement, as shall any obligations of one party to the other party that have accrued hereunder prior to the termination hereof.
13. Force Majeure. Neither party shall be liable to the other party for any failure or delay in the performance of any of its obligations hereunder arising out of or resulting from fire, storm, flood, earthquake or other acts of God, explosions, wars, insurrections, acts of terrorism, riots, strikes, work stoppages or similar circumstances beyond the control of such party.



14. Entire Agreement; Amendment. This Agreement, together with any attached Exhibits, replaces and supersedes any and all other agreements and constitutes the entire agreement between the Parties with respect to the subject matter hereof. This Agreement may not be amended nor any term or provision hereof waived except by an instrument in writing signed, in the case of an amendment / addendum, by both Parties and, in the case of a waiver, by the party against whom the waiver is to be effective.
15. Headings. The headings contained in this Agreement are for convenience only and shall not affect the meaning or interpretation of this Agreement.
16. Governing Law. This Agreement shall be governed by the laws of the State of Nevada, without reference to the conflicts of laws principles thereof, and the Parties agree that the federal and state courts of Nevada shall have jurisdiction to hear any disputes arising hereunder.
17. Counterparts. This Agreement may be executed by facsimile and may be executed in one or more duplicate counterparts and when signed by all of the Parties listed below shall constitute a single binding agreement.
18. Disputes.
 - (a) Any disputes between the CLIENT and HUMMBLE concerning the terms and conditions of this Agreement shall be submitted to binding arbitration pursuant to the rules of the Nevada Arbitration Act, Section 1280 through 1294.2 of the California Code of Civil Procedure.
 - (b) If any proceeding or action shall be commenced to enforce the provisions of this Agreement, the prevailing party shall be entitled to recover from the other party its reasonable attorney's fees and other costs incurred in connection with any such proceeding or action.
19. Warranty of Authority. The persons signing below each represent and warrant that they have the authority to sign this Agreement on behalf of their respective parties, and to bind their respective parties to this Agreement by executing the Agreement.

IN WITNESS WHEREOF, the undersigned have executed this Agreement as of the date first hereinbefore written.



HUMBLE TRANSLATIONS, LLC

THE
CLIENT:

By 
:

Name: Jeannie Olivares

Title: Sr. Project Mgr.

By
:

Name:

Title



Exhibit A

***Contractor**

Name: Humble Translations

Address: 1135 Terminal Way #209
Reno, NV 89502

Phone: 775-234-8071

Taxpayer ID#: 84-3505498

***Full description of services to be provided:**

Provide interpreting services for students and/or parents for classroom, IEP, SST, and meetings or other related school activities.

OPI Telephone Services (Over the Phone Interpretation Quick Access Porter)

*Payment \$ 105.00 per hour. Over the Phone Services: \$1.45 per minute
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:	11/18/2019	*Frequency of Service Dates:	As Needed
*Ending Date of Service:	11/18/2020		

Method of Payment and Tax Reporting: (check one)

Variable Payroll- W-2 Generated (requires completion of W-4 & I-9 in Personnel Dept.

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

Total amount of this contract \$

Budget #



Reason: Service cannot be provided by a District employee.

Signature of Contractor***:	Date:**
Signature of District employee requesting service:	Date:
Signature of Accounting Supervisor:	Date:
Date Board of Trustees Approved	Date:
Signature of Authorized Contracting Official:	Date:

CONTRACT NOT VALID WITHOUT AUTHORIZED DISTRICT SIGNATURE

On-Site Interpretation Terms & Conditions

All prices valid for assignments located in Center Joint Unified School District. Any assignments outside of this given area or long-term assignments must be submitted for quote.

***All Other Languages:** Please see attached language list. This rate is not guaranteed. Hummble will make reasonable efforts to fulfill the requested language at the stated rate. If the ongoing rate for the requested language is higher, Hummble will notify the client within a reasonable time. Hummble will provide a quote for client's approval with the current market rate prior to the assignment.

Interpreter's availability: Availability of interpreters depends on location, advance notice, and language type.

Traveling expenses: Transportation costs are not included in the above fees and may be requested based on appointment location and interpreter availability. Expenses must be approved by the client prior to fulfillment of interpretation assignment.



Hourly Minimum: The Contractor shall charge a minimum of two (2) hours per request for On-Site Interpretation Services, and Client agrees to pay the compensation for a minimum of two (2) hours for services rendered in accordance with, and subject to, the terms of the Agreement.

Cancellation policy: Cancellation by the Client of a duly executed contract is subject to cancellation fees based on the following schedule: cancellation with less than 2 business days notice is considered late cancellation. For example, a 3:00pm Monday assignment must be cancelled by 3:00pm Thursday of the preceding week. The Client will be billed in full for the total scheduled assignment for each interpreter scheduled.

Authorization: Both the Client and the Contractor understand and agree that authorization for services must come from Center Joint Unified School District, unless prior authorization is provided in writing. Management and tracking of allocated funds is the sole responsibility of the Client.

On-Site interpreters provided by Humble are qualified for the provision of face-to-face interpretation services. Humble highly discourages the use of On-Site interpreters for the provision of translation services. Should the Client choose not to utilize Humble approved Translation Services, Humble will not be held liable for the completeness or accuracy of the translation.



Arabic	Hindi	Punjabi	Ukrainian
Armenian	Hmong	Romanian	Urdu
Cambodian	Korean	Russian	Vietnamese
Cantonese	Mandarin	Spanish	
Farsi (Persian)	Mien	Tagalog	
German	Pashto	Thai	

AKAN	HAUSA	PASHTO
ALBANIAN	HEBREW	POLISH
AMHARIC	HINDI	PORTUGUESE
ARABIC	HMONG	PUNJABI
ARMENIAN	HUNGARIAN	ROMANIAN
ASSYRIAN	IBO	RUSSIAN
BASQUE	ILOCANO	SAMOAN
BENGALI	INDONESIAN	SERBIAN
BOSNIAN	ITALIAN	SHANGHAI
BURMESE	JAPANESE	SINHALESE
CAMBODIAN	JAVANESE	SLOVAK
CANTONESE	KANJOBAL	SOMALI
CHALDEAN	KOREAN	SORANI (KURDISH)
CHAO CHOW	KRIO	SPANISH



CROATIAN	KURDISH	SWAHILI
CZECH	LAOTIAN	SWEDISH
DARI	LITHUANIAN	TAGALOG
DINKA	LUGANDA	TAIWANESE
DUTCH	MALAYALAM	TAMIL
FARSI	MANDARIN	THAI
FINNISH	MIEN	TIGRINYA
FRENCH	MIXTECO	TOISHANESE
FUKIENESE	MONGOLIAN	TONGAN
GERMAN	NEPALI	TURKISH
GREEK	NORWEGIAN	UKRAINIAN
GUJARATI	NUER	URDU
HAITIAN CREOLE	OROMO	VIETNAMESE
HAKKA	PAMPANGAN	VISAYAN

Center Joint Unified School District

Dept./Site: Instructional Services	AGENDA REQUEST FOR:
Date: November 6, 2019	Action Item <u>x</u>
To: Board of Trustees	Information Item
From: Michael Jordan (MJ) Director of Instructional Services & Special Education	# Attached Pages 3

SUBJECT: Video Interpreting Services
CONSULTANT'S NAME: Heartland Alliance Health
SERVICES TO BE RENDERED: Provide Video language interpreting services for parents/guardians for the classroom, IEPs, meetings or other related school activities.
DATES OF SERVICE: November 6, 2019 – June 30, 2020.
PAYMENT: Telephone \$1.50 per minute, Video \$1.65 per minute.
TOTAL AMT OF CONTRACT: As needed.
FUNDING SOURCE: 01-0740-0-5800-103-4760-1000-019-304
RECOMMENDATION: CJUSD Board of Trustees approve contract with Heartland Alliance Health.

CONSULT AGENDA

HEARTLAND ALLIANCE

CROSS CULTURAL INTERPRETING SERVICES

AGREEMENT FOR LANGUAGE INTERPRETATION SERVICES

Date of Agreement: 11/6/2019

Heartland Alliance Health through its Cross-Cultural Interpreting Services (CCIS) program at 4750 N. Sheridan, Suite 471, Chicago, Illinois 60640 ("Agency") and Center Joint Unified School District at 3243 Center Court Lane, Antelope, Ca. 95843 ("Client") hereby agree as follows:

1. Description of Service. Agency will provide telephonic and video language interpretation services to Client as needed.

Document translation services, bilingual employee proficiency testing and interpreter training are also available to Client. Prices for such services will be provided on a per project basis.

2. Term/Termination. This Agreement is valid for one (1) year. Services will be available from this date 11/6/2019. If neither party provides notice to the other party of its intent to terminate this Agreement at the end of the term, this Agreement shall automatically renew for consecutive one-month periods. Either party can terminate the Agreement, with or without cause, upon thirty (30) days advance written notice to the other party.

3. Fee for Services

Telephone interpretation is available for \$ 1.50 per minute regardless of language.

Video interpretation is available for \$ 1.65 per minute for foreign languages.

Video American Sign Language is available for \$ 1.95 per minute.

Agency will bill Client monthly for service provided to Client during the prior month. Payment is due thirty (30) days after Client's receipt of invoice. Checks shall be made payable to **CCIS-Heartland Alliance Health, Inc., 208 S. LaSalle, Suite 1300, Chicago, IL 60604**. A monthly fee of 2% may be applied to all balances more than 30 days past due.

4. Confidentiality. Agency acknowledges and agrees that the interpretation of Client and customer communication is confidential and protected under applicable federal and state laws, including but not limited to, the Health Insurance Portability and Accountability Act ("HIPAA"). Agency and its assigned personnel acknowledge they are not authorized to use or further disclose individually identifiable information received from Client or any of Client's customers in a manner that would violate HIPAA or this Agreement.
5. TB Records. Agency interpreters obtain yearly tuberculosis tests and provide Agency with copies of results for its files. If previous year's result was positive, interpreter completes an annual written questionnaire and complies with any necessary follow-up treatment.
6. Criminal Background Checks. Agency requires that all Agency interpreters agree to a criminal background and Child Abuse and Neglect background check prior to being listed into the language pool.

Neither Agency nor any of its employees or contractors involved in providing services under this Agreement is on the exclusion list of the Office of Inspector General ("OIG") Department of Health and Human Services or the General Services Administration ("GSA"). Agency certifies that it will review the OIG and GSA exclusion lists upon initial hiring and retainer of contractors and periodically thereafter. In the event any employee or contractor becomes such an excluded person, Agency will preclude such person from providing services under this Agreement and notify Client of such exclusion.

- 7. Governing Law/Venue. This Agreement shall be governed by the laws of the State of Illinois. And the venue of any legal proceedings relating to this Agreement shall be in the State of Federal courts located in Chicago, Illinois.
- 8. Complete Agreement. This is the complete Agreement of the parties as to the subject matter hereof. Any changes in this Agreement must be in writing signed by both parties.
- 9. Non-Solicitation. Client agrees not to hire interpreters that are under contract with Agency or were formerly under contract with Agency unless the interpreter has been terminated from services with Agency for a period of at least one year. If Client hires a current interpreter, Client will pay a finder's fee to Agency in the amount of \$3,000.
- 10. Headings. The headings in this Agreement are inserted for convenience of reference only and shall not be part of or control or effect the meaning of this Agreement.

Agency:

Ed Stellan:

Executive Director, Heartland Alliance Health

DocuSigned by:
Ed Stellan
C88EC633574F4A6

Date: 11/6/2019

Client:

Michael D Jordan

:

DocuSigned by:
Michael D Jordan
6C644B8-916B432

Date: 11/6/2019

Client Contact Information:

Name Michael Jordan
Title Director of Curriculum, Instruction and Special Education
Name of Org Center Joint Unified School District
Address 3243 Center Court Lane, Antelope, Ca. 95843
Phone 916-339-4697
Email mikejordan@centerusd.org

Billing Information:

Same as above
-OR-
Name
Address
Phone
Email

If you would like to add authorized requesters of interpretation services, please list them below:

Name: Tina Duncan
Email: tduncan@centerisd.org
Phone: 916-338-6343

Name:
Email:
Phone:

Name: Tami Jbeily
Email: tjbeily@centerisd.org
Phone: 916-338-7581

Name:
Email:
Phone:

Center Unified School District

AGENDA REQUEST FOR:

Dept./Site: Oak Hill Elementary

Date: 10/24/2019

Action Item XX

To: CJUSD Board of Trustees

Information Item

From: Dean Domach

Attached Pages 1

Principal's Initials: PS

SUBJECT:

Oak Hill 6th grade will be sending approximately 70 sixth grade students to attend science camp at Alliance Redwoods Education Center the week of February 4th-7th 2020. The science camp at Alliance Redwoods aligns with the science standards set forth by the state for sixth grade. Four teachers will attend as well as parent volunteers. Student expenses for the trip will be the responsibility of their parents.

RECOMMENDATION:

Approval for 70 sixth grade students to attend science camp at Alliance Redwoods.

CONSENT AGENDA

Center Unified School District

AGENDA REQUEST FOR:

Dept./Site: McClellan High School

Date: 11/1/2019

To: Board of Trustees

From: Chris Collins McClellan High School

Action Item X

Information Item

Attached Pages 5

Principal's Initials: 

SUBJECT:

CONSULTANT'S NAME: Abraham Samuel

SERVICES TO BE RENDERED: Football Referee

DATES OF SERVICE: 9/10-10/18

PAYMENT PER DAY: \$25 Per hour

TOTAL AMOUNT OF CONTRACT: \$ 975.00

FUNDING SOURCE: 01-0740-0-5800-475-3200-1000-015-106

RECOMMENDATION: CJUSD Board of Trustees Approve Professional Services Agreement as present.

CONSENT AGENDA



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 _____, 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: Abraham Samuel
 Address: _____
 Phone: _____ Taxpayer ID #: _____

*Full description of services to be provided:
Referees support for flag football for student games

*Payment \$ 25.00 per hr. CONTRACTOR will submit a signed invoice not more frequently than monthly, detailing services provided and charges. Payment will be made within forty-five days after receipt of invoice or service, whichever is later.

*Beginning Date of Service: 9/10/2019 *Frequency of Service Dates: _____
 *Ending Date of Service: 10/18/2019

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 \$ _____ Budget # 01 0740 0500 475 3200 1000 015 106

Reason service cannot be provided by a District employee:

Signature of CONTRACTOR*: [Signature] Date*: 10/19/2019
 Signature of District employee requesting service: [Signature] Date: 10/20/19
 Date Board of Trustees Approved (if over \$500.00): _____ Date: _____
 Signature of Accounting Supervisor: _____ Date: _____
 Personnel Approval (if cleared to start): _____ 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? Refer to page 1 for individuals listed in IRS Publication SWR 40 and others identified during the IRS compliance studies in San Diego County.		<input checked="" type="checkbox"/>
2. Is the individual working as an employee prescribed by the Education Code? Education Code sections 45100-45451/88000-88263 define what constitutes classified service and 44800-45060/87000-87333 define certificated service. The IRS predisposes an employer/employee relationship when state law mandates such a relationship.		<input checked="" type="checkbox"/>
3. Is the individual already an employee of the district in another capacity?		<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 checked="" type="checkbox"/>
5. Are there currently employees of the district doing substantially the same services as will be required of this individual?		<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 checked="" type="checkbox"/>
7. Are the services, as being provided, an integral part of school operations? Are the services being provided necessary to the operation of the school, program, project, etc.? This indicates the district has an interest in the method of performance, and implies the maintenance of legal control.		<input checked="" type="checkbox"/>

If the answer to 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"/>	
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"/>	
10. Can this relationship be terminated without the consent of <u>both</u> parties?	<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>	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.

Request for Taxpayer Identification Number and Certification

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

Print or type
See Specific Instructions on page 2.

1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank. Abraham SAMUEL	
2 Business name/disregarded entity name, if different from above	
<input checked="" type="checkbox"/> Check appropriate box for federal tax classification; check only one of the following seven boxes: <input checked="" type="checkbox"/> Individual/sole proprietor or single-member LLC <input type="checkbox"/> Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=partnership) ▶ _____ <small>Note. For a single-member LLC that is disregarded, do not check LLC; check the appropriate box in the line above for the tax classification of the single-member owner.</small> <input type="checkbox"/> Other (see instructions) ▶ _____ <input type="checkbox"/> C Corporation <input type="checkbox"/> S Corporation <input type="checkbox"/> Partnership <input type="checkbox"/> Trust/estate	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.)	Requester's name and address (optional)
6 City, state, and ZIP code	
7 List account number(s) here (optional)	

Part I Taxpayer Identification Number (TIN)

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

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

Social security number								
OR								
Employer identification number								
<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 15%;"> </td> </tr> </table>								

Part II Certification

Under penalties of perjury, I certify that:

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

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

Sign Here	Signature of U.S. person ▶	Date ▶ 10/19/2019
------------------	----------------------------	-------------------

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.
Future developments. Information about developments affecting Form W-9 (such as legislation enacted after we release it) is at www.irs.gov/fw9.

Purpose of Form

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

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

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

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

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

By signing the filled-out form, you:

1. Certify that the TIN you are giving is correct (or you are waiting for a number to be issued),
2. Certify that you are not subject to backup withholding, or
3. Claim exemption from backup withholding if you are a U.S. exempt payee. If applicable, you are also certifying that as a U.S. person, your allocable share of any partnership income from a U.S. trade or business is not subject to the withholding tax on foreign partners' share of effectively connected income, and
4. Certify that FATCA code(s) entered on this form (if any) indicating that you are exempt from the FATCA reporting, is correct. See *What is FATCA reporting?* on page 2 for further information.

INVOICE #101819a

Bill To: Center Unified School District

Date: 3/14/19

8408 Watt Ave

Prepared By: Abraham Samuel

Antelope, CA 95843

9462 Winding River Way

c/o Marie Huggins

Elk Grove, 95624.

Date	Description	Total
9/10/19-10/18/19	Referee Services for AAL Football	\$975.00
	39 hrs @\$25.00 per hour	

Center Unified School District

AGENDA REQUEST FOR:

Dept./Site: Center High School

Date: October 4, 2019

To: CUSD Board of Trustees

From: Jerald Ferguson

Principal's Initials JF

Action Item XX

Information Item

Attached Pages 42

SUBJECT

The Upward Bound program completed their Summer Program at American River College, Summer 2019. Attached are the Resume and Syllabus of our Life Science, Math, and English courses that were offered to Upward Bound Students. In addition, we have included the grades students received.

We asked for your approval to give students High School Elective Credit for their completion of their courses. If you have any questions or need more information, please contact me at 916-485-6023 or via email at juarezM@arc.losrios.edu

Respectfully,

Maricela Juarez
Project Director
Upward Bound Program
American River College

CONSENT AGENDA

RECOMMENDATION:

XV-16

RUBEN T. ALMARAZ

American River College
Department of Chemistry and Physics
4700 College Oak Dr.
Sacramento, CA

Sacramento, CA
Email: rtalmaraz@ucdavis.edu
Skype: ruben.almaraz5
Phone #: (916) 664-9645

EDUCATION

- PhD. in Biophysics.** *University of California, Davis.* Davis, CA 2009
Area of Concentration: Biophysics
Dissertation Title: "*Surface Plasmon Resonance Analysis and Computational Modeling of Protein-Carbohydrate Interactions.*"
Research Advisor: Jerry L. Hedrick, Ph.D. Department of Molecular & Cellular Biology
- M.S. in Bioinformatics.** *California State University, Sacramento.* Sacramento, CA 2004
Area of concentration: Bioinformatics and Bioinstrumentation
Thesis Title: "*Optical Micro-Analytical Instrument Model for Micro-Scale Electro-Dynamic Separation of Particles.*"
Research Advisors: Jerry L. Wilson, Ph.D., Department of Chemistry and Jose J. Granda, Ph.D., Department of Mechanical Engineering
- M.S. in Biomedical Engineering.** *California State University, Sacramento.* Sacramento, CA 2002
- B.A. in Chemistry.** *California State University, Sacramento.* Sacramento, CA 1999
-

TEACHING EXPERIENCE

- Adjunct Faculty, American River College.** Sacramento, CA **Summer 2016- Present**
Department of Physics and Chemistry.
- Physical Sciences, (PS 300). Spring 2019
 - Physical Sciences, (PS 300), Physical Sciences (PS 301). Fall 2018
 - Physical Sciences, (PS 300), Physical Sciences (PS 301) and General Physics (PHYS 312). Spring 2018
 - Physical Sciences (PS 300), Physical Sciences (PS 301) General Chemistry (CHEM 305L), and General Physics (PHYS 350). Fall 2017
 - General Chemistry (CHEM 305) and two lab sections. Summer 2017
 - General Chemistry (CHEM 310) and Physical Science (PS301). Spring 2017
 - Physical Sciences (PS 300), Physical Sciences (PS301) and General Physics (PHYS 360L). Fall 2016
 - General Chemistry (CHEM 305) and two lab sections. Summer 2016
- Postdoc/Visiting Scientist, Cornell University.** Ithaca, NY 2015
Department of Plant Sciences.

- Mentored undergraduate students in conducting computational modeling such 3D protein structure modeling and docking simulations.
- Mentored students perform cell culturing of mammalian cells and general biochemistry techniques such SDS-PAGE and Western blots.
- Assisted students in the writing of papers, research proposals, research reports, and in the creation of research posters.

Teaching Assistant, *University of California, Davis*. Davis, CA 2006-2008

Worked with Professors Ken L. Hilt Ph.D, Larry Morand Ph.D, and LeAnn Lindsay Ph.D.

- Biochemistry Laboratory (BIS 120L). **Winter, 2006**
- Structure and Function of Biomolecules, (BIS 102). **Summer, 2008**

Instructor/Tutor, *The Learning Edge*. Sacramento, CA 1996-2004

Supervisors: Margaret Pearson MS and Carol Carpenter MS.

- Taught SAT-preparation skills
- Tutored Spanish, Math, Chemistry, and Physics
- Worked with students with special needs (dyslexia, ADHD & learning disabilities).

Instructor/Tutor, EOP Program, *California State University, Sacramento*. Sacramento, CA 1996-1997

Supervisors: Prof. Castellano.

- Tutored Math, Chemistry, and Physics to underrepresented students

Teaching Assistant, *California State University, Sacramento*. Sacramento, CA Fall, 1997

Worked with Professor Juanita Barrena, Ph.D. *Basic Biological Concepts* (BIO 10).

- Prepared reagents and solutions, as needed
- Set up labs and pre-tested experiments
- Assisted students in conducting lab experiments

RESEARCH EXPERIENCE

Researcher, *UC Davis, School of Medicine*. Sacramento, CA 2016-2018

Research Title: *Integrin-Glycosylation Structural Analysis and their Role in Cancer Metastasis*

Laboratory of Yoshikazu Takada, MD, Ph.D., Department of Dermatology, Biochemistry and Molecular Medicine.

- Glycoengineering the $\alpha 4\beta 1$ and the $\alpha 4\beta 1$ integrins by metabolic and chemoenzymatic glycoengineering
- Molecular Mechanics Simulations of \pm glycoengineered $\alpha 4\beta 1$ integrins

Postdoctoral Fellow/Visiting Scientist, *Cornell University*. Ithaca, NY 2014-2015

Research Title: *Glycobiology of Pancreatic Cancer/Glycosylation of Small Natural Molecules*

Laboratories of Mathew Paszek, Ph.D. Department of Chemical and Biomolecular Engineering. *Moved to a research & teaching position after April 2014 to the Department of Plant Sciences (See teaching experience).*

Analyzed the glycobiology of pancreatic cancer cells at various stages of the disease.

- Analyzed the relationship between metabolism and surface glycobiology on different pancreatic cancer cells.
- Glycosylation of Small Natural Products (SNP).
- Treatment of Cancer cell with SNP
- Mentoring undergraduate and graduate students in the laboratory.

Postdoctoral Fellow, University of California, Davis. Davis, CA

2013-2014

Research Title: *Novel ChemoEnzymatic Methods and Integrin Glycobiology*

Laboratory of Yoshikazu Takada, M.D. Ph.D. Department of Dermatology, Biochemistry and Molecular Medicine and Xi Chen, Ph.D. Department of Chemistry.

- Performed sialidase inhibitor studies by a computational modeling approach.
- Implemented novel chemoenzymatic methods to synthesize oligosaccharides.
- Implemented novel chemoenzymatic methods to label live CHO Cells.
- Glycoengineered the human $\alpha V\beta 3$ integrin on transfected CHO cells.
- Performed functional studies on the glycoengineered human $\alpha V\beta 3$ integrin.
- Mentoring undergraduate and graduate students in the laboratory.

Postdoctoral Scholar, University of Michigan. Ann Arbor, MI

2012- 2013

Research Title: *Glycobiology Analysis of Pancreatic Cancer Cells by Mass Spectrometry and Total Internal Reflection Fluorescence (TIRF) Microscopy.*

Laboratory of Kristina Hakansson, Ph.D. Department of Chemistry.

- Isolation and purification of membrane glycoprotein from pancreatic cancer cells
- Implementing FT-ICR MS techniques for the structural analysis of glycans from isolated glycoproteins
- Implementation of TIRF microscopy techniques for the colocalization of a specific subgroup of glycans on pancreatic cancer cells
- Mentored one undergraduate student
- Webmaster for the laboratory website: <http://www.umich.edu/~fticrms/>

Postdoctoral Fellow, Johns Hopkins University. Baltimore, MD

2009-2012

Research Title: *Metabolic Glycoengineering Cancer Cells to investigate different Adhesion Molecules and their Role in Cancer Metastasis*

Laboratory of Kevin J. Yarema, Ph.D. Department of Biomedical Engineering, School of Medicine.

- Implementation of metabolic glycoengineering techniques to modify glycan structures *in vitro*.
- Mastered mammalian cell culturing techniques. Isolated glycoproteins from mammalian cells, implemented surface plasmon resonance, RT-PCR, flow cytometry, migration-, adhesion-, and invasion-

assays to investigate the role of several adhesion molecules (e.g., CD44, integrins, and mucins) in cancer cell metastasis.

- Mentored two undergraduate and four graduate students.
- Organized and chaired the “Glycobiology of Cancer” Journal club.
- Webmaster for the laboratory website: <http://yaremlab.johnshopkins.edu/>

Graduate Researcher (Ph.D. research), *University of California, Davis, Davis, CA* 2004–2009

Research Title: *Surface Plasmon Resonance Analysis and Computational Modeling of Protein-Carbohydrate Interactions*

Laboratory of Jerry L. Hedrick, Ph.D. Department of Molecular & Cellular Biology.

- Elucidated molecular mechanism in reproductive biology.
- Oversaw the care of a large colony of frogs (~700 frogs). Performed surgical procedures on the frogs. Isolated glycoproteins from the vitalline envelope of *X. laevis* eggs at different stages of its path through the oviduct thus the need to surgically legate the oviduct at different places.
- Isolated oligosaccharides and glycoproteins from natural sources. Glycoproteins from the *Xenopus* vitalline envelope were isolated primarily by PAGE-SDS electrophoresis. Lectins from Salmon eggs were isolated by a series of techniques such HPLC, centrifugation, dialysis, and affinity chromatography.
- Webmaster for the laboratory website: <http://animalscience.ucdavis.edu/hedricklab/>
- Developed Surface Plasmon Resonance assays to investigate binding properties of lectins and gain valuable skills in glycobiology.
- Used computational modeling of macromolecules to theoretically predict molecular mechanisms to complement experimental data.
- Mentored undergraduate students.

Graduate Researcher (Master Theses), *CSU, Sacramento, Sacramento, CA* 2002–2004

Laboratory of Jerry L. Wilson, Ph.D. Department of Chemistry and Jose J. Granda, Ph.D. Department of Mechanical Engineering.

- Set up a complete microfluidic system for the electrophoretic separation of charged molecules
- Programmed the data acquisition program, *LabVIEW*, for data acquisition analysis, and display.
- Machined microchannel on glass substrate and thermally bound the microfluidic chip for the separation of charged molecules.
- Built the circuit for the signal amplification, filtering and acquisition from photosensitive diodes.
- Characterized the microfluidic system by separating a mixture of two organic dyes on a commercial Capillary electrophoresis system, Beckman P/ACE system, and the created microfluidic system.
- Research was published in a peer review journal (DOI: 10.1021/ed080p316)

Undergraduate Researcher. *CSU, Sacramento, Sacramento, CA* Senior Year

Laboratory of Jerry L. Wilson, Ph.D. Department of Chemistry.

- Performed SDS-PAGE, HPLC for purification of proteins, making buffers, and data analysis.
- Senior project: Isolation of Lysozyme from egg whites

PUBLICATIONS

- 1) **Ruben T. Almaraz** and Kevin Yarema. "Glycoengineering of human integrin $\alpha4\beta1$ expressed in Chinese hamster ovary cells: Implications of azide-modified sialosides", *Glycoconjugate Journal*. Submitted October 2018
- 2) **Ruben T. Almaraz**, Yoko Takada, and Yoshikazu Takada. N-Glycosylation of $\alpha V\beta3$ Integrin Modulates the Adhesion to Fibronectin. *Proteins*. In preparation
- 3) **Ruben T. Almaraz** and Yanhong Li. *Labeling Glycans on Living Cells by a Chemoenzymatic Glycoengineering Approach*. *Biology Open* (2017). PubMed PMID: [28500031](#)
- 4) **Ruben T. Almaraz** and Jerry L. Hedrick. Structural Modeling and Carbohydrate Binding Analysis of a Salmon Egg Rhamnose Binding Lectin. *In preparation*
- 5) **Ruben T. Almaraz**, Gustavo A. Barisone, Nannan Tao, Carlito Lebrilla, and Jerry L. Hedrick. Lectin Properties of CUB Domains Used to Tether a Serine Protease to its Biological Substrate. (*Molecular and Cellular Proteomics*. In preparation)
- 6) Yuan Tian, **Ruben T. Almaraz**, Caitlin Chio, Qing Kay Li, Danni Li, Punit Shad, Kevin J. Yarema, Hui Zhang. Targeted Identification of Cell-surface Sialoglycoproteins in Pancreatic Cancer Cells. *Clinical Proteomics* (2015) 12:11, PubMed PMID: [25987888](#)
- 7) **Ruben T. Almaraz**, Yuan Tian, Rahul Bhattacharya, Elaine Tan, Shih-Hsun Chen, Matthew R. Dallas, Li Chen, Zhen Zhang, Hui Zhang, Konstantinos Konstantopoulos, and Kevin J. Yarema. Metabolic Flux Increases Glycoprotein Sialylation: Implications for Cell Adhesion and Cancer Metastasis. *Molecular and Cellular Proteomics* (2012) 11:7, PubMed PMID: [22457533](#)
- 8) **Ruben T. Almaraz**, Udayanath Aich, Hargun S. Khanna, Elaine Tan, Rahul Bhattacharya, Shivam Shah, & Kevin J. Yarema. Metabolic Oligosaccharide Engineering with N-Acyl Functionalized ManNAc Analogues: Cytotoxicity, Metabolic Flux, and Glycan-display Consideration. *Biotechnology and Bioengineering* (2012) 109:4, PubMed PMID: [22068462](#)
- 9) **Ruben T. Almaraz**, Mohit Philip Mathew, Elaine Tan, and Kevin J. Yarema. Metabolic Oligosaccharide Engineering: Implications for Selectin-Mediated Adhesion and Leukocyte Extravasation. *Annals of Biomedical Engineering* (2011) 1-10, PubMed PMID: [22037949](#)
- 10) Elaine Tan, **Ruben T. Almaraz**, Hargun S. Khanna, Jian Du, & Kevin J. Yarema. Experimental Design Considerations for In vitro Non-Natural Glycan Display via Metabolic Oligosaccharide Engineering. *Current Protocols in Chemical Biology*. 2; 181-204, 2010, PubMed PMID: [23839968](#)
- 11) Jian Du, **Ruben T. Almaraz**, Elaine Tan, Kevin J. Yarema. Metabolic glycoengineering of sialic acids. *Sialobiology eBook*, 2010
- 12) Liang Zhao, **Ruben T. Almaraz**, Fan Xiang, Jerry L. Hedrick, and Andreas H. Franz. Gas-Phase Scrambling of Disulfide Bonds during Matrix-Assisted Laser Desorption/Ionization Mass Spectrometry Analysis. *Journal of the American Society for Mass Spectrometry* (2009)20:9, PubMed PMID: [19535267](#)
- 13) Haiqiang Yu, Kenji Murata, Jerry L. Hedrick, **Ruben T. Almaraz**, Fan Xiang, Andreas H. Franz. The disulfide bond pattern of salmon egg Lectin 24K from the Chinook salmon *Oncorhynchus tshawytscha*. *Archives of Biochemistry and Biophysics* (2007) 463, PubMed PMID: [17376392](#)
- 14) **Ruben T. Almaraz**, Maria Kochis. Microscale Capillary Electrophoresis: A Complete Instrumentation Experiment for Chemistry Students at the Undergraduate Junior or Senior Levels. *Journal of Chemical Education* (2003) 80, DOI: [10.1021/ed080p316](#)

PATENTS

- Kevin J. Yarema, Udayanath Aich, and **Ruben T. Almaraz**. “Use of high flux scfa-derivatized monosaccharides in recombinant glycoprotein production”. US Patent No. 20150191761 A1

ACKNOWLEDGED CONTRIBUTIONS

- 1) Christina S. Alves, Konstantinos Konstantopoulos. PDGF Suppresses the Sulfation of CD44v and Potentiates CD44v-Mediated Binding of Colon Carcinoma Cells to Fibrin under Flow. PLoS ONE 7(10): e41472, for technical support.
- 2) Luther Siu-Lun Cheung, Manu Kanwar, Marc Ostermeier, and Konstantinos Konstantopoulos. A Hot-Spot Motif Characterizes the Interface between a Designed Ankyrin-Repeat Protein and Its Target Ligand. Biophysical Journal v12, 407-416, for technical support.

POSTER PRESENTATIONS

- 1) **Rachel Neumann**, **Ruben T. Almaraz**. *Lectin Analysis of Pancreatic Cancer Cell Surface Glycoconjugates and their Implication on Metastasis*. University of Michigan Undergraduate Research Program (UIROP) Colloquium, 2013.
- 2) **Ruben T. Almaraz**, Kristina Hakansson, and Kevin J. Yarema. *Mucin Expression Differences in Pancreatic Cancer Progression: Implications in the Intake of Non-Natural Sugar Analogs*. 4th Charles Warren Workshop 2012.
- 3) **Ruben T. Almaraz**, Kristina Hakansson, and Kevin J. Yarema. *Mucin Expression Differences in Pancreatic Cancer Progression: Implications in the Intake of Non-Natural Sugar Analogs*. University of Michigan, Chemistry Department. The 5th annual Vaughan Symposium 2012.
- 4) **Ruben T. Almaraz**, Udayanath Aich, and Kevin J. Yarema. *Mucins expression Differences on Pancreatic Cancer Progression; Implications in the intake of non Natural Sugar Analogs*. The Baltimore-Washington Area Glycobiology Interest Group. First Annual Area-wide Glycobiology Poster Session, May 2012.
- 5) **Ruben T. Almaraz**, Yuan Tian, Rahul Bhattarcharya, Elaine Tan, Shih-Hsun Chen, Matthew R. Dallas, Li Chen, Zhen Zhang, Hui Zhang, Konstantinos Konstantopoulos and Kevin J. Yarema. *Metabolic Flux through the Sialic Acid Pathway Selectively controls Sialylation and Adhesion Processes involved in Metastasis*. The Baltimore-Washington Area Glycobiology Interest Group. First Annual Area-wide Glycobiology Poster Session, May 2012.
- 6) **Ruben T. Almaraz**, Udayanath Aich, and Kevin J. Yarema. *Metabolic GlycoEngineering; Labeling and Functional Impact on Cell Adhesion Molecules Implicated in Metastasis*. The annual San Diego Glycobiology Symposium, March 2012.
- 7) **Ruben T. Almaraz**, Yuan Tian, Rahul Bhattarcharya, Elaine Tan, Shih-Hsun Chen, Matthew R. Dallas, Li Chen, Zhen Zhang, Hui Zhang, Konstantinos Konstantopoulos and Kevin J. Yarema. *Metabolic Flux through the Sialic Acid Pathway Selectively Controls Sialylation and Adhesion Processes involved in Metastasis*. The annual San Diego Glycobiology Symposium, March 2012.
- 8) **Ruben T. Almaraz**, Udayanath Aich, Hargun S. Khanna, Elaine Tan, Rahul Bhattarcharya, Shivam Shah, & Kevin J. Yarema. *Metabolic Glycoengineering with N-Acyl Functionalized ManNAc Analogs: Cytotoxicity, Metabolic Flux, and Glycan-Display Considerations*. The annual San Diego Glycobiology Symposium, March 2012. Presented by Laura Alberch.
- 9) **Ruben T. Almaraz**, Yuan Tian, Rahul Bhattarcharya, Elaine Tan, Shih-Hsun Chen, Matthew R. Dallas, Li Chen, Zhen Zhang, Hui Zhang, Konstantinos Konstantopoulos and Kevin J. Yarema. *Metabolic Flux*

- through the Sialic Acid Pathway Selectively controls Sialylation and Adhesion Processes involved in Metastasis. Functional Glycomics Meeting, NIH, Bethesda, MD. July 2011.
- 10) **Ruben T. Almaraz**, Yuan Tian, Rahul Bhattacharya, Elaine Tan, Shih-Hsun Chen, Matthew R. Dallas, Li Chen, Zhen Zhang, Hui Zhang, Konstantinos Konstantopoulos and Kevin J. Yarema. "Cell Surface Glycan Engineering Through Metabolic Labeling: Implications for Cell Adhesion and Cancer Cell Metastasis". 1st Latin American Glycobiology Conference, Mexico. Aug. 2011.
 - 11) **Ruben T. Almaraz**, Yuan Tian, Rahul Bhattacharya, Konstantinos Konstantopoulos, Hui Zhang, and Kevin J. Yarema. *Metabolic Flux through the Sialic Acid Pathway Selectively controls the Sialylation and Activity of Adhesion Molecules involved in Metastasis*. Glycobiology Gordon Research Conference, Italy. May 2011.
 - 12) **Ruben T. Almaraz**, Gustavo A. Barisone and Jerry L. Hedrick. *Computational Modeling and Surface Plasmon Resonance Analysis of Carbohydrate-Protein Interactions*. The 12th Annual San Diego Glycobiology Symposium, 2009.
 - 13) **Zhiguo Li, Ruben T. Almaraz**, Jerry L. Hedrick, Fan Xian, Andreas H. Franz. *Mass spectrometric determination of the N- and C- termini of zona pellucida glycoproteins from X. laevis eggs*. The American Society for Mass Spectrometry (ASMS), 2007.
 - 14) **Haiqiang Yu, Ruben T. Almaraz**, Kenji Murata, Jerry L. Hedrick, Fan Xiang, Andreas H. Franz. *Structural determination of the N- and C- terminus in gp41, the predominant glycoprotein in the vitelline envelope of Xenopus laevis eggs*. The American Society for Mass Spectrometry (ASMS), 2006.
 - 15) **Ruben T. Almaraz**, Gustavo A. Barisone, Jerry L. Hedrick. *Computer Modeling of CUB Domains in Proteases: Binding and Enzymatic Predictions*, The American Society for Cell Biology, 2005.
 - 16) **Ruben T. Almaraz**, Gustavo A. Barisone, and Jerry L. Hedrick. *Understanding the Role of CUB Domains in Fertilization by Computer Modeling*. SACNAS, 2005 Conference.
 - 17) **Ruben T. Almaraz**, Gustavo A. Barisone, and Jerry L. Hedrick. *Computational Modeling of the Protease Oviductin; Potential Role of CUB Domains in ZPC Substrate Binding*. Reproductive Biology Colloquium, 2004.
 - 18) **Gustavo A. Barisone, Ruben T. Almaraz**, and Jerry L. Hedrick. *Are Alignments of Protein Secondary Structure Useful?* Reproductive Biology Colloquium, 2004.

INVITED TALKS

- 1) Ruben T. Almaraz, "Glycoengineering: Labeling, Drug Design, and Functional Impact on Cell Adhesion Molecules Implicated in Cancer" University of Alaska Southeast, Juneau, AK. April 17th, 2019. Invited Talk
- 2) Ruben T. Almaraz, "Particle in a box" College of St. Scholastica, Duluth, MN. Dec 14th, 2017. Invited Talk
- 3) Ruben T. Almaraz, "Ideal Gas Law" Mount Mercy University, Cedar Rapids, Iowa. Jan 8th, 2017. Invited Talk
- 4) Ruben T. Almaraz, "Deciphering the Role of Glycans through Glycoengineering" The National SACNAS Conference. Salt Lake City Utah., USA. Oct. 19-21, 2017. Talk and Panelist
- 5) Ruben T. Almaraz, "Glycoengineering: Labeling, Drug Design, and Functional Impact on Cell Adhesion Molecules Implicated in Cancer" The National SACNAS Conference. Washington, D.C., USA. Oct. 29-31, 2015. Talk and Panelist
- 6) Ruben T. Almaraz, "Cell surface glycan structural determination by mass spectroscopy". Third Latin American Glycobiology Congress, Guanajuato, Mexico. Sept. 2015. Invited Talk
- 7) Ruben T. Almaraz, "Glycoengineering: Modifying the Sugar Coat of Living Cells" The National SACNAS Conference. Los Angeles, California, USA. Oct. 16-18th, 2014. Talk and panelist
- 8) Ruben T. Almaraz, "Metabolic GlycoEngineering: Labeling and Functional Impact on Cell Adhesion Molecules Implicated in Metastasis". 2nd Latin American Glycobiology Conference, UNAM México City, México. Aug. 2013. Invited Talk

- 9) Ruben T. Almaraz, "*The Glycobiology of Cancer*" The National SACNAS Conference. Seattle, Washington, USA. Oct. 11-14th, 2012. Talk and Panelist
- 10) Ruben T. Almaraz, "*Mucin Expression Differences in Pancreatic Cancer Progression: Implications in the Intake of Non-Natural Sugar Analogs.*" 4th Charles Warren Workshop 2012. Complex Carbohydrate Research Center Athens, Georgia, USA. Poster talk
- 11) Ruben T. Almaraz, "*Cell Surface Glycan Engineering Through Metabolic Labeling: Implications for Cell Adhesion and Cancer Cell Metastasis*". 1st Latin American Glycobiology Conference. Oaxaca, Mexico. Aug. 2011. Invited Talk
- 12) Ruben T. Almaraz, "*Surface Plasmon Resonance Analysis and Computational Modeling of Protein-Carbohydrate Interactions*" University of California, Davis, Department of Animal Science. Nov. 2008. Talk
- 13) Ruben T. Almaraz. "*Surface Plasmon Resonance Analysis and Computational Modeling of Protein-Carbohydrate Interactions*". San Francisco State University, Department of Chemistry. Oct. 2008.

AWARDS/FELLOWSHIPS

- NCI Diversity Supplement Fellowship 2010-2012
- GRC-Carl Storm Underrepresented Minority Fellowship April 8-13, 2011
- UC Dissertation-Year Fellowship 2007- 2008
- NIH-IMSD Fellowship 2007- 2008
- NICHD Fertilization & Early Development Traineeship, UC Davis 2004- 2006
- Graduate Equity Fellowship, CSUS 1998- 1999

COMMUNITY AND ACADEMIC ENGAGEMENT

- 1) **STEM outreach for Cub Scout Pack**, American River College April 09, 2018
- 2) **STEM Fair** for local High School students, American River College March 10, 2018
- 3) **Volunteer Judge**, 2nd Latin American Glycobiology Conference, Graduate and Undergraduate Posters and Poster Talks Sept 2-5 2015
- 4) **Volunteer Judge**, SACNAS National Meetings Scientific, Graduate and Undergraduate Posters and Talks 2010-Present
- 5) **Volunteer Editor/Reviewer** of Scientific Abstracts Submitted by Undergraduate and Graduate students for the SACNAS National Meeting 2010-Present
- 6) **Volunteer webmaster** for the Animal Science Department, Fertilization & Early Development, and the Designated Emphasis in Reproductive Biology at UC Davis. 2004-2009
<http://animalscience.ucdavis.edu/>
<http://animalscience.ucdavis.edu/reprobio/> <http://animalscience.ucdavis.edu/DERB/>
- 7) **Volunteer Science/Math Tutor** for the Academic Achievement Center/Educational Opportunity Program (AAC/EOP) at CSU, Sacramento 1996-1997
- 8) **Volunteer Science Tutor** for the Mathematics Engineering Science Achievement (MESA) Program at CSU, Sacramento 1999-2009
- 9) **Volunteer** Organizing the Reproductive Biology Colloquium at UC Davis 2004-2007

PROFESSIONAL DEVELOPMENT

- 1) **Associate Editor, American River Review** **Fall 2018**
Associate Editor for the Creative Nonfiction (CNF) part of the American River Review at American River College (2019 and 2020 Editions)
- 2) **Took and passed a course in Making Campus Safe for LGBTQ+ Students** **April 2019**
Course sponsored by Keenan *safe*COLLEGE TRAINING
- 3) **Completed a course in “Youth Suicide: Awareness, Prevention and Postvention”** **Oct 2018**
Course sponsored by Keenan *safe*COLLEGE TRAINING
- 4) **SWW-SACNAS Writing Workshop** **Oct 28, 2015**
A one-day workshop on scientific writing by BioScience Writers (biosciencewriters.com), which included lectures and discussions.
- 5) **FASEB Leadership Development & Grant Writing Workshop** **August 25-27, 2011**
A two days workshop which included lectures, interactive sessions, and group discussions.
- 6) **SACNAS Summer Leadership Institute (SLI)** **July 20-24, 2009**
The SLI coaches and motivates selected underrepresented minority scientists who wish to master the skills necessary to lead institutional transformation.
- 7) **Institutional Research and Academic Career Development Award (IRACDA)** **2004-2007**
As a member of the Hedrick Laboratory where Prof. Hedrick was the director of the IRACDA program at UC Davis, I participated in different teaching, grant writing, mentoring and Laboratory management workshops for about three years.

PROFESSIONAL MEMBERSHIPS

- Society for the Advancement of Chicanos and Native American in Science ([SACNAS](#)) **1998-Present**
- American Society of Biophysics **2004-Present**
- The Society for Glycobiology **2011-Present**
- [LGBT+physicists group](#) **2018-Present**

UBSP – Physical Science Course Syllabus (tentative)
Introduction to Physical Science, Summer 2019
American River College

Lecture Instructor: Dr. Ruben T. Almaraz
E-mail: almarar@arc.losrios.edu or rtalmaraz@ucdavis.edu
Office Hours: By appointment
Course website: <https://ic.arc.losrios.edu/~almarazr/S19-SBSP/>

Course Content:

This course covers the fundamental concepts of physics and chemistry. It is designed for the student with little or no science background.

Learning Outcomes and Objectives:

Upon completion of this course, the student will be able to:

- Test the validity of a hypothesis using the scientific method.
- Analyze and set up measurements of physical quantities and convert units of physical quantities via the use of dimensional analysis.
- Collect, analyze, and present experimental data.
- Tabulate, graph, and interpret various experimental measurements and calculated results.
- Use instruments such as a protractor, mass balance, timer, ohmmeter, and voltmeter.
- Write a well-organized and complete lab report.
- Describe the atomic theory and interpret the periodic table.
- Name and write formulas of elements, ions, and ionic and molecular compounds as well as organic molecules.
- Draw Lewis Dot Structures (LDS), describe chemical bonds, and solubility of substances.
- Classify, distinguish, and contrast the classes and structural features of organic and biological compounds.

Textbooks:

Physics: <https://openstax.org/details/books/college-physics>

Chemistry: <https://openstax.org/details/books/chemistry>

Advisory: Algebra with a C grade or better

Class Website:

I will be using the following website, <https://ic.arc.losrios.edu/~almarazr/S19-SBSP/>, to disseminate information to the class. It is here that you will find class announcements, HW assignments, and course documents. I encourage you to check this site on a daily basis to keep up to date with the class.

Science Project:

A project will be assigned for those students demonstrating an interest in STEM fields. The project is designed to enhance the student understanding of a specific area of science or engineering.

HW Format:

- There will be homework assignments every week. I highly advise for assignments to be printed out. If you chose to handwrite your assignments, make sure it is readable. You may work with classmates, but you must type and print out your own assignment. You may not work together and print out two copies of the same file
- Staple multiple pages together.

- Answer each problem in complete sentences. Single word answers and/or incomplete sentences are not acceptable.

Worksheets:

There will be an in-class worksheet for you to work during each class period. After a lecture, you will break up into groups of no more than four to work together on a worksheet. The worksheets will test your understanding of the assigned reading and what was covered in the lecture.

Exams, Quizzes:

There will be two exams and four quizzes. The exact dates are shown on the Tentative Schedule (see below). Any changes to these dates will be given well in advance. Quizzes will cover pertinent material currently being covered in the text, lectures, and laboratories.

Laboratory Report:

- For each lab period, you will be given a handout that will instruct you on the experiment for that day. You are to perform the lab and answer the questions on the handout.
- You are encouraged to discuss issues about the experiment with members of your group. However, you should not discuss or share data with other groups.
- All data should be written in pen and staple all tables and graphs, with the correct format, to the back of your report in a sequential manner.
- Lab reports are due at the end of the lab period in which the lab is done unless otherwise specified.

<p>Assessment:</p> <ul style="list-style-type: none"> • Participation 5.0 % • Homework 7.5 % • Quizzes 5.0 % • Worksheets 7.5 % • 2 Exams 35.0 % (17.5 % each) • Laboratory <u>40.0 %</u> 100 % 	<p>Grading Policy:</p> <p>This is a pass no pass grading system.</p> <p>Pass \geq (70%) > No pass</p>
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Extra Credit:

Limited extra credit will be available throughout the semester. Extra credit cannot be used to raise a grade from a "No Pass" to a "Pass" but will be applied in all other situations.

Make-up, Late Work:

- Homework – no late homework will be accepted, no exceptions.
- In-class assignments – there are no make-ups for these, no exceptions;
- Tests and lab make-up are not generally given unless there are extreme circumstances.

Attendance:

A critical component of this course derives from your active participation in class, your reading, and your participation on the group's worksheets. I reserve the right to employ the College's policy on attendance. Students are responsible for validating excused absences in writing within one week of the absence. "Excused" absences include the following:

- Illness or injury that is documented by a letter from a physician or health professional.
- "Mental duress" (divorce, the death of friend or family member) that is documented in writing.

- Officially sanctioned and sponsored university athletic, music, theater travel that is documented by a letter by the appropriate university official.
- Required court appearances that are documented by a letter from the clerk of the court.

Classroom Conduct:

While uncommon, every once in a while a student who is abusive and/or disruptive enrolls. I expect all my students to behave appropriately in a college classroom. This means that one must at all times show respect for fellow classmates and the instructor. Abusive and/or disruptive behavior may include willful disobedience, habitual profanity or vulgarity, personal attacks, disruption of instruction or class activity, dishonesty, cheating plagiarism, or any other violation of the official "Student Rights and Responsibilities" as established by the college. At my discretion, students who are abusive or disruptive may be excused for the remainder of the class period and for the following class period.

In addition to these academic sanctions, disciplinary action may be taken in any case of academic misconduct. Such action may include:

- Receive a warning that continued misconduct will result in further disciplinary action.
- Be placed on disciplinary probation for a specific period.
- Be removed from the class.

Please turn off all beepers, cell phones, and watch alarms that make noise before coming into class. They are a serious distraction in college classes and cannot be tolerated. The lecture and lab periods are "phone-free" zones. Please instruct relatives or friends to call campus security in case of an emergency. Security will look up the class in the system and then send someone to the class.

Week	Date	Lecture	Laboratory Activity
1	6/10/19	-Introduction -Measurements	
1	6/11/19		Measurements lab
1	6/12/19	-Sig figs. -Rules-SigFigs	
1	6/13/19		Graphs, velocity, acc. lab
2	6/17/19	Quiz 1, -Motion	
2	6/18/19		Motion lab
2	6/19/19	Electricity	
2	6/20/19		Electricity lab
3	6/24/19	Quiz2, -Magnetism	
3	6/25/19		Magnetism demos, Electrical Potential lab
3	6/26/19	-E1-Review, Atom & -Nuclear Physics	
3	6/27/19		Volume by water displacement lab
4	7/1/19	Exam 1: Physics: Metric System to Magnetism -Nuclear Chemistry	
4	7/2/19		Nuclear Chemistry lab
4	7/3/19	-Nuclear Chemistry, Compounds & Nomenclature	
4	7/4/19		Nomenclature lab
5	7/8/19	-Bonding	
5	7/9/19		Bonding lab
5	7/10/19	-O-chem	
5	7/11/19		O-chem lab
6	7/15/19		
6	7/16/19	-Review	
6	7/17/19		Exam 2: Metric System to O-chem

NAKIA EDWARDS
2034 San Juan Road, #265
Sacramento, CA 95833
(707) 676-0126
NKEDWARDS32@GMAIL.COM

SUMMARY OF QUALIFICATIONS

Over 20 years of professional experience in teaching, designing curriculum, analyzing, researching, critical thinking, supervising and promoting a positive, productive, team-based work environment.

EDUCATION

California State University Sacramento Bachelor of Science Business Administration – Accounting	1998
University of Phoenix Masters of Arts in Education - Curriculum & Instruction	2009
National University Mathematics w/ Single Subject Credentialing	July 2017 August 2017
Mathematics degree obtained	June 2015

EXPERIENCE

Alexander Twilight Secondary Academy

Teacher - 6th Grade Mathematics 06/2016 – Present

Develop and implement standards-aligned, measurable, ambitious and feasible goals to increase student achievement. Use Common Core State Standards to: internalize lessons, backwards plan using Exit Tickets, develop unit plans, and create rigorous, objective-driven lesson plans. Design differentiated plans for individual students with IEPs/504 learning plans to support active learning and critical thinking skills. Evaluate and track students' performance using effective data analysis processes and collaboration with other grade level math teachers. Create a culture of high expectations for learning and apply core teacher skills. Analyze student products throughout lessons, assess extent to which all students receive opportunities to demonstrate their learning, and extent to which all students make progress towards learning goals.

St. Hope Public School 7

Teacher – 8th Grade English Language Arts & RTI Instructor 09/2014 – 06/2016

Develop and implement standards-aligned, measurable, ambitious and feasible goals to increase student achievement. Use Common Core State Standards to: backwards plan, develop unit and long term pacing plans, and create rigorous, objective-driven lesson plans. Design differentiate plans for individual students that facilitate active learning and critical thinking. Engage and challenge students in learning by checking for understanding using effective questioning strategies and student practice. Evaluate and track students' performance. Use data effectively to design differentiated plans for individual students to ensure student comprehension and achievement of material. Create a culture of respect and equity including high expectations for learning. Create a culture of high expectations for learning.

MIT Academy Charter School

Teacher - Mathematics, Algebra I, Algebra II, Geometry

08/2006 - 06/2014

Developed and implemented math curriculum and instructional activities based on California Math Standards. Designed individualized lessons that facilitated active learning and critical thinking in a safe environment. Collaborated with other subject matter teachers in designing curriculum for after school programs that would enrich students' learning skills. Prepared curriculum as the Student Advisory Lead to educate students on the Six Pillars of Character. Developed and utilized classroom rules that encouraged a safe learning environment and were based on district and school policies. Maintained student records (grades and attendance) as required by district policies and state regulations. Used student records to evaluate student progress and if necessary, create personalized lessons to aid the student's development. Kept current with state laws and educational methods that impacted curriculum taught. Organized, participated, and mentored students in extracurricular activities: school events, sporting activities, and student organizations.

America's Choice High School

Teacher - Mathematics, Algebra I

08/2003 - 06/2006

Developed and implemented math curriculum and instructional activities based on California Math Standards. Designed individualized lessons that facilitated active learning and critical thinking in a safe environment. Created lesson plans with clear objectives and expectations. Provided a variety of manipulative tools, resources, and used relevant technology to support instruction. Observed and evaluated performance growth through formative and summative assessments. Provided students with feedback frequently in order to ensure progress.

Sacramento High School

Teacher - Mathematics, Algebra I

01/1999 - 06/2003

Planned, implemented, monitored and assessed creative, dynamic classroom instructional programs, inclusive of ELL strategies. Provided guidance on educational and social matters including continuing education and future career opportunities. Collaborated with faculty in developing tutorial programs based on analysis and research. Provided motivation to students in an effort to increase interest in higher learning. Fostered meaningful relationships among students through team-work community service projects.

Boards and Commissions

William Lee College Prep Charter School Site Council Member

2013-2014

WASC Parent Involvement Board

2011-2012

WASC Committee Member

2002-2003, 2009-2010

Training and Certificates

Eureka Math Curriculum

iLearn/iPass

STEM - Science Technology Engineering & Mathematics Integration Training

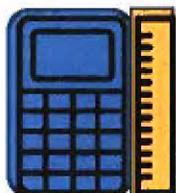
California Common Core Training

America's Choice Design

National Evaluation System Test Evaluator

Tribes Learning Community

Integrated & EAP Math



INSTRUCTOR:

Ms. Nakia Edwards

nkedwards32@gmail.com

Room#:D102

Office Hours: M-TH 1:15 - 3PM



Remind App Codes:

ARC UPWARD BOUNF

Integrated Math

@2g9dd9

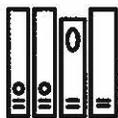


REQUIRED TEXT & MATERIALS:

Interactive Notebook

Pencil/writing utensil

calculator



RESOURCES:

Google Classroom

8g1mie

CLASS OVERVIEW:

The Integrated Pathway is made up of three courses (Mathematics I, II, and III). The Integrated Math courses follow the structure beginning in the K-8 standards of presenting math as a varied, orderly subject, and is the way most other high performing countries present higher mathematics. Each course contains standards selected from the six high school conceptual categories, which were written to encompass the scope of content and skills to be addressed throughout grades 9–12 rather than through any single course. (scoecurriculum.net, 2019).

COURSE OUTLINE: INTEGRATED MATH

Weeks:	Units/Projects
Week 1	MATH I TOPICS
Week 2	MATH I & II TOPICS
Week 3	MATH II TOPICS
Week 4	MATH II & MATH III TOPICS
Week 5	MATH III TOPICS
Week 6	MATH III TOPICS & FINAL



Integrated Math

COURSE SYLLABUS

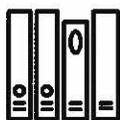
ACADEMIC OWNERSHIP:

Students are able to persevere through challenging work by 'consistently & persistently' solving problems, providing feedback to peers, discussing, writing, & demonstrate ability to justify their mathematical reasoning.



STUDYING REQUIRED:

Studying is an important part of the process of learning. Supports the retention of skills sets, concepts, and vocabulary necessary to be successful.



ACTIVE PARTICIPATION:

Key to successful learning. "Active" means students are engaged with materials, asking clarifying questions to help drive them towards success, and collaborate effectively & positively with peers.

ACADEMIC RESPONSIBILITY GRADING POLICY (20%):

Provides students an opportunity, in or out of class, to practice skill sets & concepts. Includes, but not limited:

- Digital Classwork and/or Homework
- Digital Concept Tasks (Google, Boomlearning, Quizlet)

SUMMATIVE GRADING POLICY (45%):

Provides students an opportunity to demonstrate individual mastery of skill sets & concepts.

Includes, but not limited:

- Quizzes
- Unit Summative
- Final Summative

REQUIREMENTS: All Power Assignments must be passed at 70% or higher. If not students are **required** to attend tutoring hours to review material

- All summatives, except **FINAL**, can be re-taken
 - Retake Options:
 - Alternative Summative
- Summatives <70% will be considered **Incomplete** until students have reached the 70% goal.
- An **Incomplete** counts as a zero.
- Allowed 1 index card containing rules, procedures, etc.

FORMATIVE GRADING POLICY (35%):

Provides opportunities for students to assess their understanding & feedback to support progression to mastery. Includes, but not limited:

- Exit Tickets
- Team Performance Tasks
- Test Corrections



Integrated Math

COURSE SYLLABUS

INTEGRATED MATHEMATICS

CLASSROOM NORMS PURPOSE:

Classroom norms are behavioral expectations which inform us how we are expected to engage with our peers and teachers, as well as learning resources. Norms are the foundation for building a safe environment for all participants.

CHARACTER TRAITS:

Grit

Locus of Control

Integrity

Respect

Perseverance

Determination

Cooperation

Optimistic

Patient

Kindness

Confidence

Resourcefulness

Decisiveness

Proactive

INTEGRATED MATHEMATICS CLASSROOM NORMS:

1. 100% PRESENT & READY
2. BE POSITIVE & RESPECTFUL
3. HELP & ENCOURAGE EACH OTHER
4. TRY AT ALL TIMES
5. ASK QUESTIONS
6. FOCUS
7. STAY ON TASK
8. NO, NONSENSE

INTEGRATED MATH STUDENTS

To ensure that parents/guardians and students are aware of the guidelines and expectations for this class please sign, date and **return this page only** with your student. Students receive homework **credit** for returning this sheet. I appreciate your time and cooperation.

Student Name

Print: _____

Student Signature: _____

Date: _____

Parent/Guardian

Signature: _____

Date: _____

Is there anything you feel I should know about your child to help them be more successful in my class? Feel free to email me at nkedwards32@gmail.com.

Lori L. Fox
146 Carlsbad Circle
Vacaville, CA 95687
(707) 330-0104
Lorilanefox@gmail.com

EMPLOYMENT:

Los Rios Community College District

Adjunct Faculty, English August 2015 to Present
American River College/Folsom Lake
College/Natomas Center/El Dorado
Center
(ENGWR 95/96 WAC, 101, 300, 301, 302)

John Swett Unified School District

Substitute Teacher (6-12th grade plus November 2015 to Present
Special education at continuation school)

Art Institute of California—Sacramento/EDMC

Adjunct Faculty, General Education (English September 2012 to December 2018
composition, transitional English creative
writing, creative non-fiction, genre literature,
college success, GE Capstone,
Visual Language and Culture)
Committees (Library, Faculty Development)
*Faculty of the Year 2015

Freelance copyeditor/book reviewer/writer

1995-present

Art Institute of Las Vegas/EDMC

Full time Faculty, English/Liberal Studies (English January 2008 to September 2012
composition, world literature, American literature,
anthropology, mythology, creative writing, speech/
communications, world civilizations) Committees (Faculty
Development, Library)
Volunteer work with Student Affairs
Assistance with ACICS Accreditation process
*Faculty of the Year 2010

Nevada State College

Adjunct Faculty, English August 2005 to January 2010
(English composition, government, world civilizations)
(online, face-to-face, and hybrid classes)
Committees (Diversity)

Solano Community College 2001 to 2005
Adjunct Instructor, English
(English composition, literature, critical thinking)
*Faculty of the Year 2003/2004

Sierra College 1999 to 2005
Instructor, English
(English composition, children's literature)
(face-to-face and tv distance learning classes)

EDUCATION:

California State College, East Bay M.A., English Dec. 1992
(Emphasis on mythology and medieval literature)

University of California at Davis B.A., English Dec. 1985
(Minors in cultural anthropology and Native American Studies)

REFERENCES: Available upon request

English
ARC Upward Bound

Professor Lori Fox

Contact information:

Email: lorilanefox@gmail.com

Cell: (707) 330-0104 (after 7 a.m. and before 9 p.m.)

Materials needed:

1. Books:
 - a. *Freedom Writers' Diary* by The Freedom Writers with Erin Gruwell
 - b. *The Elephants of Style* by Bill Walsh
 - c. A book of your choice from any banned book list (google it)
2. Journal for writing non-stops and reflections
3. Notebook and pens for taking notes
4. Pens and highlighters for annotating books
5. Commitment to yourself and this class
6. Crayons or markers
7. Computer access for typing papers
8. Imagination and willingness to have fun

Class Rules:

1. Respect yourself and others.
2. Attend class on time with your homework completed.
3. Complete all assignments.
4. Text or email me if you are going to be absent.
5. Check the syllabus BEFORE you ask me what the homework is.
6. If you are absent, arrange for a classmate to take notes for you.
7. Manage your time wisely.

You are beginning this class with an A. It is your job to keep that A by following the rules listed above. Because writing is a process, and mistakes are your best learning opportunities, you may revise every paper for a better grade.

Week 1 (June 10-13):

- Introductions
- Go over syllabus and requirements

- Journaling and non-stops
- How we learn/learning styles
- Importance of writing/using it in the future
- Banned book lists (choose a book by Wednesday, June 12)
- "I Halve a Spelling Checquer" poem
- The importance of commas
- *Bird by Bird* quotes
- *The Four Agreements* by Don Miguel Ruiz
- Time management
- "How Teachers Make Children Hate Reading" (essay) by John Holt
- "Schools Kill Creativity" by Sir Ken Robinson (TED.com)
- The Writing Process/The Nine Steps of Writing
- "Austin's Butterfly" vimeo/youtube
- The importance of revisions and how to do them
- Paragraphs: write about a positive experience you've had with reading and writing (1 paragraph each)
- "The Power of Personal Narrative" by J. Christian Jensen (TEDxBYU)
- Narrative writing: how to, transitions, dialog, chronological order, verb tense, scene vs. summary, show don't tell
- Descriptive writing: how to, using your 5 senses and figurative language, show don't tell
- Monsters (**bring crayons or markers for Wednesday**)
- Paragraphs: Objective vs. Subjective
- How to annotate a piece of writing
- **Homework:** Read *Elephants* pp. 1-42 for Scenario on Thursday; Read *Freedom Writers'* pp. 1-107 (Freshman year and Sophomore year); Journals/reflections; choose banned book by Wednesday and begin reading it; write **objective vs. subjective paragraph, rough draft due Thursday (June 13)**

Week 2 (June 17-20):

- **Final draft: Objective vs. subjective paragraphs due Monday (June 17)**
- Non-stops and journals/reflections
- Discuss readings
- Stress less
- Where are you with your banned books?
- Scenario of *Elephant* chapters (Thursday)
- "How Books Can Open Your Mind" by Lisa Bu on Ted. Com
- Marks on your papers and what they mean
- Sentence and paragraph variety, numbers 0-100 (word) 101+ (number)
- Thesis statements
- "Inside the Mind of a Master Procrastinator" by Tim Urban on Ted.com
- **Process Analysis: how to do something—group writing assignment (Tuesday & Wednesday)**
- **Homework:** Read *Elephants* pp. 43-71 for Scenario on Thursday; Read *Freedom Writers'* pp. 108-190 (Junior year); journals/reflections

Week 3 (June 24-27):

- Non-stops and journals/reflections
- Writer's workshop
- Scenario of *Elephant* chapters (Thursday)
- "Doodlers Unite!" by Sunni Brown on Ted.com
- Discuss readings
- Banned book check in
- Your personal narrative: essay structure, tone, audience, finding your voice; **5 paragraph essay; rough draft due Monday, July 1; final draft due Wednesday, July 3**
- The stories we tell
- **Homework:** Read *Elephants* pp. 71-106 for Scenario on Thursday; Read *Freedom Writers'* pp. 192-277 (Senior year + Epilogue); work on **personal narrative essay (rough draft due July 1; final draft due July 3)**; journals/reflections

Week 4 (July 1-4): **July 4th HOLIDAY**

- Peer reviews of **personal narrative essay (Monday); final draft due Wednesday**
- Revising and editing (Tuesday)
- Non-stops and journals/reflections
- Writer's workshop
- Scenario of *Elephant* chapters (Wednesday)
- Banned book check in
- **Freedom Writers movie** (Tuesday & Wednesday)
- **Homework:** Read *Elephants* pp. 107-157 for Scenario on Wednesday; journals/reflections

Week 5 (July 8-11):

- Non-stops and journals/reflections
- Banned book check in
- Discuss readings
- Scenario of *Elephant* chapters (Thursday)
- Persuasive writing
- Logos, Pathos, Ethos
- How-to: Banned book review and Banned book presentation
- **Rough draft Banned book review due Thursday (July 11)**
- Writer's workshop/peer reviews Thursday
- Banned book presentation sign ups Wednesday
- **Homework:** Read *Elephants* pp. 157-177 for Scenario on Wednesday; **final draft of Banned book review due Monday (July 15)**

Week 6 (July 15-18):

- Non-stops and journals/reflections
- Banned book check in
- Discuss readings
- Scenario of *Elephant* chapters (Wednesday)
- In-class writing (Thursday): Self-reflections: What were your strengths in this class? What could you improve upon? If you knew then what you know now: tips for acing this class. What will you take with you from this class?
- **Banned book review essay due Monday (July 15)**
- **Banned book review presentations on Tuesday and Wednesday (July 14 & 15)**
- **Homework: Finish banned book review and presentation**

Center High School
3111 Center Ct Ln,
Antelope, CA 95843

Student Name: Arianna Harris
Year of Graduation: 2022

Subject	Final Grade	Credits
Physical Science	B	5

Dear Center High School Registrar,

This grade report is to certify that, Arianna Harris, participated in the American River College Upward Bound Classic Summer Program. Students were assigned one class and completed 120 hours of instruction and tutoring for the six week long program.

Please record this information to the student's high school transcripts according to district policy. Please feel free to call us if you need additional information or if you have questions.

We can be reached at (916) 485-6023

Sincerely,

Maricela Juarez
Project Director
Upward Bound Program
American River College
4700 College Oak Drive
Sacramento, CA 95841



**TRiO UPWARD
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AMERICAN RIVER COLLEGE

Center High School
3111 Center Ct Ln,
Antelope, CA 95843

Student Name: Ignacio Juarez
Year of Graduation: 2022

Subject	Final Grade	Credits
Physical Science	A	5

Dear Center High School Registrar,

This grade report is to certify that, Ignacio Juarez, participated in the American River College Upward Bound Classic Summer Program. Students were assigned one class and completed 120 hours of instruction and tutoring for the six week long program.

Please record this information to the student's high school transcripts according to district policy. Please feel free to call us if you need additional information or if you have questions.

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4700 College Oak Drive
Sacramento, CA 95841



**TRiO UPWARD
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AMERICAN RIVER COLLEGE

Center High School
3111 Center Ct Ln,
Antelope, CA 95843

Student Name: Josiah Williams
Year of Graduation: 2022

Subject	Final Grade	Credits
Physical Science	C	5

Dear Center High School Registrar,

This grade report is to certify that, Josiah Williams, participated in the American River College Upward Bound Classic Summer Program. Students were assigned one class and completed 120 hours of instruction and tutoring for the six week long program.

Please record this information to the student's high school transcripts according to district policy. Please feel free to call us if you need additional information or if you have questions.

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American River College
4700 College Oak Drive
Sacramento, CA 95841



**TRiO UPWARD
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AMERICAN RIVER COLLEGE

Center High School
3111 Center Ct Ln,
Antelope, CA 95843

Student Name: Raymeshia Hill
Year of Graduation: 2022

Subject	Final Grade	Credits
Physical Science	A	5

Dear Center High School Registrar,

This grade report is to certify that, Raymeshia Hill, participated in the American River College Upward Bound Classic Summer Program. Students were assigned one class and completed 120 hours of instruction and tutoring for the six week long program.

Please record this information to the student's high school transcripts according to district policy. Please feel free to call us if you need additional information or if you have questions.

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4700 College Oak Drive
Sacramento, CA 95841



**TRiO UPWARD
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AMERICAN RIVER COLLEGE

Center High School
3111 Center Ct Ln,
Antelope, CA 95843

Student Name: Sandra Nguyen
Year of Graduation: 2022

Subject	Final Grade	Credits
Physical Science	A	5

Dear Center High School Registrar,

This grade report is to certify that, Sandra Nguyen, participated in the American River College Upward Bound Classic Summer Program. Students were assigned one class and completed 120 hours of instruction and tutoring for the six week long program.

Please record this information to the student's high school transcripts according to district policy. Please feel free to call us if you need additional information or if you have questions.

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Sacramento, CA 95841



**TRiO UPWARD
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AMERICAN RIVER COLLEGE

Center High School
3111 Center Ct Ln,
Antelope, CA 95843

Student Name: Aiden Gutierrez
Year of Graduation: 2023

Subject	Final Grade	Credits
Math 1	B	5

Dear Center High School Registrar,

This grade report is to certify that, Aiden Gutierrez, participated in the American River College Upward Bound Classic Summer Program. Students were assigned one class and completed 120 hours of instruction and tutoring for the six week long program.

Please record this information to the student's high school transcripts according to district policy. Please feel free to call us if you need additional information or if you have questions.

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Sacramento, CA 95841



**TRiO UPWARD
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AMERICAN RIVER COLLEGE

Center High School
3111 Center Ct Ln,
Antelope, CA 95843

Student Name: Barkha Kaur
Year of Graduation: 2023

Subject	Final Grade	Credits
Math 2	B	5

Dear Center High School Registrar,

This grade report is to certify that, Barkha Kaur, participated in the American River College Upward Bound Classic Summer Program. Students were assigned one class and completed 120 hours of instruction and tutoring for the six week long program.

Please record this information to the student's high school transcripts according to district policy. Please feel free to call us if you need additional information or if you have questions.

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American River College
4700 College Oak Drive
Sacramento, CA 95841



**TRiO UPWARD
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AMERICAN RIVER COLLEGE

Center High School
3111 Center Ct Ln,
Antelope, CA 95843

Student Name: Elisia Abbott
Year of Graduation: 2020

Subject	Final Grade	Credits
Math 1	C	5

Dear Center High School Registrar,

This grade report is to certify that, Elisia Abbott, participated in the American River College Upward Bound Classic Summer Program. Students were assigned one class and completed 120 hours of instruction and tutoring for the six week long program.

Please record this information to the student's high school transcripts according to district policy. Please feel free to call us if you need additional information or if you have questions.

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4700 College Oak Drive
Sacramento, CA 95841



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AMERICAN RIVER COLLEGE

Center High School
3111 Center Ct Ln,
Antelope, CA 95843

Student Name: Isaiah Savala
Year of Graduation: 2023

Subject	Final Grade	Credits
Math 1	B	5

Dear Center High School Registrar,

This grade report is to certify that, Isaiah Savala, participated in the American River College Upward Bound Classic Summer Program. Students were assigned one class and completed 120 hours of instruction and tutoring for the six week long program.

Please record this information to the student's high school transcripts according to district policy. Please feel free to call us if you need additional information or if you have questions.

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Sacramento, CA 95841

Center High School



**TRiO UPWARD
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AMERICAN RIVER COLLEGE

Center High School
3111 Center Ct Ln,
Antelope, CA 95843

Student Name: Laura DeGeorge
Year of Graduation: 2021

Subject	Final Grade	Credits
Math 3	B	5

Dear Center High School Registrar,

This grade report is to certify that, Laura DeGeorge, participated in the American River College Upward Bound Classic Summer Program. Students were assigned one class and completed 120 hours of instruction and tutoring for the six week long program.

Please record this information to the student's high school transcripts according to district policy. Please feel free to call us if you need additional information or if you have questions.

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Sacramento, CA 95841



**TRiO UPWARD
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AMERICAN RIVER COLLEGE

Center High School
3111 Center Ct Ln,
Antelope, CA 95843

Student Name: Madison Rahlf
Year of Graduation: 2022

Subject	Final Grade	Credits
Math 3	A	5

Dear Center High School Registrar,

This grade report is to certify that, Madison Rahlf, participated in the American River College Upward Bound Classic Summer Program. Students were assigned one class and completed 120 hours of instruction and tutoring for the six week long program.

Please record this information to the student's high school transcripts according to district policy. Please feel free to call us if you need additional information or if you have questions.

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Sacramento, CA 95841



**TRiO UPWARD
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AMERICAN RIVER COLLEGE

Center High School
3111 Center Ct Ln,
Antelope, CA 95843

Student Name: Michael Chapman
Year of Graduation: 2022

Subject	Final Grade	Credits
Math 1	C	5

Dear Center High School Registrar,

This grade report is to certify that, Michael Chapman, participated in the American River College Upward Bound Classic Summer Program. Students were assigned one class and completed 120 hours of instruction and tutoring for the six week long program.

Please record this information to the student's high school transcripts according to district policy. Please feel free to call us if you need additional information or if you have questions.

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Sacramento, CA 95841



**TRiO UPWARD
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AMERICAN RIVER COLLEGE

Center High School
3111 Center Ct Ln,
Antelope, CA 95843

Student Name: Orlando Jones
Year of Graduation: 2021

Subject	Final Grade	Credits
Math 3	C	5

Dear Center High School Registrar,

This grade report is to certify that, Orlando Jones, participated in the American River College Upward Bound Classic Summer Program. Students were assigned one class and completed 120 hours of instruction and tutoring for the six week long program.

Please record this information to the student's high school transcripts according to district policy. Please feel free to call us if you need additional information or if you have questions.

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Sacramento, CA 95841



**TRiO UPWARD
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AMERICAN RIVER COLLEGE

Center High School
3111 Center Ct Ln,
Antelope, CA 95843

Student Name: Ria Kitchiner
Year of Graduation: 2022

Subject	Final Grade	Credits
Math 3	B	5

Dear Center High School Registrar,

This grade report is to certify that, Ria Kitchiner, participated in the American River College Upward Bound Classic Summer Program. Students were assigned one class and completed 120 hours of instruction and tutoring for the six week long program.

Please record this information to the student's high school transcripts according to district policy. Please feel free to call us if you need additional information or if you have questions.

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Sincerely,

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Project Director
Upward Bound Program
American River College
4700 College Oak Drive
Sacramento, CA 95841



**TRiO UPWARD
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AMERICAN RIVER COLLEGE

Center High School
3111 Center Ct Ln,
Antelope, CA 95843

Student Name: Roxy-Ann Pabello
Year of Graduation: 2021

Subject	Final Grade	Credits
Math 3	A	5

Dear Center High School Registrar,

This grade report is to certify that, Roxy Pabello, participated in the American River College Upward Bound Classic Summer Program. Students were assigned one class and completed 120 hours of instruction and tutoring for the six week long program.

Please record this information to the student's high school transcripts according to district policy. Please feel free to call us if you need additional information or if you have questions.

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4700 College Oak Drive
Sacramento, CA 95841



**TRiO UPWARD
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AMERICAN RIVER COLLEGE

Center High School
3111 Center Ct Ln,
Antelope, CA 95843

Student Name: Hadia Safi
Year of Graduation: 2022

Subject	Final Grade	Credits
English	A+	5

Dear Center High School Registrar,

This grade report is to certify that, Hadia Safi, participated in the American River College Upward Bound Classic Summer Program. Students were assigned one class and completed 120 hours of instruction and tutoring for the six week long program.

Please record this information to the student's high school transcripts according to district policy. Please feel free to call us if you need additional information or if you have questions.

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4700 College Oak Drive
Sacramento, CA 95841



**TRiO UPWARD
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AMERICAN RIVER COLLEGE

Center High School
3111 Center Ct Ln,
Antelope, CA 95843

Student Name: Jackie Erndt
Year of Graduation: 2022

Subject	Final Grade	Credits
English	A	5

Dear Center High School Registrar,

This grade report is to certify that, Jackie Erndt, participated in the American River College Upward Bound Classic Summer Program. Students were assigned one class and completed 120 hours of instruction and tutoring for the six week long program.

Please record this information to the student's high school transcripts according to district policy. Please feel free to call us if you need additional information or if you have questions.

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4700 College Oak Drive
Sacramento, CA 95841



**TRiO UPWARD
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AMERICAN RIVER COLLEGE

Center High School
3111 Center Ct Ln,
Antelope, CA 95843

Student Name: Jesus Ochoa
Year of Graduation: 2020

Subject	Final Grade	Credits
English	A	5

Dear Center High School Registrar,

This grade report is to certify that, Jesus Ochoa, participated in the American River College Upward Bound Classic Summer Program. Students were assigned one class and completed 120 hours of instruction and tutoring for the six week long program.

Please record this information to the student's high school transcripts according to district policy. Please feel free to call us if you need additional information or if you have questions.

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Sacramento, CA 95841



**TRiO UPWARD
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AMERICAN RIVER COLLEGE

Center High School
3111 Center Ct Ln,
Antelope, CA 95843

Student Name: Kayla Moua
Year of Graduation: 2022

Subject	Final Grade	Credits
English	A	5

Dear Center High School Registrar,

This grade report is to certify that, Kayla Moua, participated in the American River College Upward Bound Classic Summer Program. Students were assigned one class and completed 120 hours of instruction and tutoring for the six week long program.

Please record this information to the student's high school transcripts according to district policy. Please feel free to call us if you need additional information or if you have questions.

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Project Director
Upward Bound Program
American River College
4700 College Oak Drive
Sacramento, CA 95841



**TRiO UPWARD
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AMERICAN RIVER COLLEGE

Center Joint Unified School District

		AGENDA REQUEST FOR:
Dept./Site:	Wilson C. Riles Middle School	
Date:	October 23, 2019	Action Item <u>X</u>
To:	Board of Trustees	Information Item <u> </u>
From:	Chris Borasi	# Attached Pages <u>6</u>
Administrator's Initials:	<u>CB</u>	

<p>SUBJECT: Approval Marie Allred's attendance at the CADA Conference</p> <p>The California Association of Directors of Activities is an organization that helps their members continuously improve campus culture for students across California. They provide training to access curriculum, resources, ideas, and opportunities for networking. They host an annual convention where they bring in experts and share their knowledge with colleagues. The conference is taking place in Reno, Nevada. Site funds will be used to pay for Marie Allred to attend.</p> <p>RECOMMENDATION: CJUSD Board of Trustees approves the attendance of Marie Allred, Leadership and mathematics teacher and Director of Activities, to attend the CADA conference.</p>

CONSENT AGENDA

**CONVENTION REGISTRATION
& INFORMATION INSIDE!**

**FOR THE LATEST UPDATES GO TO...
CADA CENTRAL (831) 464-4891**

CADA | www.cada1.org

CASL | www.casl1.org

CAMP | www.cada1.org/leadershipcamps



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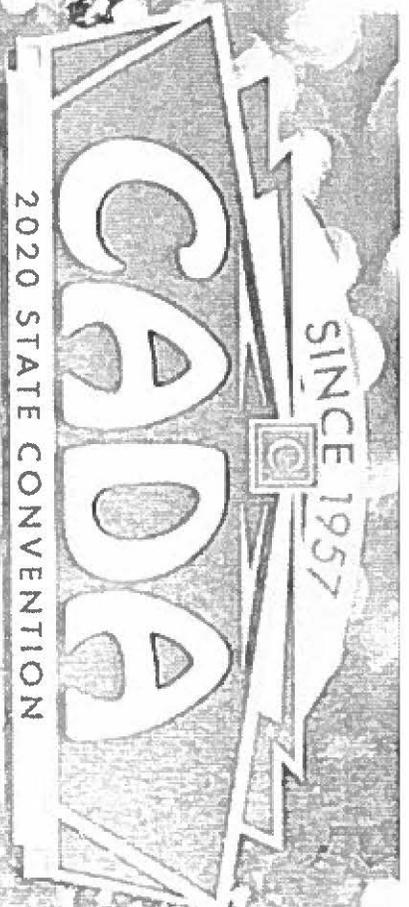
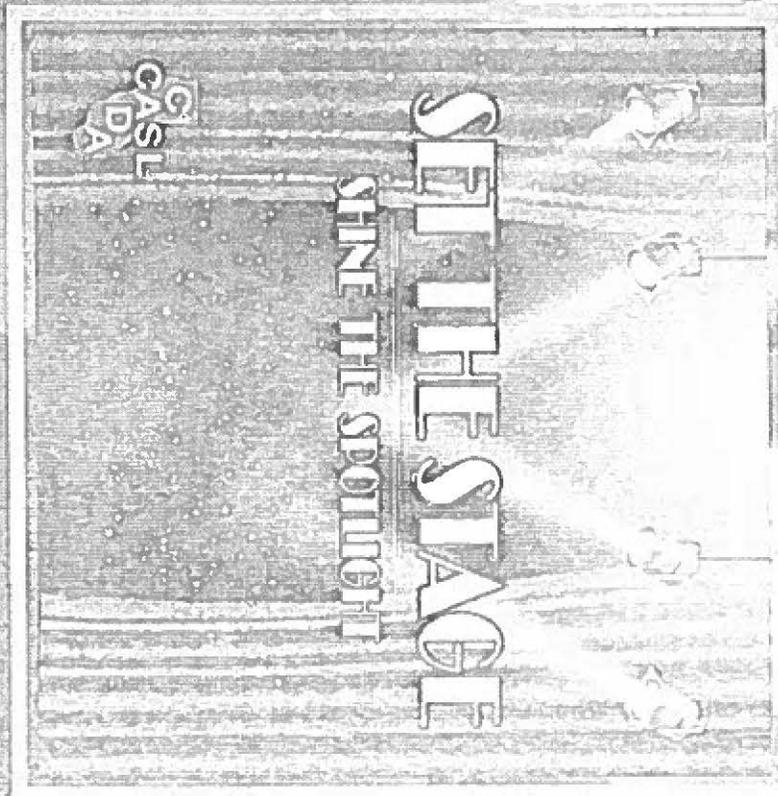
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MARCH 4th - 7th 2020**

**GRAND SIERRA RESORT, RENO, NV
MARCH 4th - 7th 2020**



CASL CALIFORNIA ASSOCIATION OF DIRECTORS OF ACTIVITIES

The California Association of Directors of Activities is an organization that helps our members continuously improve campus culture for students across California. We provide training and access to curriculum, resources, ideas, and opportunities for networking. CADA is recognized across the country as being at the forefront of providing leadership training for students and advisors. We host an annual convention where we bring in experts and share our knowledge with our colleagues.

If you are a theater enthusiast, you probably remember outstanding performances by amazing actors. Beautiful stories were brought to life right before your eyes -- in three hours or less on stage! But if you stopped to notice the magic that made those moments happen, you likely recognized colorful costumes, creative lighting, beautifully performed music, and a well-written script. Dozens of unsung heroes worked behind the scenes to allow that actor their moment to shine.

On our campuses, our ASBs work tirelessly to make outstanding experiences and create positive culture on campus. This year, CADA will be using the metaphor of the theater to illustrate the important work that we can behind the scenes in our educational communities to promote inclusion, unity, and harmony. This will all take place at our state convention, to be held at the Grand Sierra Resort in Reno, Nevada, March 4 - 7, 2020.

This year's convention has been carefully planned to provide the support and resources you need to educate students and serve your school community. Our sessions will cover relevant educational topics including supporting positive mental health, anti-bullying program, financial accountability, using restorative practices, encouraging our students to have grit, improving school climate and culture, planning inclusive events and activities, and more.

We will kick off our program on Wednesday morning with pre-conference sessions that address issues at the forefront of education in California. Following will be a special session that gives an overview of the convention, CADA Talks (specialized for middle school and high school), four speakers providing thought provoking keynotes, Master Activity Advisor Certified Courses, specialized workshops for new attendees to our convention, over one hundred workshops, Meet the Pros: the CADA Slam, and an exhibit hall with hundreds of vendors who can provide you with quality products and services. As the designers of campus culture, we need information that keeps us current with educational trends and practices. Each of our sessions are designed with this "why" in mind. Whether you have served as an educator for three months or thirty years, this is the conference that will provide you with the tools and resources to guide your community and students to success!

LCAP School Climate and Culture Support!

CADA prides itself on presenting curriculum that addresses the major trends in education. We also ensure topics and programs meet the needs of your entire educational team, including activities directors, administrators, athletic directors, class advisors, educators, finance clerks, counselors, and support staff. Program topics include celebrating diversity, addressing mental health, improving school climate, backing our students to have grit, and promoting unity. In addition, we address LCAP's five driven goals by featuring programs that support student engagement, highlighting school climate and connectedness, and helping to prepare students for success in college and in the workforce.

New to Convention? Sponsored by **WorldStrides** USA Student Travel. CADA convention provides a wealth of knowledge and resources to assure our new attendees feel welcomed and prepared to navigate the conference. We recommend you arrive early on Wednesday morning so you can take full advantage of all that is offered! First, you will be greeted by members from your area who will help you find your way, and present you with materials to support a positive convention experience. Next, we will hold a special session entitled "How to Navigate the Convention." Experience advisors will give you tips and ideas to tailor your experience to address your particular goals and needs. This will be followed by two New to Convention Stations -- one on Wednesday, and one on Thursday. These two programs will connect you with new and veteran education from your area who can help you throughout the convention and beyond. Thursday you will meet in small groups of people who are local to your region and enjoy an ice cream treat in the "Theater Green Room," while getting tips and feedback in a larger group setting. Each of these programs will be unique and will give you feeling energized, getting questions answered, and becoming connected with colleagues who will continue to support you in the months and years ahead!

CADA Exhibit Hall
One of the most beneficial features of the convention is the access to 100s of sponsors and vendors who showcase their products and services. You will be able to interact with a variety of companies who provide tools for understanding student travel, yearbooks, incentives, graduation products, spirit wear, clothing, equipment, assemblies, DJs, and more! Several hours of the convention are dedicated to allow you plenty of dedicated time to meet with a variety of vendors and products without having to miss any workshops or speakers!

Saturday Morning
Before our final curtain call, there is more learning and fun to be had! On Saturday morning we will enjoy two more workshops, sessions as well as our Spanish, Zenaid and Speaker Showcase. Next will not want to miss them! Get to know the speakers who are eager to share their message with your students, and/or take in a few more ideas to strengthen the programs at your school. Be sure to stay and enjoy it all wonderful brunch where you will participate in our 2020 convention theme reveal (and get one last chance to connect with CADA colleagues and

NETWORKING EVENTS

Perhaps some of your most valuable time at the CADA Convention will be spent interacting with other educators who serve the same role you do on their campuses. After meeting vendors, listening to workshops, and getting a glimpse into innovative new programs and ideas, you will have the opportunity to discuss these topics with others. Networking opportunities will include:

Wednesday Evening: Following the first official general session, we will board buses and get a chance to enjoy a delicious dinner and a night of games and activities at the Wild Island Family Adventure Park. Each table will be provided with a designated spot for networking. Enjoy miniature golf, laser tag, bowling, hot pool tables, go-karts, and more. We want you to relax, network, and enjoy a fun evening while sharing plans and ideas!

Thursday Morning: Get to know people from your region in the designated breakout for California! The goal here you will meet in person and help to plan your Area conferences and a network will offer people from nearby schools to be greeted by your Area Coordinator. Jump start your day with a quick breakfast, a 30 min. mock and coffee or tea.

Thursday Evening: After a day of learning and listening, spend time with the vendors where you will also enjoy New York deli inspired cuisine in our action oriented exhibit hall! This evening will provide great conversation and a great place to deal to your school!

Thursday Night: The evening ends over yet! From 9:00 PM to Midnight, don't miss the Cali Party. Enjoy a variety of new and traditional GSR events on this fun evening! Get ready for more fun!

Friday Night: After having celebrated the finish line, who made the header and our schools come to life, we will enjoy the fruits of our labor. We will bring our hats to the party, as we enjoy a delicious dinner and live Broadway style entertainment. Join us as we shine the spotlight on a few CADA legend winged adventures that have stood out this year. Afterward, we will dance until midnight. In go After Party that will also include a delightful dessert. Celebrate a successful convention with us as we enjoy this evening of camaraderie and fun!



CADA 2020 TENTATIVE SCHEDULE

WEDNESDAY - March 4, 2020

- 7:45 AM - 8:30 AM Pre-Con Registration
- 8:30 AM - 11:30 AM Pre-Con Sessions
- 11:00 AM - 2:00 PM Attendee Registration - Reglog Entertainment Spotlight Event
- 12:30 PM - 2:30 PM Affiliate Registration/Sign Up
- 12:30 PM - 2:30 PM MAA Foundations Part 1
- 1:00 PM - 1:45 PM How to Navigate the Convention
- 1:00 PM - 1:45 PM Session 1: Work Begins
- 1:00 PM - 2:45 PM MAA Certification Session A
- 2:00 PM - 2:45 PM Session 2: Workshops
- 2:00 PM - 2:00 PM Review/colloquy - Angela Duckworth: How and Why to Develop Character
- 2:15 PM - 2:15 PM MAA Foundation Part 2
- 2:15 PM - 2:15 PM Activities Spotlight High School / Middle School
- 2:15 PM - 2:15 PM New to Convention - There is No Escaping Activities
- 2:15 PM - 2:15 PM General Session - Keynote: Mike Smith Live
- 2:15 PM Buses load to offsite event
- 2:30 PM - 10:30 PM Wild Island Off Site Dinner/Networking - FUTURE Spotlight Event

THURSDAY - March 5, 2020

- 7:00 AM - 8:00 AM Morning Workout
- 8:30 AM - 9:00 PM Registration
- 9:00 AM - 9:45 AM Colloquy with the Council
- 9:00 AM - 10:30 AM General Session - Keynote: "The Amazing" Tai Steel
- 10:45 AM - 11:30 AM Session 3: Workshops
- 10:45 AM - 12:30 PM MAA Certification Session B
- 11:45 AM - 12:30 PM Session 4: Workshops
- 11:30 AM - 12:30 PM Exhibit: New to Convention
- 12:30 PM - 2:30 PM Exhibit: General Members' P
- 2:40 PM - 3:50 PM Open Meetings
- 4:00 PM - 4:50 PM New to Convention - "The Green Room" - Vandy Strider | USA Student Travel
- 4:00 PM - 4:50 PM Spotlight Event
- 4:00 PM - 4:50 PM Session 5: Workshops
- 4:00 PM - 4:50 PM CADA Store
- 4:00 PM - 4:50 PM Session 6: Workshops
- 4:00 PM - 4:50 PM Exhibit: Hall Reception - SOCS Entertainment Spotlight Event
- 4:00 PM - 4:50 PM Herff Jerefs Spotlight Event

FRIDAY - March 6, 2020

- 6:30 AM - 7:30 AM Morning Workout
- 7:30 AM - 8:15 AM Costume Run (CADA Scholarship Run)
- 8:30 AM - 9:45 AM Post President's Breakfast
- 8:45 AM - 9:45 AM Meet the Parties
- 9:00 AM - 9:45 AM Session 7: Workshops
- 9:00 AM - 9:45 AM Administrators: Kaveri Patel | 5. Prescription
- 9:45 AM - 12:45 PM Exhibit: Hall w/ Rollies
- 1:00 PM - 2:45 PM General Session - Keynote: Erin Gravel
- 2:30 PM - 4:00 PM CADA Swap Session
- 3:30 PM - 4:00 PM Session 8: Workshops
- 3:15 PM - 3:30 PM Session 9: Workshops
- 3:15 PM - 5:15 PM Broadway Classroom Experimental Learning
- 4:00 PM - 5:00 PM Dinner, Snow & Fun
- 7:00 PM - 12:00 AM Dessert and Dance - (Midtouch Spotlight Event)

SATURDAY - March 7, 2020

- 8:00 AM - 8:00 AM Morning Workout
- 8:15 AM - 9:00 AM Speaker Showcase: Networking on
- 10:30 AM - 9:55 AM Workshop Session: (CADA Scholarship Showcase)
- 10:05 AM - 10:50 AM Workshop Session II / Speaker Showcase 2

PROFESSIONAL DEVELOPMENT COLLEGE CREDIT: EARLY GRADUATE LEVEL UNIVERSITY CREDIT

CADA Convention attendees have two options to earn college credit at the State Convention.

Option 1: Take courses in the Master Activity Advisor (MAA) Program and at the Fresno Pacific University option (units).

Option 2: For members not enrolling in the MAA program, register for the Professional Development course from Fresno Pacific University as part of your Convention attendance!

Courses are graduate-level, professional development semesters/units of credit that are not part of a degree program, but are

designated to meet specific credit requirements. Through our partnership with Fresno Pacific University, attendees of the 2020 CADA Convention have an opportunity to purchase up to two optional college credit. A grade of Credit/No Credit (CR or NC) will be issued for all coursework. Credit is equivalent to a B grade or better. Letter grades are not issued.

Courses are available for participants in the Master Activity Advisor (MAA) Program as well as attendees of the Convention who enrolled in the MAA Program. Members may register for no more than 2 units/course. Registration information will be available in the Professional Development book of the convention registration or on Wednesday, March 4. Payments for college units are made directly to Fresno Pacific University/Registrar's Office. Additional information, including course lists and numbers, are available at coda.org/fpu.

MAA CERTIFICATION SEMINARS

Advisors wishing to earn a certificate designating them as a Master Activity Advisor (MAA) can begin the MAA program by enrolling in the level II Foundations for Student Activities Seminar Course

which will run in two parts on Wednesday from 12:30pm-2:30pm and 4:15pm-5:15pm.

Cost of the course is \$100 and includes materials. Space is limited to advisors wishing to begin the MAA Certificate program.

Advisors who have already completed level I Foundations may register for one or two of the advanced courses** which will be offered Wednesday from 1:00pm-2:45pm or Thursday from 10:45am-12:15pm.

- 202 Communications in Student Activities (\$50)
- 203 Organization in Student Activities (\$50)
- 204 Leadership Curriculum of Development (\$50)
- 205 Personal Leadership (\$50)
- 208 Positive School Culture & Climate (\$50)

Additionally, attendees who have registered for and attend the 8:30am-11:30am FCMAT Pre-Conference session on Wednesday may apply their attendance toward MAA 201: Finance and Law of Student Activities** for an

additional fee of \$25 and completion of follow-up course assignments**

Interested participants enrolled in the MAA seminar courses will have an opportunity ON-SITE to purchase college units.

**Completion of 10 hour program for Student Activities is a prerequisite for enrollment in any 200 level seminar course.

**Completion of concurrent enrollment in 101 prerequisites for Student Activities is a prerequisite for enrollment in any 200 level Pre-Con FCMAT workshop.

SPEAKER SHOWCASE

This year we are excited to showcase the talents of five renowned speakers who currently share their messages in schools across the country. On Saturday morning, you will be able to hear all of them in a Speaker Panel, where you will be able to gain greater insight into their presentations.

All of these professionals epitomize the rich diversity represented in our California educational community. Following the panel, attendees will have the opportunity to attend two of these speakers' full programs as they deliver sample keynote speeches currently presented to students. This is an exciting opportunity to hear from a variety of talented new speakers.



Kate Games
Bend Your Knees and Top Foster: Stop Making Excuses and Take Your Life Back

A lot of times when things get hard, we accept defeat and never try to change the recording of inadequacy in our own thoughts. During this inspiring program, Kate takes you through her journey and struggle -- from being told by trusted adults, such as her father, that she was not good enough -- to performing for thousands of guests daily at top tourist destinations, to becoming a gladiator. Kate shows teens how to overcome obstacles and have personal success, not because someone saved her, but because she chose to save herself.



Davey Nuise
Get in the Pill

As we build our platforms and stages, remember that we cannot lead from above. The leadership finds solid ground in chaos and only share the stories, bring the songs, and the positions he found in a pit, but how digging out is just the beginning. How to find strength in numbers and realize that nothing binds us together more than our struggles. It's time to stop hiding behind our scars and learn to wear them like the badges of honor they are.



Laymon Hicks
Who's Holding You Back?

From troubled youth to graduating high school with a 4.0-grade-point average and obtaining a doctorate by the age of 29, Dr. Laymon Hicks' story is moving, his words are empowering, and his message is practical. Sharing his troubled teen years, surrounded by drama, battled with feelings of abandonment, lived by peer pressure into becoming a bully, to his ultimate expulsion from the National Honor Society and descent into depression, Dr. Laymon puts it all on the table. He shares what he calls his "distinctions, flops and fails" and his audience hungry devour them -- and then digests for whatever the details from one degree to another, the pain is universal. They all know it. Now they are hungry for the outcome. The resolution. The road to redemption. So, Dr. Laymon delivers by challenging them to see the good within themselves and others, and asking the crucial question, "Who's holding you back?"



Johan Khalifon
The Crazy Ones

The people who are crazy enough to think they can change the world, are the ones who do. Johan believes that we all have a little bit of crazy in us that is waiting to be unleashed! His story is CRAZY, to say the least. He is a product of Humboldt Park Chicago, one of the roughest areas in Chicago, an area where he has witnessed everything from friends being killed to family members being destructive lives. An area of Chicago, he was told, he would never get out of. An area where, he was told, he would never make it, never amount to anything, never succeed, never create, never inspire. Now he is spending his life encouraging kids to be crazy enough to think that their lives can make a difference. While others use their words to be "realistic", Johan motivates kids to move past reality and begin to dream and create even the craziest of possibilities for their lives and the world around them.



Danny Vuong-Beltramo
The Happiness Pie: A Recipe for Becoming the Best Version of YOU

Danny's husband has a passion for pie-making and Danny has a passion for happiness. One of her biggest obstacles in realizing her life dream is that Danny has combined their passions to take pigskin monster head with a side of Happiness Pie. A Recipe for Becoming the Best Version of YOU! The easy 4-step process will help you inspired to explore your happiness and the type of pie you will also become. Join the fun and gain emotional experience... Happiness is NOW!

Registration Fee & Deadlines

Register Online Now for the CADA Convention!

CADA has gone paperless with registrations. You now can register online with a credit card or check; purchase orders not accepted.

Member/Non-California Resident Package Pricing:
 \$350 - Before January 17
 \$400 - January 18 - February 7
 \$450 - Onsite (space permits)

Non-Member Package Pricing:
 \$470 - Before January 17
 \$570 - January 18 - February 7
 \$570 - Onsite (if space permits)

*Complimentary Individual CADA Membership included with all non-member registrations.

Registration packages include: full conference registration with workshops, general sessions, two luncheon exhibits, exhibitor/convention gateway, and all social events (Wednesday networking event and dinner, Thursday exhibitor reception, Thursday after party, Friday dinner/dance and Saturday brunch).

- Special Events & Additional Offers:**
- \$150 Companion/Guest Ticket for non-school related spouse, partner or other (includes access to all social events and entry into exhibit hall by NO educational sessions).
 - \$50 Extra Friday Dinner/Dance Ticket (Friday, March 6/All registered attendees receive 1 ticket/dance ticket).
 - \$40 Saturday Brunch Ticket - Saturday, March 7/All registered attendees will receive 1 (brunch ticket).
 - CADA Costume 5K Run/1K Walk - Friday, March 6 (includes special Costume Run swag item).
 - \$25 per individual runner.
 - \$100 (per team) for 5 runners.

Please note: This is an adult conference -- no children will be admitted to any session; social events or the exhibit hall are an exception.

For full registration details including pricing and package details, please visit www.cadal.org/stateconvention

HOTEL INFORMATION

Grand Sierra Resort & Casino
 2500 E. 2nd Street
 Reno, NV 89595
 Reservations: (800) 648-5080

\$107.00 (Rate of Room)
 \$135.00 (Summit Luxury Room) plus tax
Cut-off Dates: January 31, 2020

Hotel parking is complimentary for Resort Guests.

Transportation Information: Super Shuttle
 The Grand Sierra Resort offers complimentary shuttle service from the Reno airport to the hotel for \$100 per person (for 5:00pm-11:45pm hours only) for every 15 minutes of 45-minute ride per hour.

Departure from the Airport: The shuttle leaves from the exit located at the far end of the baggage claim area every 15 and 45 minutes past the hour.

Departure from the Hotel: The shuttle boxes for hotel guests every hour and half hour.

To receive the CADA discounted rate, attendees must be CADA Convention attendees. All reservations require availability to make your reservation early (Book by 07/31/2019).

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:	November 20, 2019	# Attached Pages <u> 5 </u>
From:	Craig Deason, Asst. Superintendent	
Principal/Administrator Initials: <u> CD </u>		

SUBJECT:	Right of Entry Agreement Between Center Joint Unified School District and John Mourier, Construction, Inc.
<p>The District is requesting approval from the Board to enter into a Right of Entry Agreement with John Mourier Construction Inc. This Agreement gives Center Joint Unified School District right to enter property (Parcel No. 498-010-031-000) for surveying and soil testing. This Agreement shall be in effect from November 1, 2019 through December 31, 2020.</p>	
<p>RECOMMENDATION: That the Board of Trustees approves the Right of Entry Agreement with John Mourier Construction, Inc.</p>	

COMMITMENT AGREEMENT

RIGHT OF ENTRY AGREEMENT

IDENTIFICATION OF PARTIES:

1. This Right of Entry Agreement ("Agreement") is entered into on November 1, 2019, by and between John Mourier Construction, Inc. (hereinafter referred to as "Grantor") and Joint Center Unified School District (hereinafter referred to as "Grantee").

2. Grantor is the owner of certain real property situated in Placer County, California (hereinafter referred to as "the Property") and more particularly described as Placer County Assessor's Parcel No. 498-010-031-000.

GRANT OF RIGHT OF ENTRY:

3. Grantor hereby grants to Grantee a right to enter the property described on Exhibit "A" (the "Property") for the inspection and testing described on attached Exhibit "B".

Grantee will perform this work for the benefit of Grantor's Property at no cost to Grantor. Grantee may not use the Property for any other purpose or business without obtaining Grantor's prior written consent.

All work performed under this Agreement shall be performed in accordance with all laws and regulations.

In the event there is a violation of this Agreement Grantor reserves the exclusive right to terminate this Agreement immediately.

TERM:

4. This Agreement shall be in effect November 1, 2019 through December 31, 2020.

RESTORATION OF PROPERTY:

5. Grantee agrees to restore the Property, replace any damaged fencing or appurtenances, and/or otherwise maintain the Property in its original condition or better.

INDEMNITY:

6. Grantee agrees to indemnify, defend, and hold Grantor harmless for and on account of any damage or injury to any person or personal property of any person, arising from a) Grantee's, its employees', agents' or contractors' use of the Property; or b) Grantee's, its employees', agents' or contractors' failure to keep the Property and surrounding areas in good and safe condition. Grantor shall not be liable to Grantee, its employees, agents or contractors for any damage by or from any act or negligence of any other occupant of the Property or any occupant of adjoining or contiguous property. Grantee agrees to pay for all damages to the Property as well as all damage to occupants of the Property and to the property of those occupants caused by Grantee, its employees', agents' or contractors' misuse or neglect of the Property.

GRANTOR NOT LIABLE:

7. Grantee (and any Parent of Grantee) hereby agree to indemnify, protect, defend (with counsel acceptable to Grantor, in Grantor's sole and absolute discretion) and hold Grantor, its officers, directors, shareholders, agents and employees (collectively, the "Indemnitees") and the Property entirely harmless from and against any and all claims, losses, demands, damages (including, without limitation, punitive damages), injuries, liabilities, obligations, charges, actions (formal or informal), expenses (including legal fees), penalties (whether civil or criminal), administrative fees, administrative proceedings, response and remediation costs imposed on or incurred by any Indemnitee, causes of action, or claims of any kind or character to or by any person or property arising from or caused by (i) any use of the Property by Grantee or its agents, employees, invitees or subcontractors (ii) any act or omission of Grantee or any of its agents, employees, invitees or subcontractors. (iii) any accident on the Property or any fire or other casualty thereon caused by Grantee or any of its agents, invitees or subcontractors, (iv) a violation or alleged violation by Grantee, its agents, employees, invitees or subcontractors of any law or regulation now or hereafter enacted applicable to the Property or the activities of Grantee on the Property, or (v) any breach by Grantee of any representation, warranty, covenant or obligation of Grantee hereunder.

Grantor shall not be responsible for any loss, damage or theft of anything placed or stored by Grantee or its agents, employees, invitees or subcontractor, on or about the Property. Grantee, as a material part of the consideration of this Agreement, waives all claims or damages against Grantor for any such loss, theft or damage.

INSURANCE:

8. Prior to any entry onto the Property by Grantee, Grantee's agents, contractors, subcontractors, or employees, Grantee shall deliver to Grantor an endorsement to Grantee's commercial general liability insurance policy with a financially responsible insurance company acceptable to Grantor covering (i) the activities of Grantee, and Grantee's agents contractors, subcontractors, and employees on or upon the Property, and (ii) Grantee's indemnity obligations set forth in this Agreement. Such endorsement shall evidence that such insurance policy shall have a per occurrence limit of a least one million and no/100 (\$1,000,000.00) dollars and an aggregate limit of at least two million and no/100 (\$2,000,000.00), shall name Grantor as an additional insured, shall be primary and non-contributing with any other insurance available to Grantor, and shall contain a full waiver of subrogation clause. In addition, prior to entry, Grantee shall deliver to Grantor a certificate as evidence of Grantee's Workers Compensation coverage as required by state statutes, and Employer's Liability coverage with minimum limits of \$500,000. Such coverage shall be primary and non-contributing with any insurance available to Grantor, and shall waive subrogation against Grantor.

ATTORNEY'S FEES:

9. If any legal action or proceeding arising out of or relating to this Agreement is brought by either party to this Agreement, the prevailing party shall be entitled to receive from the other party, in addition to any other relief that may be granted, the reasonable attorney's fees, costs, and expenses incurred in the action or proceeding by the prevailing party.

ENTIRE AGREEMENT:

10. This Agreement constitutes the entire agreement between Grantor and Grantee relating to Grantee's right of entry on the Property. Any prior agreements, promises, negotiations, or representations not expressly set forth in this Agreement are of no force and effect. Any amendments to this Agreement shall be of no force and effect unless it is in writing and signed by the Grantor and Grantee.

Executed on _____, 2019.

GRANTOR:
John Mourier Construction, Inc.

GRANTEE:
Joint Center Unified School District

EXHIBIT A

Property

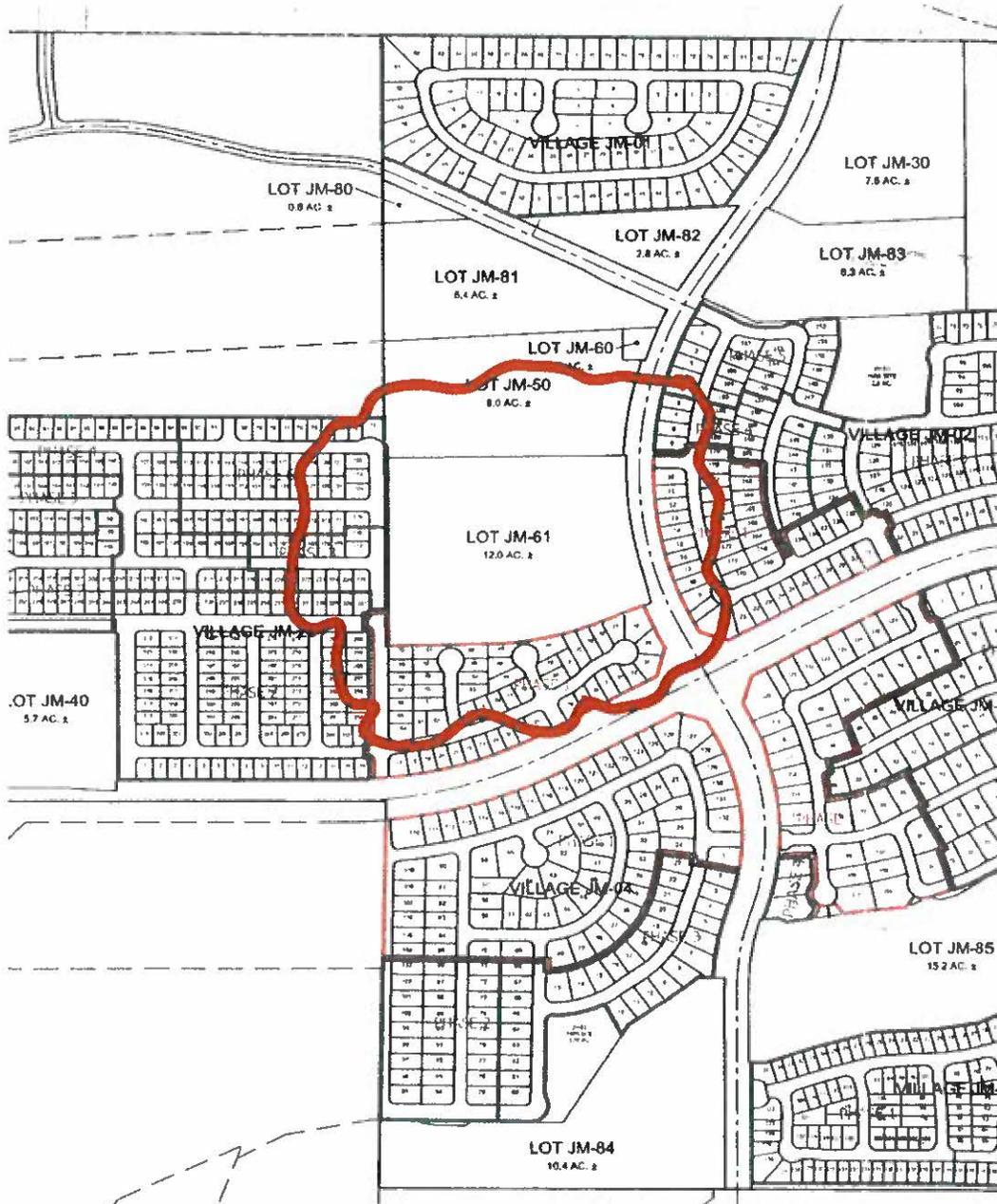


EXHIBIT B

**Inspection and Testing Necessary for CDE Approval
Including but not limited to the following:**

- Surveying
- Soil Testing

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Facilities & Operations Department

Date: November 20, 2019

Action Item XX

To: Board of Trustees

Information Item

From: Craig Deason, Asst. Superintendent

Attached Pages 2

Asst. Superintendent Initials: CD

SUBJECT: RESOLUTION FOR APPROVAL OF THE CAMPBELL KELLER AGREEMENT

Resolution No. 10/2019-20 of the Board of Trustees of the Center Joint Unified School District for approval of Campbell Keller Agreement for Acquisition of Furniture under Public Contract Code Section 20118.

This allows the District to acquire the Property through a bid procured by the Los Rios College District under the Piggyback Bid No. 19017; and under the same pricing, terms and conditions.

RECOMMENDATION: The CJUSD Board of Trustees approve Resolution #10/2019-20.

CONSENT AGENDA

CENTER JOINT UNIFIED SCHOOL DISTRICT

RESOLUTION NO. 10/2019-20

**APPROVAL OF CAMPBELL KELLER AGREEMENT FOR ACQUISITION OF
FURNITURE UNDER PUBLIC CONTRACT CODE SECTION 20118**

WHEREAS, the Governing Board (the "Board") of the Center Joint Unified School District (the "District") has determined that a true and very real need exists for the acquisition of furniture for use in the District (the "Property"); and

WHEREAS, the governing board of a school district may under Section 20118 of the California Public Contract Code, without advertising for bids, if the board has determined it to be in the best interest of the district, authorize by contract, lease, requisition or purchase order, any public corporation or agency to lease data-processing equipment, purchase materials, supplies, equipment, automotive vehicles, tractors, services and other personal property for the district in the manner in which the public corporation is authorized by law to lease or purchase; and

WHEREAS, the Board has determined that it is in the best interest of the District to authorize the Property through a bid procured by the Los Rios College District under the Piggyback Bid No. 19017 with Campbell Keller ("Campbell Keller Contract"); and

WHEREAS, the District has agreed to acquire the Property under the same pricing, terms and conditions as the Campbell Keller Contract; and

WHEREAS, the Board of the District has by this Resolution determined the need for the Property and authorized the purchase thereof at a proposed cost of \$170,684.52; and

WHEREAS, the Board of the District has determined that this purchase is the most economical means for providing the Property to the District.

NOW, THEREFORE, the District Board hereby finds, determines, declares and resolves as follows:

Section 1. All of the recitals set forth above are true and correct and the Board so finds and determines.

Section 2. The Board hereby finds and determines the acquisition of the Property pursuant to Public Contract Code section 20118 to be in the best interest of the District.

Section 3. The Board hereby finds and determines the Campbell Keller Contract provides the most economical means for providing the Property to the District.

Section 4. The purchase order by and between the District and Campbell Keller, presented at this meeting and on file with the District, is hereby approved. The Superintendent or Superintendent's designee is hereby authorized and directed, for and in the name of and on behalf of the District, to execute and deliver to Campbell Keller any and all

documents necessary to complete the transaction contemplated hereunder with any such changes therein as such officer or person may require and approve, such approval to be conclusively evidenced by the execution and delivery thereof.

Section 5. The Superintendent or Superintendent's designee is hereby authorized and directed to do any and all things and to execute and deliver any and all documents which they may, in consultation with legal counsel, deem necessary or advisable in order to consummate this transaction and otherwise carry out, give effect to and comply with the terms and intent of this Resolution.

Section 7. This Resolution shall be effective as of the date of its adoption.

APPROVED, PASSED AND ADOPTED by the Governing Board of the Center Joint Unified School District, this 20th day of November, 2019, by the following vote:

AYES: _____

NOES: _____

ABSTAIN: _____

ABSENT: _____

President of the Governing Board of
Center Joint Unified School District

Center Joint Unified School District

		AGENDA REQUEST FOR:
Dept./Site:	Maintenance & Operations	Action Item <u> X </u>
To:	Board of Trustees	Information Item <u> </u>
Date:	November 20, 2019	# Attached Pages <u> 3 </u>
From:	Craig Deason, Asst. Superintendent	
Principal/Administrator Initials:	<u> CD </u>	

SUBJECT:	2-Year Service Agreement Between Center Joint Unified School District and CatapultEMS
<p>The District is requesting approval from the Board to enter into a 2-Year Service Agreement with CatapultEMS for setup and training for various types of emergency management systems.</p> <p>2-Year Service Agreement price is FIVE THOUSAND, FIFTY-THREE DOLLARS AND TWENTY-THREE CENTS (\$5,053.23).</p>	
<p>RECOMMENDATION: That the Board of Trustees approves the 2-Year Service Agreement with CatapultEMS.</p>	

CONSENT AGENDA

CatapultEMS Quote

EMS

Client: Center Joint Unified School District	Date: Nov 04, 2019
Contact: Scott Loehr	Phone: (916) 338-6400
Address: 8408 Watt Ave, Antelope, CA 95843, USA	Email: sloehr@centerusd.org
Catapult Contact: Angie Brown	Catapult Email: abrown@catapultk12.com

EMS Year 1 (Setup + Service)	Quantity	Price	Subtotal
ONE-TIME SETUP FEES			
EMS Setup Fee Setup Includes: Single Sign-on, Evacuation Map, Emergency Procedure Manual, Emergency Checklist, Incident Type, Report Status, Scripts, Site Configuration, Student Information System Integration, when applicable	1	\$1,000.00	\$1,000.00
<input type="checkbox"/> IP/VOIP Jive Integration (optional) All call integration for initiating classroom calls	0	\$300.00	\$0.00
ONLINE TRAINING FEES			
Online Learning Management System Staff and Safety Team Training Up to 650-users included in LMS training	650	\$0.99	\$643.50
SAFETY TEAM TRAINING FEES (CHOOSE ONE)			
<input checked="" type="radio"/> Onsite District & Site Safety Team Training Additional expense may be incurred for travel costs – January 6th training date	1	\$499.00	\$499.00
<input type="radio"/> Virtual District & Site Safety Team Training	0	\$299.00	\$0.00



EMS Year 2 (Annual Service)	Quantity	Price	Subtotal
EMS Service Fee Yearly Service for 10- total sites Includes: <ul style="list-style-type: none"> • Anonymous Threat/Bully/Tip Reporting • Emergency Notification Alerts (email, text, and phone call alert for Teachers, Staff, First Responders and SST/DST) • Emergency Management System (EMS) + Incident Command System (ICS) • Reunification 	4,319	\$1.85	\$7,990.15
Online LMS Re-Training Includes: Site Safety Team, Bully Response Team, Staff/Teacher and Police Refresher Training yearly	125	\$0.00	\$0.00
Multi-Site Discount	4,319	-\$0.58	-\$2,505.02
<input checked="" type="checkbox"/> Multi-Product Discount <i>Applicable with the purchase of 2-Catapult products within the first 12-months of CatapultEMS service</i> Ask about our integrated communication suite! <ul style="list-style-type: none"> • CMS: School Websites • Connect: Parent Communication with integration into CMS websites, social media, app and attendance alerts • App: Developed with full information integration from your CMS website to send to your parents 	4,319	-\$0.10	-\$431.90

YEAR 2 TOTAL \$5,053.23



PRORATED SERVICE FEES (YEAR 1 ONLY)			
Prorated Year 1 Service Fee <i>Prorated for 6-months from January 2020 - June 2020</i>	6	\$665.85	\$3,995.10
Prorated Multi-Site Discount	6	-\$208.75	-\$1,252.50
<input checked="" type="checkbox"/> Prorated Multi-Product Discount <i>Applicable with the purchase of 2-Catapult products within the first 12-months of CatapultEMS service</i>	6	-\$35.99	-\$215.94
Ask about our integrated communication suite! <ul style="list-style-type: none"> • CMS: School Websites • Connect: Parent Communication with integration into CMS websites, social media, app and attendance alerts • App: Developed with full information integration from your CMS website to send to your parents 			

YEAR 1 TOTAL \$4,669.16



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:	November 20, 2019	# Attached Pages <u> 18 </u>
From:	Craig Deason, Asst. Superintendent	
Principal/Administrator Initials:	<u> CD </u>	

SUBJECT: Agreement Between Center Joint Unified School District and Rua & Son Mechanical

The District is requesting approval from the Board to enter into an agreement with Rua & Son Mechanical to furnish all labor, materials, equipment, tools, and utility to perform and complete all work required in connection with Oak Hill Tule rooms 1-4 roof replacement.

Contract price is FIFTY FOUR THOUSAND, SEVEN HUNDRED TWENTY DOLLARS (\$54,720.00).

RECOMMENDATION: That the Board of Trustees approves the agreement with Rua & Son Mechanical.

COMMITMENT

PROPOSAL

To: Center Unified School District

Date: July 21, 2019

Attn: Craig Deason

Reference Project: Oak Hill Portables 1-4

We appreciate this opportunity and propose to furnish labor, materials, equipment, and insurance to complete the following scope of work based on construction drawings

Inclusions & Scope of Work:

1. Loose lay 2 7/8" x 14.5" EPS "flute filler" insulation between ribs of the standing seam metal roof.
2. Mechanically attach 1/2" Securock Glass Mat gypsum board,
3. Mechanically attach 60 mil Durolast PVC single ply according to the manufacturers' installation instructions.
4. Install PVC coated metal at the perimeters of the roof.
5. New seamless pre-painted gutters and downspouts.
6. 2 Year Contractor Warranty.
7. Performance and Payment Bonds.

◆ Bid Total: \$54,720.00

Clarifications & Conditions:

We acknowledge (00) Addenda's & (00) Memos/Clarifications/RFI's. Quote valid for 60 Days. Scope of work, conditions, clarifications & exclusions shall be attached or written to contract verbatim.

Standard Exclusions:

All work not specifically addressed in proposal, wood, gypsum and-or metal decking and sheathing. blocking, backing.

Specific Exclusions:

Scaffolding, mock up, interior work, painting, engineering, backing, blocking.

Thank you for your consideration.

Rua and Son Mechanical, Inc.


Marty Jenkins General Manager

Scope review call (916) 865-7110 or email at marty@ruainc.com
State License #816570 (B C20 C39 C43) DIR #1000002506 Certified SBE #36937

AGREEMENT FORM

THIS AGREEMENT ("Agreement" or "Contract"), entered into this 20th day of November, 2019 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 Rua and Son Mechanical, Inc., hereinafter called the "Contractor".

WITNESSETH that the Owner and the Contractor for the consideration stated herein agree as follows:

ARTICLE I - SCOPE OF WORK: The Contractor shall furnish all labor, materials, equipment, tools, and utility and transportation services, and perform and complete all work required in connection with Oak Hill Tule1-4 Roof Replacement ("Project") in strict accordance with the Contract Documents enumerated in Article 8 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 thirty (30) 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 FIFTY-FOUR THOUSAND, SEVEN HUNDRED TWENTY DOLLARS (\$54,720), 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
(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

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)
- Attachment A - Scope

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-39 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

CONTRACTOR:

Typed or Printed Name

Typed or Printed Name

Title:

Title:

Signature

Signature

Dated: _____

Type or Printed Name

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)

(Date)

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 _____ [Title] of _____ [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 _____ [Date], at _____ [City], _____ [State].

Signed: _____

Typed Name: _____

PAYMENT BOND

(CALIFORNIA PUBLIC WORK)

KNOW ALL MEN BY THESE PRESENTS:

THAT WHEREAS, the CENTER JOINT UNIFIED SCHOOL DISTRICT (sometimes referred to hereinafter as "Obligee") has awarded to _____ (hereinafter designated as the "Principal" or "Contractor"), an agreement for the work described as follows: _____ (hereinafter referred to as the "Public Work"); and

WHEREAS, said Contractor is required to furnish a bond in connection with said Contract, and pursuant to California Civil Code Section 9550;

NOW, THEREFORE, We, _____, the undersigned Contractor, as Principal; and _____, a corporation organized and existing under the laws of the State of _____, and duly authorized to transact business under the laws of the State of California, as Surety, are held and firmly bound unto the CENTER JOINT UNIFIED SCHOOL DISTRICT and to any and all persons, companies, or corporations entitled by law to file stop notices under California Civil Code Section 9100, or any person, company, or corporation entitled to make a claim on this bond, in the sum of _____ Dollars (\$_____), such sum being not less than one hundred percent (100%) of the total amount payable by said Obligee under the terms of said Contract, for which payment will and truly to be made, we bind ourselves, our heirs, executors and administrators, successors and assigns, jointly and severally, firmly by these presents.

THE CONDITION OF THIS OBLIGATION IS SUCH that if said Principal, its heirs, executors, administrators, successors, or assigns, or subcontractor, shall fail to pay any person or persons named in Civil Code Section 9100; or fail to pay for any materials, provisions, or other supplies, used in, upon, for, or about the performance of the work contracted to be done, or for any work or labor thereon of any kind, or for amounts due under the Unemployment Insurance Code, with respect to work or labor thereon of any kind; or shall fail to deduct, withhold, and pay over to the Employment Development Department, any amounts required to be deducted, withheld, and paid over by Unemployment Insurance Code Section 13020 with respect to work and labor thereon of any kind, then said Surety will pay for the same, in an amount not exceeding the amount herein above set forth, and in the event suit is brought upon this bond, also will pay such reasonable attorneys' fees as shall be fixed by the court, awarded and taxed as provided in California Civil Code Section 9550 et seq.

This bond shall inure to the benefit of any person named in Civil Code Section 9100 giving such person or his/her assigns a right of action in any suit brought upon this bond.

It is further stipulated and agreed that the Surety of this bond shall not be exonerated or released from the obligation of the bond by any change, extension of time for performance, addition, alteration or modification in, to, or of any contract, Plans, or specifications, or agreement pertaining or relating to any scheme or work of improvement herein above described; or pertaining or relating to the furnishing of labor, materials, or equipment therefor; nor by any change or modification of any terms of payment or extension of time for payment pertaining or relating to any scheme or work of improvement herein above described; nor by any rescission or attempted rescission of the contract, agreement or bond; nor by any conditions precedent or subsequent in the bond attempting to limit the right of recovery of claimants otherwise entitled to recover under any such contract or agreement or under the bond; nor by any fraud practiced by any person other than the claimant seeking to recover on the bond; and that this bond be construed most strongly against the Surety and in favor of all persons for whose benefit such bond is given; and under no circumstances shall the Surety be released from liability to those for whose benefit such bond has been given, by reason of any breach of contract between the Obligee and the Contractor or on the part of any obligee named in such bond; that the sole condition of recovery shall be that the claimant is a person described in California Civil Code Section 9100, and who has not been paid the full amount of his or her claim; and that the Surety does hereby waive notice of any such change, extension of time, addition, alteration or modification herein mentioned.

IN WITNESS WHEREOF this instrument has been duly executed by the Principal and Surety above named, on the _____ day of _____, 20__.

PRINCIPAL/CONTRACTOR:

By:

SURETY:

By:

Attorney-in-Fact

PERFORMANCE BOND

(CALIFORNIA PUBLIC WORK)

KNOW ALL MEN BY THESE PRESENTS:

THAT WHEREAS, the CENTER JOINT UNIFIED SCHOOL DISTRICT (sometimes referred to hereinafter as "Obligee") has awarded to _____ (hereinafter designated as the "Principal" or "Contractor"), an agreement for the work described as follows: _____ (hereinafter referred to as the "Public Work"); and

WHEREAS, the work to be performed by the Contractor is more particularly set forth in that certain contract for said Public Work dated _____, (hereinafter referred to as the "Contract"), which Contract is incorporated herein by this reference; and

WHEREAS, the Contractor is required by said Contract to perform the terms thereof and to provide a bond both for the performance and guaranty thereof.

NOW, THEREFORE, we, _____, the undersigned Contractor, as Principal, and _____, a corporation organized and existing under the laws of the State of _____, and duly authorized to transact business under the laws of the State of California, as Surety, are held and firmly bound unto the CENTER JOINT UNIFIED SCHOOL DISTRICT DISTRICT in the sum of _____ Dollars (\$ _____), said sum being not less than one hundred percent (100%) of the total amount payable by said Obligee under the terms of said Contract, for which amount well and truly to be made, we bind ourselves, our heirs, executors, administrators, successors, and assigns, jointly and severally, firmly by these presents.

THE CONDITION OF THIS OBLIGATION IS SUCH THAT, if the bounded Contractor, his or her heirs, executors, administrators, successors or assigns, shall in all things stand to and abide by, and well and truly keep and perform the covenants, conditions, and agreements in said Contract and any alteration thereof made as therein provided, on his or her part, to be kept and performed at the time and in the manner therein specified, and in all respects according to their intent and meaning; and shall faithfully fulfill guarantees of all materials and workmanship; and indemnify, defend and save harmless the Obligee, its officers and agents, as stipulated in said Contract, then this obligation shall become null and void; otherwise it shall be and remain in full force and effect.

The Surety, for value received, hereby stipulates and agrees that it shall not be exonerated or released from the obligation of this bond (either by total exoneration or pro tanto) by any change, extension of time, alteration in or addition to the terms of the contract or to the work to be performed there under or the specifications accompanying the same, nor by any change or modification to any terms of payment or extension of time for any payment pertaining or relating to any scheme of work of improvement under the contract. Surety also stipulates and agrees that it shall not be exonerated or

released from the obligation of this bond (either by total exoneration or pro tanto) by any overpayment or underpayment by the Obligee that is based upon estimates approved by the Architect. The Surety stipulates and agrees that none of the aforementioned changes, modifications, alterations, additions, extension of time or actions shall in any way affect its obligation on this bond, and it does hereby waive notice of any such changes, modifications, alterations, additions or extension of time to the terms of the contract, or to the work, or the specifications as well notice of any other actions that result in the foregoing.

Whenever Principal shall be, and is declared by the Obligee to be, in default under the Contract, the Surety shall promptly either remedy the default, or shall promptly take over and complete the Contract through its agents or independent contractors, subject to acceptance and approval of such agents or independent contractors by Obligee as hereinafter set forth, in accordance with its terms and conditions and to pay and perform all obligations of Principal under the Contract, including, without limitation, all obligations with respect to warranties, guarantees and the payment of liquidated damages; or, at Obligee's sole discretion and election, Surety shall obtain a bid or bids for completing the Contract in accordance with its terms and conditions, and upon determination by Obligee of the lowest responsible bidder, arrange for a contract between such bidder and the Obligee and make available as Work progresses (even though there should be a default or succession of defaults under the contract or contracts of completion arranged under this paragraph) sufficient funds to pay the cost of completion less the "balance of the Contract Price" (as hereinafter defined), and to pay and perform all obligations of Principal under the Contract, including, without limitation, all obligations with respect to warranties, guarantees and the payment of liquidated damages. The term "balance of the Contract price," as used in this paragraph, shall mean the total amount payable to Principal by the Obligee under the Contract and any modifications thereto, less the amount previously paid by the Obligee to the Principal, less any withholdings by the Obligee allowed under the Contract. Obligee shall not be required or obligated to accept a tender of a completion contractor from the Surety.

Surety expressly agrees that the Obligee may reject any agent or contractor which may be proposed by Surety in fulfillment of its obligations in the event of default by the Principal. Unless otherwise agreed by Obligee, in its sole discretion, Surety shall not utilize Principal in completing the Contract nor shall Surety accept a bid from Principal for completion of the work in the event of default by the Principal.

No final settlement between the Obligee and the Contractor shall abridge the right of any beneficiary hereunder, whose claim may be unsatisfied.

The Surety shall remain responsible and liable for all patent and latent defects that arise out of or relate to the Contractor's failure and/or inability to properly complete the Public Work as required by the Contract and the Contract Documents. The obligation of the Surety hereunder shall continue so long as any obligation of the Contractor remains.

Contractor and Surety agree that if the Obligee is required to engage the services of an attorney in connection with enforcement of the bond, Contractor and Surety shall pay Obligee's reasonable attorneys' fees incurred, with or without suit, in addition to the above sum.

In the event suit is brought upon this bond by the Obligee and judgment is recovered, the Surety shall pay all costs incurred by the Obligee in such suit, including reasonable attorneys' fees to be fixed by the Court.

IN WITNESS WHEREOF, we have hereunto set our hands and seals this _____ day of _____, 20__.

PRINCIPAL/CONTRACTOR:

By:

SURETY:

By:

Attorney-in-Fact

The rate of premium on this bond is _____ per thousand.

The total amount of premium charged: \$ _____ (This must be filled in by a corporate surety).

GUARANTEE

Guarantee for _____, We hereby guarantee that the _____, which we have installed in _____, 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

(Proper Name)

(Proper Name)

By:

By:

(Signature of Subcontract or Contractor)

(Signature of General Contractor if for Subcontractor)

Representatives to be contacted for service:

Name:

Address:

Phone Number:

Attachment A

Scope Of Work

Inclusions & Scope of Work:

1. Loose lay 2 7 /8" x 14.5" EPS "flute filler" insulation between ribs of the standing seam metal roof.
2. Mechanically attach 1/4" Securock Glass Mat gypsum board,
3. Mechanically attach 60 mil Durolast PVC single ply according to the manufacturers' installation instructions.
4. Install PVC coated metal at the perimeters of the roof.
5. New seamless pre-painted gutters and downspouts.
6. 2 Year Contractor Warranty.

Exclusions:

1. Wood, Gypsum and/or metal decking and sheathing.
2. Blocking, Backing, Scaffolding, Mock-Up, Interior Work, Painting, Engineering

AGENDA ITEM #: XV-22

CENTER JOINT UNIFIED SCHOOL DISTRICT

		AGENDA REQUEST FOR
DEPT. / SITE:	Spinelli Elementary	ACTION ITEM <input checked="" type="checkbox"/>
TO:	Board of Trustees	INFORMATION ITEM <input type="checkbox"/>
DATE:	October 21, 2019	# ATTACHED PAGES <u>105</u>
FROM:	Julie Opfer	
PRINCIPAL'S INITIALS	<u>JO</u>	
SUBJECT: Seeking Board approval of Spinelli's Safe School and Emergency Preparedness Plan for the 2019-2020 School Year.		

CONSENT AGENDA

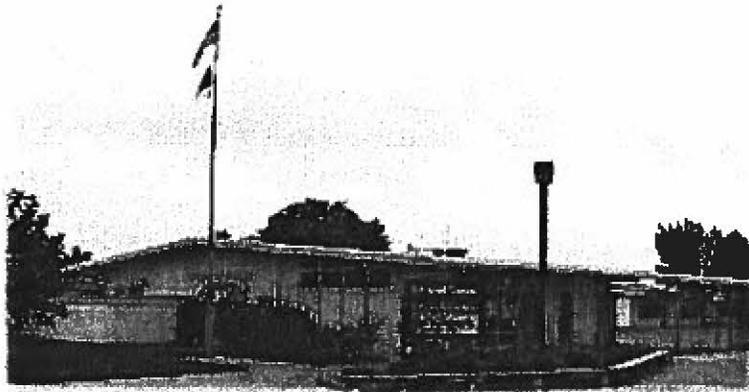
RECOMMENDATION: The CJUSD Board of Trustees approve the Safe School and Emergency Preparedness Plan for Spinelli Elementary School.

Agenda Item # _____

AGENDA ITEM #: XV-22

Spinelli Elementary

Home Of The Tigers



Safe School

And

Emergency Preparedness Plan

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

EMERGENCY PREPAREDNESS PLAN

The Emergency Response Plan has as its primary objectives:

1. To save lives and avoid injuries;
2. To safeguard school property and records;
3. To promote a fast, effective reaction to coping with emergencies;
4. To restore conditions back to normal with minimal confusion as promptly as possible.

Attaining these objectives will require clear activation procedures and responsibilities, identification of all tasks to be performed and by whom, an organized yet flexible response, and the dedication and cooperation of all.

It is vital to the continued functioning of the school, staff, and students that we are prepared to respond effectively in times of emergencies. Such preparations will also help us meet our obligations to our community.

This plan has been developed to be used in case of an emergency. All members of the faculty and other employees should:

1. familiarize themselves with this plan,
2. be prepared to activate it immediately, and
3. perform any duties to which they are assigned to make its activation effective.

Members of the faculty shall teach the Emergency Response Plan to the students. The members of each classroom shall be instructed in the evacuation plan so they can respond immediately upon receiving the necessary warning.

Table of Contents

Spinelli Elementary School

PART 1 CRISIS MANAGEMENT

<u>Section 1 Incident Command System</u>	<u>5</u>
<u>Section 2 Staging Areas</u>	<u>11</u>
<u>Section 3 Lockdown Procedures</u>	<u>12</u>
<u>Section 4 Evacuation Procedures</u>	<u>14</u>
<u>Section 5 Student Release Procedures</u>	<u>16</u>
<u>Section 6 School Partnerships</u>	<u>18</u>
<u>Section 7 Resources</u>	<u>19</u>
<u>Section 8 Communications</u>	<u>21</u>
<u>Section 9 Crisis Phone Directory</u>	<u>22</u>
<u>Section 10 Letters Home</u>	<u>23</u>
<u>Section 11 Aftermath</u>	<u>26</u>
<u>Section 12 Training and Updating</u>	<u>27</u>

PART 2 CRISIS READINESS

<u>Section 1 Activity in the Vicinity</u>	<u>28</u>
<u>Section 2 After Hours Crisis Procedures</u>	<u>29</u>
<u>Section 3 Bomb Threat</u>	<u>30</u>
<u>Section 4 Bus Accident</u>	<u>35</u>
<u>Section 5 Chemicals/Biohazard/Gas Odor</u>	<u>36</u>
<u>Section 6 Death/Suicide</u>	<u>37</u>
<u>Section 7 Earthquake</u>	<u>38</u>
<u>Section 8 Fire/Explosion</u>	<u>39</u>
<u>Section 9 Flood</u>	<u>41</u>
<u>Section 10 Gas Odor</u>	<u>42</u>
<u>Section 11 Hostage Situation</u>	<u>43</u>
<u>Section 12 Hostile Visitor</u>	<u>45</u>
<u>Section 13 Kidnapping/Attempted Kidnapping</u>	<u>47</u>
<u>Section 14 Medical Emergency</u>	<u>48</u>
<u>Abdominal Pain</u>	<u>49</u>
<u>Artificial Respiration</u>	<u>49</u>
<u>Bleeding</u>	<u>50</u>
<u>Bone Injuries</u>	<u>50</u>
<u>Breathing - Unconscious Person</u>	<u>50</u>
<u>Burns</u>	<u>51</u>
<u>Choking (Heimlich Maneuver)</u>	<u>52</u>
<u>Convulsions or Seizures</u>	<u>52</u>
<u>CPR - Cardiopulmonary Resuscitation</u>	<u>53</u>
<u>Diabetics</u>	<u>53</u>

<u>Dog/Animal Bites</u>	<u>53</u>
<u>Ears</u>	<u>54</u>
<u>Electric Shock</u>	<u>54</u>
<u>Eyes</u>	<u>54</u>
<u>Fainting</u>	<u>54</u>
<u>Fracture</u>	<u>54</u>
<u>Frostbite</u>	<u>55</u>
<u>Head Injury</u>	<u>55</u>
<u>Heart Attack</u>	<u>55</u>
<u>AED Steps</u>	<u>56</u>
<u>Norovirus</u>	<u>57</u>
<u>Nosebleeds</u>	<u>57</u>
<u>Pandemic Flu Plan</u>	<u>57</u>
<u>Poisoning</u>	<u>59</u>
<u>Puncture Wounds (knife and gunshot)</u>	<u>59</u>
<u>Seizure</u>	<u>59</u>
<u>Shock</u>	<u>60</u>
<u>Sunstroke</u>	<u>60</u>
<u>Wounds</u>	<u>60</u>
<u>Section 15 Missing Student</u>	<u>61</u>
<u>Section 16 Public Demonstration</u>	<u>63</u>
<u>Section 17 School Site as Mass Care and Welfare Shelter</u>	<u>64</u>
<u>1. Use of Facility:</u>	
<u>2. Shelter Management:</u>	
<u>3. Condition of Facility:</u>	
<u>4. Food Services:</u>	
<u>5. Custodial Services:</u>	
<u>6. Security:</u>	
<u>7. Signage and Publicity:</u>	
<u>8. Closing the Shelter:</u>	
<u>9. Reimbursement:</u>	
<u>Section 18 Severe Weather</u>	<u>66</u>
<u>Section 19 Shooting/Stabbing</u>	<u>67</u>
<u>Section 20 Campus Visitor Procedures</u>	<u>68</u>
<u>Section 21 Healthy Kids Survey Info</u>	<u>70</u>
<u>Section 22 School Rules</u>	<u>71</u>
<u>Section 23 Behavior Escalation Plan</u>	<u>76</u>

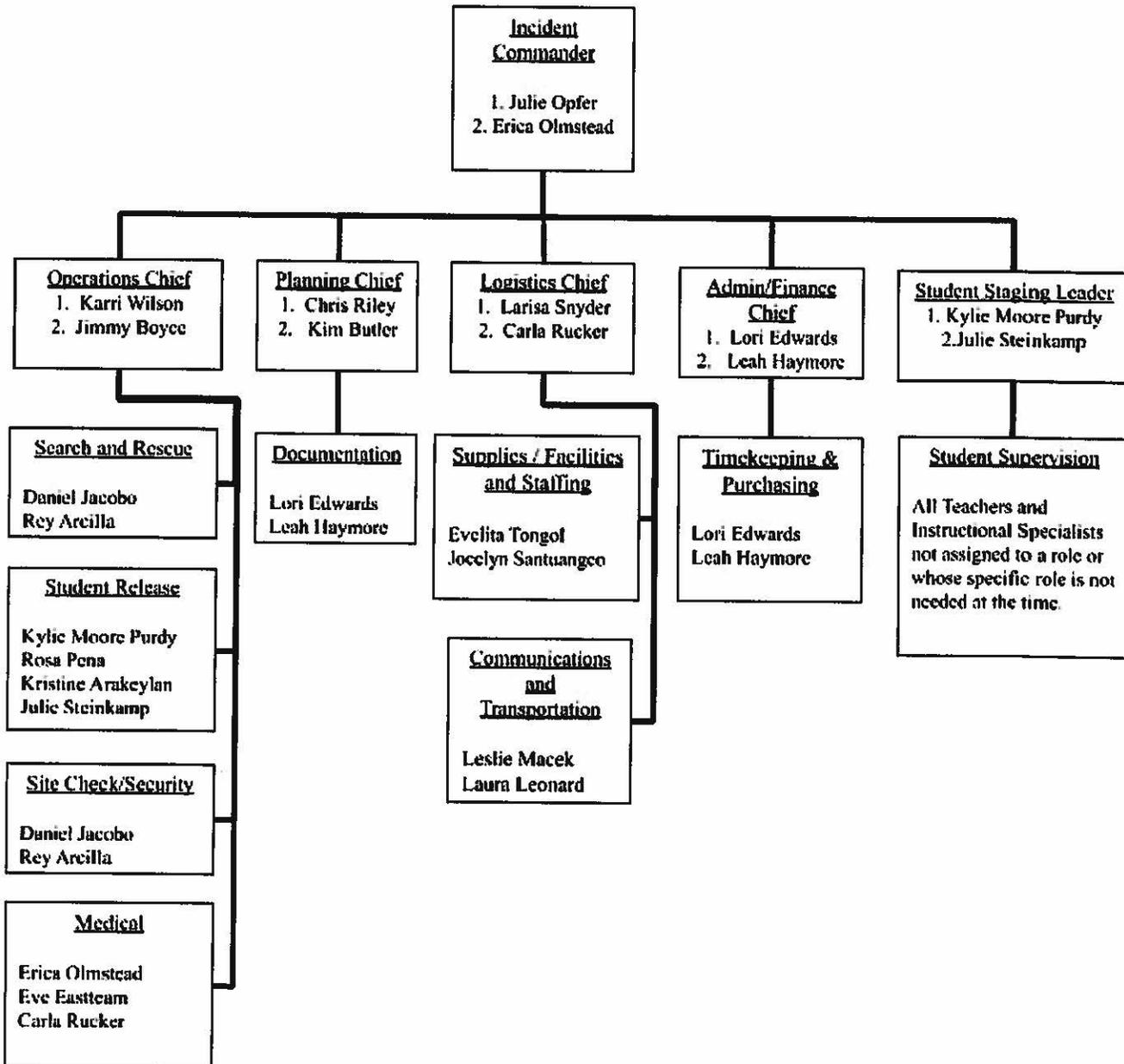
<u>PART 3</u>	<u>SITE ACTION PLAN</u>	
<u>Section 1</u>	<u>District and Site Mission Statements</u>	<u>77</u>
<u>Section 2</u>	<u>Description of School Climate</u>	<u>78</u>
<u>Section 3</u>	<u>School Climate Goals</u>	<u>79</u>
<u>Section 4</u>	<u>Description of Physical Environment</u>	<u>81</u>
<u>Section 5</u>	<u>Physical Environment Goals</u>	<u>82</u>
<u>Section 6</u>	<u>Signature Sheet</u>	<u>84</u>
<u>APPENDIX A</u>	<u>STAFF LIST</u>	<u>85</u>
<u>APPENDIX B</u>	<u>STAFF CLASSROOM TELEPHONE NUMBERS</u>	<u>86</u>
<u>APPENDIX C</u>	<u>SHUT-OFF</u>	<u>87</u>
<u>APPENDIX D</u>	<u>EMERGENCY EVACUATION ROUTES</u>	<u>88</u>
<u>APPENDIX E</u>	<u>OFF CAMPUS EVACUATION MAP</u>	<u>89</u>
<u>APPENDIX F</u>	<u>EMERGENCY OPERATIONS CENTER (EOC) FORM</u>	<u>90</u>
<u>APPENDIX G</u>	<u>CHILD ABUSE REPORTING LAW</u>	<u>91</u>
<u>APPENDIX H</u>	<u>CHILD ABUSE REPORTING FORM</u>	<u>97</u>
<u>APPENDIX I</u>	<u>WILLIAMS UNIFORM COMPLAINT PROCEDURE</u>	<u>98</u>
<u>APPENDIX J</u>	<u>DRESS CODE</u>	<u>100</u>
<u>APPENDIX K</u>	<u>SUSPENDABLE OFFENSES</u>	<u>101</u>
<u>APPENDIX L</u>	<u>PROCEDURES TO NOTIFY TEACHERS OF DANGEROUS PUPILS</u>	<u>102</u>
<u>APPENDIX M</u>	<u>HATE MOTIVATED BEHAVIOR</u>	<u>103</u>
<u>APPENDIX N</u>	<u>NON DISCRIMINATION/HARASSMENT</u>	<u>104</u>

PART 1 CRISIS MANAGEMENT

Section 1 Incident Command System

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

2019-2020 Spinelli Elementary School Incident Command System



Incident Command Descriptions

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

Assume Command

Establish the Command Post

Conduct briefings of the Command Staff

Identify level of threat by assessing situation

Set specific objectives and direct development of incident action plans

Direct protective actions to stabilize the school

Activate and oversee ICS functions

Establish Unified Command with responding agencies

Update EOC as situation evolves

Approve information to send to the EOC for media briefings

Set objectives for resumption of normal activities

Maintain an activity log (scribe) and oversee action reports

Admin/Finance Chief

The scribe stays with the Incident Commander at all times. The scribe will maintain a written record of the incident including actions taken, actions reported to the Incident Commander, time, names, dates, etc.

Keep an envelope or box for all receipts and overtime cards

Provide a cost-accounting update for the IC as requested

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

Check attendance for that day for both students and adults

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

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

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

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

Participate in briefing sessions, helping to identify required resources and personnel or advising of their availability

Provide equipment, supplies, personnel, busses/cars as required by Operations

Establish and maintain communications (radios, bullhorns, etc.)

Stage resources (or Team Leaders) so they are readily available

Coordinate and re-assign staff to other teams as needed by Operations

Maintain a visible chart of available resources as a reference for Ops and the IC Team

Provide food and water as needed (and available) for staff and students

Off-Site Evacuation Coordinator- organizes the off-site evacuation location during an emergency situation. This includes planning the movement of the students to the location and assisting with accounting of the students once they are moved. Many aspects of this assignment involve planning for the use of a location and planning the evacuation route to

safely move the students. When organizing an evacuation, consider the special needs students and plan for how those students will be moved and what assistance will be required. Maintain an activity log (scribe) and write after-action report

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

Immediately report to Command Post

Supervise and direct the activities of all groups assigned to Operations through the Team Leaders

Identify alternate staging areas as needed (to IC and Logistics)

Identify alternate resource requirements (to IC and Logistics)

Deploy resources/Keep in contact with S & R and Medical

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

Make changes as necessary to action plan based upon reports from group leaders and Planning Chief

Update IC and IC Team with status reports

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

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

Report to Command Post (immediately or upon handing off students)

Collect EOC forms and develop a briefing on incident size and scope for IC Team.

With Ops, gather incident information and updates from team leaders.

Send and supervise runners, if needed, to gather incident information

Share information needed for decision making with IC Team

Prepare estimates of incident escalation or de-escalation for IC Team

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

Report safety conditions that may cause danger

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

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

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

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

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

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

Search and Rescue: This team is responsible to "sweep" the bathrooms, hallways, and other areas for students, visitors, and staff. This team may need to search for unaccounted for people. Emergency responders will perform any major rescue efforts if necessary. Members will take roll with their own class, send in their EOC form, and then ask a supervising teacher to watch their students. Search and Rescue Team members should report to their Team Leader in a predetermined location. It may be near (but not in) the Command Post or by the Student Staging Area. The Operations Chief will direct the Team Leader as to the location of the missing or injured. Room by room searches are not conducted by Search and Rescue until after they have gone to all the rooms with known problems and then only if it is deemed safe to do so. As Search and Rescue teams (2 each for safety) proceed, they should check back in with the Team Leader to report progress and/or need for additional help. The Team Leader reports progress/needs to the Operations Chief.

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

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

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

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

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

Supplies/Facilities: This person will locate and provide facilities, equipment, supplies and materials as needed.

Timekeeping & Purchasing: This person will maintain accurate records of staff hours and of purchases. Report to Command Post if directed to do so; otherwise, maintain finance duties as described. Provide a cost-accounting update for the IC as requested. Keep an envelope or box for all receipts and overtime cards.

Section 2 Staging Areas

Indoor Command Post:

- 1. Main Office**
- 2. Cafeteria/Multipurpose Room**

Outdoor Command Post:

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

Triage Area:

Indoor-room 3

Outdoor-grassy area next to room 3

Parent Reunification Area:

Cafeteria

Classrooms

Field

Bus Staging Area:

Field

Cafeteria

Media Staging Area:

Grassy area in front of school (outside gates)

Off-Site Evacuation Location:

**2500 West 25th Street
West Principal's Office Building**

Directions:

From the West Principal's Office Building, walk west on the playground path to the picnic table area behind the cafeteria. This area is located behind the cafeteria and is a grassy area.

Section 3 Lockdown Procedures

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

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

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

When a lockdown is announced, several steps should take place. Teachers/Staff need to make sure all outside doors are locked, blinds are drawn and lights turned off. If students/staff are outside, staff needs to help direct students in their vicinity to the nearest building and get students and themselves safely inside. Call the office immediately to warn them of incident. In the event that a staff member and students are clear out in the field, the staff member must make the decision whether or not it is safer to lead students off campus. In this case, proceed to Off Site Evacuation Location. (See page 18). Upon arrival, call school office with names of students in your care.

Immediate notification of intruder should be made to the 911, fully explaining what is known at that time. The bells must be held and instructions to ignore the fire alarm should be given.

When ordering a lockdown, the duck and cover alarm may sound, or the following announcement will be given: "CODE RED LOCKDOWN", which will identify a real event.

A. Classes in progress (not during lunch)

- a. **Ignore any fire alarms. Assume duck and cover position. Build barrier if CODE RED signal is given.**

B. Class enroute in progress

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

C. Lunch is in session

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

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

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

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

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

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

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

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

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

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

Special areas of concern:

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

Section 4 Evacuation Procedures

General Evacuation

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

Evacuation of School Grounds

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

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

During evacuation, the students will walk quickly, quietly, and in single file. If buses are available, students will board the bus to the off-site evacuation location. When releasing students to the care of parents or other adults, refer to the section entitled, "Release of Students to Parents".

School Evacuation Instructions

Exit the Building

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

Teachers

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

Students

In homeroom class

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

NOT in homeroom

- Leave all personal items in classroom.
- Exit with their supervisor, or if alone, exit the nearest unblocked exit.

- Remain with the class with which they exited until it is deemed safe for the student to return to his/her regular class.

At recess / break

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

Staff Not Assigned To Classrooms

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

Principal or Designee

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

Evacuation of Students with Disabilities

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

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

Exit Route

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

Section 5 Student Release Procedures

Early Dismissal

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

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

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

Follow the "Release of Students to Parents" plan.

Release of Students to Parents

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

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

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

STUDENT RELEASE FORM

Student's Name _____

Date _____ Time _____

Teacher _____

Room # _____ Grade _____

PERSON CHECKING OUT STUDENT:

Signature _____

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

Name _____

Address _____

Phone # _____

STUDENTS UNACCOUNTED FOR

Teacher's Name _____ Grade _____ Room _____

Students unaccounted for:

Section 6 School Partnerships

Off Site Partnership

1. Identify the community-based organization or agency that you wish to partner with.

2. Contact the organization or agency to discuss the possibility of a partnership.

Directions:

3. Complete the partnership agreement form and submit it to the appropriate authority.

Section 7 Resources

Staff List/Phone Number/Health Concerns/Special Skills
(revised 10/1/19)

Staff Member	Phone Number	Health Concerns	Special Skills
AbdelMalek, Samia			
Alcala, Jeffrey			
Arakelyan, Kristine			
Arcilla, Rey			
Bennefeld, Michael			
Biddle, Sharhzad			
Bolton, Lois			
Boyce, Jimmy			
Branton, Amy			
Bryant, Derrell			
Carrasco, Elizabeth			
Chamberlain, Denae			
Craven, Kimberly			
Croley, Chiu			
Domalakes, Alyssa			
Eastteam, Eve			
Edwards, Lori			
Erwin, Rita			
Franklin, Mary			
Gallagher, Geneva			

Garland, Lesli			
Goodman, Shelia			
Gray, Ryan			
Haymore, Leah			
Hendricks, Natalia			
Hight, Megan			
Jacobo, Daniel			
Kalmykova, Lyubov			
Kyle, Stephen			
Larrick, Autumn			
Leclair, Kimberlee			
Leonard, Laura			
Luigi, Jean			
Lyons, Anne			
MacCracken, Deanna			
Macek, Leslie			

McInnis, Kathryn			
McInnis, Megan			
Mendoza, Herminia			
Miller, Vickie			
MoorePurdy, Kylie			
Moreno, Margie			
Olmstead, Erica			
Opfer, Julie			
Pena, Rosa			
Prince, Sarah			
Reason, Darlene			
Riley, Christian			
Rivero, Elizabeth			
Rucker, Carla			
Santuangco, Jocelyn			
Smirnov, Michael			
Smith, Linda			
Snyder, Larisa			
Stauffer, Kaela			
Steinkamp, Julie			
Tembey, Stephanie			
Tongol, Evelita			
Trujillo, Jovita			
Van Putten, Keli			
Walters-Cooke, Anne			
Weiser-Lewis, Gloria			
Williams, Kayla			
Wilson, Karri			

Section 8 Communications

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

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

Telephone Communication

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

Section 9 Crisis Phone Directory

- Sheriff/Fire Department: 911
- Twin Rivers Police Department: (916) 566-2777
- Poison Control Center, UCD Medical Center:(916) 734-3692
- Citizens Utilities (Water): (916) 568-4200
- SMUD (Electricity): (916) 456-7683
- PG&E (Gas): (916) 743-5000
- Superintendent's Office: (916) 338-6409
- Maintenance, Operations, Transportation (MOT):
 - Craig Deason, Assistant Superintendent: (916) 338-6337
 - Karen Matre, Assistant Superintendent's Secretary: (916) 338-6337
 - Angela Espinoza, Staff Secretary: (916) 338-6417
- Child Protective Services (CPS): (916) 875-5437
- Spinelli Elementary School: (916) 338-6490
- Dudley Elementary School: (916) 338-6470
- Oak Hill Elementary School: (916) 338-6460
- North Country Elementary School: (916) 338-6480
- Wilson C. Riles Middle School: (916) 787-8100
- Center High School: (916) 338-6420
- McClellan High School: (916) 338-6445

Section 10 Letters Home



Established 1858

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

BOARD OF TRUSTEES

*Nancy Anderson
Jeremy Hunt
Milad J'Beily
Delrae M. Pope
Donald E. Wilson*

SUPERINTENDENT

Scott A. Loehr

Dear Parents:

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

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

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

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

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

Sincerely,

Julie Opfer
Principal



Established 1858

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

BOARD OF TRUSTEES

Nancy Anderson
Jeremy Hunt
Milad J'Beily
Delrae M. Pope
Donald E. Wilson

Dear Parents:

SUPERINTENDENT

Scott A. Loehr

As part of our disaster preparedness program we ask that each child's family prepare a snack-pack to be kept at school. In the event of major disaster which might delay you from picking up your children from school, this pack will provide a source of nourishment and comfort. Please involve your children in putting together this pack and a share a short explanation of its potential use. Have your child bring the bag to his/her classroom the first week of school.

In a heavy-duty 1-gallon ZIP-LOCK bag, place the items listed below:

- (1) can of fruit drink (*no pouches, no boxes because they leak*)
- (1) bottle of water
- (3) small non-perishable snack packages – please choose commercially vacuum-packed items such as beef jerky, a granola bar, a fruit roll-up, cheese and crackers or a small pull-top can of fruit with a plastic spoon
- (1) small packet of wet wipes
- (1) note of reassurance and a small picture, as these may be a source of comfort in the event of an emergency and extended separation

Please do not send items that need to be refrigerated. Items that are perishable or need to be refrigerated will be sent back home with the student.

Please make sure the bag is marked clearly with your child's name, grade, teacher and room. Packs will be returned to students at the end of the school year.

Having these supplies on-site will better enable us to care for the students in an actual emergency, and they will also be a source of comfort to them. Your child will not be permitted to take something from the kit if s/he forgets a snack or wants a drink. The kits are for true emergencies only.

If you have any questions about this program, please contact the school office. Thank you for your cooperation in this very important matter.

Sincerely,

Julie Opfer
Principal

"Respecting our traditions, while embracing new ideas"

Section 11 Aftermath

Counseling

The need for a proactive counseling program cannot be overlooked.

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

Available resources should be identified and used on a regular basis when the first sign of depression, anger, or other alarming changes in a student is observed. During a crisis, the CMT member responsible for counseling must quickly organize a counseling program to help students, parents, faculty, and the community heal from the incident. Counselors at the affected school may handle some incidents, while other incidents could easily require the cooperation of many services. Identifying resources within the school system, county, and community should be planned and well organized before a crisis occurs.

Section 12 Training and Updating

Drills

The principal shall hold fire drills monthly and intruder alert and earthquake drills each trimester to ensure that all students, faculty members, and others are sufficiently familiar with such drills that they can be activated and accomplished quickly and efficiently. These drills shall be held at both regular and inopportune times to take care of almost any situation. Everyone in the building, including other employees, all office workers, all lunch workers, all custodial staff, and visitors must obey the instructions in the room or area they occupy when the alarm is sounded. Drills will also be carried out for quick evacuation of the multi-purpose room. The school secretary will be responsible to notify Sacramento Fire Department and Twin Rivers Police Department as necessary.

Once yearly, a full scale disaster drill will be held to give the staff an opportunity to fully implement the Incident Command System.

Training

The staff has participated in the following trainings:

- Arson Prevention (every other year – odd years)
- Bloodborne Pathogens for School Employees (every other year – even years)
- Code Red Lockdown Training (annually)
- CPR Training
- NIMS/ICS video (discuss components annually, can watch video every other year)
- Mandated Child Abuse Reporter Training (annually)
- Triage Training (every other year – even years)
- Automated External Defibrillator (AED) Training (annually)

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

PART 2 CRISIS READINESS

Section 1 Activity in the Vicinity

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

- Obtain as much information about the incident as you can. Twin Rivers Police Department will be able to provide an overview of the incident. Call (916) 566-2777.
- Convene a meeting of the Incident Command Team and discuss the situation and/or recommendations from the sheriff or fire department.
- Bring classes being conducted in trailers into the school.
- Secure the school building, if necessary.
- Coordinate with team members and faculty to ensure all doors are secured and post lookouts inside the school who can alert you to approaching danger.
- Notify the Center Joint Unified School District's (CJUSD) Office.
- Assign law enforcement and fire liaison member of Incident Command Team to monitor the situation and provide updates as needed.
- Prepare for possible lockdown or evacuation depending on the situation. Follow law enforcement or fire guidance.
- If law enforcement or fire have not resolved the situation by dismissal time, plans will need to be made to alter or delay dismissal of students and transportation should be contacted with information.
- Informational letter for parents should be developed in conjunction with district office and law enforcement or fire officials.

Section 2 After Hours Crisis Procedures

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

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

Section 3 Bomb Threat

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

Bomb Threat Procedures

I. Office Personnel

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

II. Administration

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

- a. Notify teachers to evacuate their rooms by announcing "code red" followed by the fire drill signal. All students should be at least 500 ft. away from the building.
- b. Wait for the sheriff's unit to arrive. Assist the officers as needed.
- c. Provide a designated employee(s) to assist law enforcement in search of suspicious objects on school grounds.
- d. Administrator must determine if students will need to evacuate the school grounds if no suspicious item is found.
- e. Maintenance, Operations, & Transportation will be called to provide buses for students, if necessary.

III. Teachers

- a. Upon receiving the notice to evacuate for a "code red", have your students assemble outside your classroom in an orderly manner and wait for you.

- b. Check your room before you leave, for anything out of the ordinary. Take a 360-degree sweep from eye level to floor and if you see anything suspicious, report it to an administrator.
- c. Keep your group together and walk with them to the field. Take your roll sheet and emergency information and call roll when you get there. Get your group together in an orderly manner and stay with them. You will probably be there for awhile, so take your time with these tasks and make sure students obey you perfectly.
- d. When you hear the all clear signal (announcement over the intercom or on the bullhorn) return to your classroom in an orderly manner.
- e. Do not let the students know that we have a bomb threat. Treat this as a routine "fire drill."

IV. Custodians, Cooks, and other Classified Employees

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

BOMB THREAT FORM

RECEIVING A BOMB THREAT

INSTRUCTIONS:

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

Exact time of call: _____

Exact words of caller:

Questions to Ask

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

Caller's Voice (Circle):

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

Voice Description (Circle):

Male	Female	
Calm	Nervous	
Young	Old	Middle-Aged
Rough	Refined	

Accent: Yes No Describe _____

Speech Impediment: Yes No Describe _____

Unusual Phrases _____

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

Background Noises (Circle):

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

Additional Information:

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

- B. What line did the call come in on? _____
- C. Is the number listed? Private number? Whose?

- D. Person Receiving Call _____
- E. Telephone number the call was received at _____
- F. Date _____
- G. Report call immediately to: _____
(Refer to bomb incident plan)

Signature _____ Date _____

THREATENING PHONE CALL FORM

Time call was received _____ Time caller hung up _____

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

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

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

Person receiving the call

Person monitoring the call

Department _____

Department _____

Dept Phone No. _____

Dept. Phone No. _____

Home Address _____

Home Address _____

Date: _____

Section 4 Bus Accident

The definition of a bus accident is: A motor vehicle accident resulting in property damage in excess of one thousand dollars (\$1,000), or personal injury, on public or private property, and involving a school bus, youth bus, school pupil activity bus, or general public paratransit vehicle transporting a pupil.

- CHP will respond to every bus accident with students on board. No students and adults are able to leave the scene without CHP approval.
- All students participate in bus evacuation drills every October to review procedures in the event of an accident.
- In the event of a serious bus accident involving injuries:
 - Call 911 and inform your principal and the CJUSD office 916-338-6409. After hours contact your principal.
 - Evacuate the bus, and move a safe distance away. Take all student emergency information with you.
 - Triage injured passengers using START triage procedures.
 - CHP will want student and adult roster and seat locations.

Field Trip Preparedness for Staff Members

- School buses are required to carry a first aid kit. Make sure it is in the bus.
- Teachers who participate in a large number of field trips should be encouraged to train in CPR and first aid procedures.
- Always take a complete roster and emergency cards of students on a field trip.
- Maintain a complete list of teachers' and chaperones' home phone numbers, emergency contacts.
- Develop an emergency phone number directory for field trips. Directory should contain emergency phone numbers for the school system and main phone numbers to the school and administrative offices.
- Bus drivers review safety and evacuation procedures at the beginning of each field trip before departure.

Section 5 Chemicals/Biohazard/Gas Odor

All chemicals in the building are to be identified and stored according to district policy and procedures. Safety data sheets from vendors shall be on file and available for all chemicals in the office for quick reference. All personnel involved with chemicals in any manner are to be trained in their proper use.

The fire department shall be informed by the principal once each year of all chemicals used in the building and where they are stored. In the event of a hazardous material accident in the building, the principal (or designee) will decide if and how the building will be evacuated. If any accident should occur, the fire department, Center Joint Unified School District Superintendent, and Sacramento County Health Department should be notified.

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

In order for the "shelter-in-place procedure" to be effective, the affected population must be advised to follow the guidelines listed below:

- An announcement will come over the PA system telling you that the "shelter-in-place procedure" is in effect.
- Close all doors to the outside and close and lock all windows. (Windows seal better when locked.) Seal gaps under doorways and windows with wet towels, and those around doorways and windows with duct tape (or similar thick tape) and sheets of plastic (pre cut and labeled before the incident). Have students assigned to specific tasks ahead of time.
- Ventilation systems should be turned off.
- Turn off all heating systems and air-conditioners.
- Seal any gaps around window type air-conditioners, exhaust fan grills, exhaust fans, and range vents, etc. with tape and plastic sheeting, wax paper, or aluminum wrap.
- Close as many internal doors as possible.
- If an outdoor explosion is possible, close drapes, curtains, and shades over windows. Avoid windows to prevent potential injury from flying glass.
- If you suspect that the gas or vapor has entered the structure you are in, hold a wet cloth over your nose and mouth.
- Tune in to the Emergency Alert System on the radio or television for information concerning the hazardous materials incident and in-place-sheltering.

Section 6 Death/Suicide

Definition - Death or suicide of a student, staff member or significant person close to the school where students and/or staff are affected.

Principal or designee shall:

- 1. Call 911.**
- 2. Contact Superintendent.**
- 3. Notify immediate family - parent or guardian.**
- 4. Identify key staff members at site to disseminate information at site level.**
- 5. Communicate behavioral expectations to staff regarding:**
 - Confidentiality issues**
 - Providing factual information**
 - Available resources**
- 6. Send home written information to parents on facts of incident and any follow-up services available.**
- 7. Consult with psychologist or county office of education staff for intervention strategies including specific activities that can be used in the classroom.**

If the incident causes a major disruption to school activities, evacuation may be necessary and will be determined by law enforcement, principal or designee.

Section 7 Earthquake

During the Quake

Keep these points in mind in the event of an earthquake:

1. If an earthquake occurs, keep calm. Don't run or panic. If you take proper precautions, the chances are you will not be hurt.
2. Remain where you are. If you are outdoors, stay outdoors. If you are indoors, stay indoors. During earthquakes, most injuries occur as people are entering or leaving buildings (from falling walls, electrical wires, etc).
3. The teacher will give the "drop and cover signal" if the bell system is not operable.
4. Everyone will get under his/her desk and cover his/her head. If a desk, table or bench (best choice) is not available, sit or stand against an inside wall or in an inside doorway. Stay away from the windows, outside walls, and outside doors.
5. If you are outside, stay away from the building, electrical wires, poles, or anything else that might shake loose and fall. Look for open space and stay low.

After the Quake

For your own safety and that of others, you should carefully do the following:

1. About two minutes after the shaking stops, the fire bell will sound. If we have lost power, the teacher will give the command to evacuate the building.
2. Use the "Building Evacuation" plan.
3. Use extreme caution in entering or working in buildings that may have been damaged or weakened by the disaster.
4. Stay away from fallen or damaged electrical wires, which may still be dangerous.
5. The custodian will check for leaking gas pipes. Do this by smell only - don't use matches or candles. If you smell gas:
 - Open all windows and doors.
 - Turn off the main gas valve at the meter.
 - Leave the building immediately.
 - Notify the gas company, police, and fire department.
 - Don't re-enter the building until it is safe.
6. The principal will confer with the Superintendent about evacuation of the school. If necessary, follow the "Evacuation of School Grounds" policy. Do not evacuate to another building unless it has received an inspection by a qualified person.

Re-entry of Building

Follow the procedures of the re-entry instructions (after "Building Evacuation") except: the building should be inspected by a qualified person who has been trained in Building Analysis. This person will perform an inspection on structural soundness, electrical wiring, water distribution, oil, gas, and other fuel systems, and boiler and heating systems.

A damaged structure will be occupied only after authorization by the responsible local agency. Building supervisors will be notified of the corrective actions to be taken to return the building to use.

Section 8 Fire/Explosion

Fire

1. In the event of a natural gas fire, sound alarm and then turn off main gas valves. If the fire is small, use the fire extinguisher AFTER the gas is turned off.
2. In the event of an electrical fire, sound alarm and then turn off electricity. Do not use water or water-acid extinguishers on electrical supported fires. Only small fires should be fought with an extinguisher.
3. The person locating the fire will sound the alarm.
4. Follow the "Building Evacuation" instructions.
5. The principal will notify the superintendent's office.
6. The office staff will notify the utility companies of a break or a suspected break in utilities.
7. Keep access roads open for emergency vehicles.
8. All staff will be responsible to peek in the door of the classroom on either side and make sure they were informed of the fire.
9. The custodian is responsible for checking exits daily to make sure they are functional. All exits should be obvious, maintained and clear of obstructions.

Lunchrooms and Kitchens

1. Emergency preparedness to control fire in school kitchen areas:
 - Have automatic extinguishers over deep fryers and grills.
 - Have fire extinguishers for all types of fires in proper location.
 - Make sure that all of the kitchen personnel know where the extinguishers are located and how to operate them.
 - Make sure that the kitchen personnel know which exit to take in case of fire.

Whether it's a real fire or a drill, try to evacuate the building in fewer than two minutes.

Fire Drill Procedures

The secretary will call the fire department to inform them it is a drill. The principal or designee shall sound the alarm.

1. When the signal is sounded, the teaching staff will proceed to the evacuation assembly area (blacktop/field) with their classes. Staff not assigned a regular class of children will report to the same area to render any needed assistance to teachers.
2. Once each month, all teachers will instruct their classes in the correct procedures and behaviors to utilize during fire drills.
3. Once each month, a fire drill will be conducted by the school staff.
4. Students stand facing away from the building in silent lines.
5. Supervising staff will take roll. The whereabouts of all students should be known.
6. Any student in attendance at school but not with class or in a special class should be reported immediately to the Student Supervision Leader.

Fire Extinguishers

Fire extinguishers are placed in strategic locations as recommended by the fire department. Faculty members and other staff personnel shall be instructed in the use of the fire extinguisher.

All extinguishers, unless stated, are dry chemical types which are needed to put out type A, B, and C fires which include wood, textiles, gasoline, oil, greases, and electrical fires. In discharging a fire extinguisher, it should be held upright while the pin is pulled. The lever is then pressed while aiming at the base of the fire.

Fire Extinguisher Inspections

The district maintenance department will be responsible for checking for possible building code violations and making sure all fire extinguishers are checked yearly for the following:

1. Check gauge for full charge. Report discharge or overcharge reading immediately to control office.
2. Check seal for breakage.
3. Check hoses for cracks, leaks, tears, etc.
4. Check casing for leaks or breakage.

Custodians check fire extinguishers monthly and log that they are functioning properly.

Section 9 Flood

When there is a flood at the school site

- Notify parents via radio and television.
- Notify bus drivers for an early/late dismissal.
- The custodian or site security team will shut off water to prevent contaminated water from entering the school supply.
- The custodian or site security team will shut off electricity to prevent electrical shock.
- If school is a designated emergency shelter and time permits, check all supplies and provisions prior to emergency operations.

After the danger is over

Beware of contaminated food, water, broken gas lines, and wet electrical equipment. Resume classes only after a qualified person has done a building assessment (see returning to building under earthquake.)

Minor Flooding

If the school experiences minor flooding (one or a few classrooms), the class(es) affected will evacuate to another part of the building (principal will decide where to go). Classes will continue. The principal will notify the superintendent and they will jointly decide what to do next.

Section 10 Gas Odor

If odors are detected outside the building, it is not necessary to evacuate the building. Call the police and fire non-emergency number to report the smell (916-874-5115). Call the district office.

If the odor is detected inside a school building, convene the crisis management team and evacuate the building immediately.

- Call 911
- Arrange to have the students moved to an off-site evacuation location
- The incident command system member responsible for student accounting begins the process of tracking all students
- Make sure the critical incident response kits leave the school with the students

Section 11 Hostage Situation

Intruder or Hostage Situation

Organized or unorganized terrorists would usually find themselves in one or two places within the school building. Either they would penetrate into the administration office, or they would infiltrate a classroom. The administration and staff have only two "weapons" in which to combat the situation: time and specific procedures. The school staff should not attempt to disarm terrorists.

The procedures for the following situations are as follows:

Intruder Enters the Classroom

1. The teacher will try to make contact with the office via intercom phone.
2. If the teacher cannot get to the communication system, he/she should attempt to send a note out the door with a student. Do not take a chance if there is any doubt that the child will be seen exiting. If one is able to leave, he/she should crawl past any windows so as not to be seen.
3. Any teacher receiving the note from a student or other adult should immediately lock all doors, inform the office, and close the blinds.
4. If there is another teacher, adult, or student who can safely make a call, call the office at 916-338-6490 or the administrator at 916-338-6490.
5. The office's number and instructions on how to reach the office should be posted by your phone for a substitute or parent.
6. Institute Run, Hide, Fight strategies.
7. The office personnel upon receiving a "help" signal will verbally call for a lock down over the intercom. Teachers will immediately lock all outside doors including workroom doors and close the blinds. Students should assume the duck and cover position under their desks.
8. Office will immediately dial 911 and contact the superintendent.
9. No one will evacuate the building unless instructed to do so by the principal or uniformed police officer.
10. Remain in your room until an "all clear" signal is given.
11. Any student finding himself or herself en route to a classroom from the bathroom, office, library, or another classroom needs to go to the nearest classroom or building. If the door is locked, he/she is to knock and loudly announce one's self.

Intruder Enters the Office

1. If the administrators, secretary, office assistants, or any other staff members are able to phone out of the school without bringing harm to themselves, they will call 911.
2. The principal or secretary will notify the Superintendent, if possible.
3. Follow Run, Hide, Fight procedures: Run to the nearest safe location. Hide in a safe location and remain quiet until the incident is over. Fight the intruder in self defence as a last resort

Intruder Appears on Campus During Recess

1. The teacher on yard duty who first notices an armed individual (gun, knife, or other dangerous weapon) on campus will signal other adults on the playground with four short blasts on a whistle. An adult will send a student to the closest classroom door to enter and ask the teacher inside to inform the office immediately.
2. The office will announce the intruder alert. All students and teachers in classrooms will react accordingly by assuming the duck and cover position.

3. Students on the playground hearing the Duck and Cover signal will look for the nearest teacher and follow instructions. Students need to be aware that four short whistle blasts designate a problem. If the intruder has a weapon but is not firing, teachers should exit students as quickly as possible via one of the escape routes in that particular duty area.
4. Teachers will go in the opposite direction of the intruder.
5. If an intruder arrives on the playground and starts firing shots, students and teachers should run away from the intruder to the nearest classroom or safe location to hide.
6. Teachers will need to keep an eye on the intruder at all times to determine what to do next. This type of a situation is unpredictable and unfortunately cannot be covered with predetermined procedures. The main concern is to get as many students as possible off the playground and into a safe building.

Section 12 Hostile Visitor

Domestic or Civil Disturbance

It should be noted that the normal school routine serves to reduce the threat of civil disturbance within the school. The classroom unit keeps students in small groups where each student is more easily known and can be held responsible for his/her actions. Outsiders are generally recognized and the potential for problems can be reduced if the integrity of the individual classroom unit can be maintained.

To reduce the potential for problems, these steps are standard procedure:

1. All teachers are to be at their lines directly after the final recess bell.
2. Teachers are expected to attend assemblies and sit with their classes.
3. Teachers and administrators are available if the need for control should arise before and after school.
4. The administration is aware of substitutes in the building and teachers in adjoining classrooms are available to assist substitutes in controlling students if the need should arise. Each substitute is provided with lesson plans by the teacher who is absent, whether by direct communication or previously prepared plans. A red emergency folder should also be clearly visible in the classroom including a roll sheet, EOC form, site map with emergency areas listed, triage instructions, student release form and both red and green cards.
5. All staff and students are asked to report the presence of any outsider they see to the administration.

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

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

Procedure to Deal with Civil Disturbances

Violent Person:

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

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

Mob:

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

Unidentified Person(s) Taking Control:

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

Section 13 Kidnapping/Attempted Kidnapping

Definition: The physical capture or attempted physical capture of a student or staff member against their will.

1. Principal or designee will contact the Sacramento Sheriff (911).
2. Principal or designee will contact the Superintendent and report the situation.
3. Principal or designee will contact the parent or guardian of the kidnapping victim.
4. Principal or designee will inform the teachers of the situation and give further instructions regarding child safety.
5. Principal or designee will inform secretary on how to respond to phone calls regarding the incident.

Section 14 Medical Emergency

Our school shall be prepared to provide basic first aid while summoning necessary emergency assistance. A list of qualified persons who have had First Aid and CPR training should be maintained by the principal. This list must be updated and distributed to the staff annually.

An emergency card will be filed in the office for each student with emergency numbers to call in case of an accident, injury, or illness. Parents will always be notified as soon as possible of any reportable accident, injury, or illness.

Any reportable accident or injury incurred on school property or during a school activity off campus will be reported, using the appropriate online form, to the office of the principal no later than 24 hours from the occurrence.

The general emergency number 911 will be explained each year to all school personnel, and this number will be readily visible on all telephones.

A first aid kit shall be maintained in the office and rotated. A Red Cross first aid booklet is provided with each kit. First aid procedures will follow the current American Red Cross First Aid Manual.

Although some staff members are trained in basic first aid and CPR procedures, they are not to be considered medical experts. The first aid kits are to be used only in cases of emergency.

First Aid Stations

A first aid station is always maintained in the nurse's office. In the event of a large scale emergency that requires an evacuation, a medical station will be set up by the Medical Team in a predetermined location. If evacuation is not necessary, the nurse's station and/or the multi-purpose room will be used.

Rescue

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

With a serious or critical injury, do the following:

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

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

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

With critical illness or injury, do the following:

1. Administer first aid to the extent possible.
2. Call 911 if the situation is life threatening or if the child is in need of immediate medical intervention.
3. Notify parents for their action and information.
4. Keep a record of time of injury, what first aid was administered and at what time.
5. Notify the superintendent's office.
6. Complete appropriate injury, illness, or insurance report promptly.
7. Keep a record of which students were sent to the hospital.

FIRST AID INSTRUCTIONS

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

Abdominal Pain

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

Artificial Respiration

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

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

Bleeding

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

*Internal bleeding – Treat for shock

Bone Injuries

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

Breathing - Unconscious Person

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

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

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

1. Try to awaken the person by firmly tapping him or her on the shoulder and shouting, "Are you alright?"
2. If there is no response, check for signs of breathing.
 - a. Be sure the victim is lying flat on the back. If you have to roll the victim over, move the entire body at one time.
 - b. Loosen tight clothing around neck and chest.

3. Open the airway:
 - a. If there are no signs of head or neck injuries, tilt the head back and lift the chin to move the tongue away from the back of the throat.
 - b. Place your ear close to the victim's mouth; listen and feel for breathing.
 - c. If you can't see, hear, or feel any signs of breathing, you must begin breathing for the victim.
 - d. Begin rescue breathing immediately. Have someone else summon professional help.

Rescue Breathing:

1. Giving mouth-to-mouth rescue breathing to an adult:
 - a. Put your hand on the victim's forehead, pinching the nose shut with your fingers. Your other hand is lifting the victim's chin to maintain an open airway.
 - b. Place your mouth over the victim's, making a tight seal.
 - c. Breathe slowly and gently into the victim until you see the chest rise. Give 2 breaths, each lasting about 1½ seconds. Pause between breaths to let the airflow out. Watch the victim's chest rise each time you give a breath to make sure air is going in.
 - d. Check for a pulse after giving these 2 initial, slow breaths. If you feel a pulse but the victim is still not breathing, give one breath about every 5 seconds. After 10 to 12 breaths, re-check pulse to make sure the heart is still beating.
 - e. Repeat the cycle every 5 seconds, 10-12 breaths per minute, rechecking the pulse after each cycle. Continue rescue breathing until one of the following happens:
 - i. The victim begins to breathe without your help
 - ii. The victim has no pulse (begin CPR).
 - iii. Another trained rescuer takes over for you.
 - iv. You are too tired to go on.
2. Giving mouth-to-mouth rescue breathing to infants and small children:
 - a. A small child's head should be tilted back gently to avoid injury. With head tilted back, pinch the nose shut. Lift the chin and check for breathing as you would for an adult. Give 2 slow breaths until the chest rises.
 - b. Check for a pulse.
 - c. Give 1 slow breath about every 3 seconds. Do this for approximately 1 minute, or 20 breaths.
 - d. Recheck the pulse and for breathing.
 - e. Call 911 if you have not already done so. Continue rescue breathing as long as a pulse is present and the child is not breathing.
 - f. Continue rescue breathing until one of the following occurs:
 - i. The child begins to breathe on his/her own.
 - ii. The child has no pulse (begin CPR).
 - iii. Another trained rescuer takes over for you.
 - iv. You are too tired to go on.

Burns

1. Degrees:
 - Skin red (1st degree)
 - Blisters develop (2nd degree). Never break open blisters.
 - Deep tissue damage (3rd degree)
2. First Aid for thermal burns (1st and 2nd degree burns) to exclude air:
 - Submerge in cold water
 - Apply a cold pack
 - Cover with a thick dressing or plastic. (Do not use plastic on face.)

- After using cold water or ice pack, cover the burned area with a thick, dry, sterile dressing and bandage firmly to exclude air.
3. First Aid for 3rd degree burns:
 - Apply a thick, dry sterile dressing and bandage to keep out air.
 - If large area, wrap with a clean sheet or towel.
 - Keep burned hands and feet elevated and get medical help immediately.
 - Treat the same as shock victim, giving fluids as indicated; warmth necessary.
 4. First Aid for chemical burns
 - Wash chemical away with water.
 5. Acid burn to the eye (also alkali burns)
 - Wash eyes thoroughly with a solution of baking soda (1 teaspoon per 8-ounce glass of water) or plain water for 5 minutes.
 - If victim is lying down, turn head to side. Hold the lid open and pour from inner corner outward. Make sure chemical isn't washed out onto the skin.
 - Have victim close the eye, place eye pad over lid, bandage and get medical help.

Choking (Heimlich Maneuver)

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

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

If the victim is on his back:

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

Convulsions or Seizures

1. Symptoms

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

These seizures are seldom dangerous, but they are frightening.

2. Causes

- Head injuries
- Severe infections
- Epilepsy

3. Treatment

- Prevent patient from hurting himself
- Loosen tight clothing

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

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

CPR - Cardiopulmonary Resuscitation

Before Giving CPR

1. Check the scene and the person. Make sure the scene is safe, then tap the person on the shoulder and shout "Are you OK?" to ensure that the person needs help.
2. Call 911 for assistance. If it's evident that the person needs help, call (or ask a bystander to call) 911, then send someone to get an AED. (If an AED is unavailable, or there is no bystander to access it, stay with the victim, call 911 and begin administering assistance.)
3. Open the airway. With the person lying on his or her back, tilt the head back slightly to lift the chin.
4. Check for breathing. Listen carefully, for no more than 10 seconds, for sounds of breathing. (Occasional gasping sounds do not equate to breathing.) If there is no breathing, begin CPR.

Red Cross CPR Steps

5. Push hard, push fast. Place your hands, one on top of the other, in the middle of the chest. Use your body weight to help you administer compressions that are at least 2 inches deep and delivered at a rate of at least 100 compressions per minute.
6. Deliver rescue breaths. With the person's head tilted back slightly and the chin lifted, pinch the nose shut and place your mouth over the person's mouth to make a complete seal. Blow into the person's mouth to make the chest rise. Deliver two rescue breaths, then continue compressions.

Note: If the chest does not rise with the initial rescue breaths, re-tilt the head before delivering the second breath. If the chest doesn't rise with the second breath, the person may be choking. After each subsequent set of 30 chest compressions, and before attempting breaths, look for an object and, if seen, remove it.

7. Continue CPR steps. Keep performing cycles of chest compressions and breathing until the person exhibits signs of life, such as breathing, an AED becomes available, or EMS or a trained medical responder arrives on scene.

Diabetics

Diabetics may lose consciousness when they have too little or too much insulin. Unless you are thoroughly familiar with how to proceed with treatment, it is better to seek medical help rather than to attempt first aid. Be aware of all students with diabetes on site.

Dog/Animal Bites

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

4. Complete the Report of Student Accident Form.
5. Notify the school nurse so that information can be recorded in the pupil's health folder.

Ears

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

Electric Shock

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

Eyes

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

Fainting

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

Fracture

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

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

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

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

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

Frostbite

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

Head Injury

1. Symptoms
 - May or may not be unconscious
 - Unconsciousness may be delayed one-half hour or more
 - Bleeding from mouth, nose or ear
 - Paralysis of one or more extremities
 - Difference in size of pupils of the eyes
2. First Aid for Head Injuries:
 - No stimulants or fluids
 - Don't raise his feet; keep the victim FLAT
 - Observe carefully for stopped breathing or blocked airway
 - Get medical help immediately
 - When transported, gently lay flat
 - Position head to side so secretions may drool from corner of mouth
 - Loosen clothing at neck

Heart Attack

Diseases and Conditions

Symptoms:

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

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

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

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

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

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

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

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

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

June 03, 2017

Original article:

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

AED Steps

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

Before Using the AED

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

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

1. Turn on the AED and follow the visual and/or audio prompts.
2. Open the person's shirt and wipe his or her bare chest dry. If the person is wearing any medication patches, you should use a gloved (if possible) hand to remove the patches before wiping the person's chest.
3. Attach the AED pads, and plug in the connector (if necessary).

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

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

Norovirus

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

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

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

Nosebleeds

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

Pandemic Flu Plan

Seasonal Flu:

- Caused by influenza viruses that are closely related to viruses that have previously circulated; most people will have some immunity to it.
- Symptoms include fever, cough, runny nose and muscle pain.
- Complications such as pneumonia are most common in the very young and very old and may result in death.

- Vaccine is produced each season to protect people from the three influenza strains predicted to be most likely to cause illness.

Mild to Moderate Pandemic:

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

Severe Pandemic:

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

Measures to limit the spread of flu:

- Promote hand-washing/use of antibacterial wipes, cough hygiene via modeling by school staff.
- Cover nose and mouth with a tissue or upper arm if a tissue is not available
- Dispose of used tissues in a waste basket and wash hands after coughing, sneezing or blowing nose.
- Use warm water and soap or alcohol-based sanitizers to clean hands.
- Wash hands before eating or touching eyes, nose or mouth.
- Encourage vaccination of staff and students for whom the flu vaccine is recommended.
- Persons developing symptoms at school should be sent home as soon as possible and instructed not to return until well.

Social distancing:

In a pandemic, the risk of getting the flu is greatest when one has close contact with an infected person. Social distancing measures may include:

- Modify, postpone, or cancel large school events.
- Increase space between people at school to at least 3 feet, as much as possible.
- Cancel outdoor recess,
- Open windows if weather permits or run continuous fan on HVAC system while room is occupied or when students leave the room for lunch.
- Consider possible school closure for a short amount of time early in the course of a community outbreak.
- Coordination with Sacramento County Public Health at their request.

Poisoning

1. In all oral poisoning, give liquids to dilute the poison.
2. Procedures for handling specific oral poisoning cases should be reviewed by teachers of classes in areas where poisoning may take place.

Puncture Wounds (knife and gunshot)

A puncture wound may be caused by a pointed object such as a nail, piece of glass, or knife that pierces the skin. Gunshot wounds are also considered to be puncture wounds. Generally, puncture wounds do not bleed a lot and are therefore susceptible to infection. Severe bleeding can result if the penetrating object damages internal organs or major blood vessels.

If an object is impaled in a wound, **DO NOT REMOVE IT.**

- Place several dressings around the object to keep it from moving.
- Bandage the dressings in place around the wound.
- Call 911 and contact parents.

A puncture wound to the chest can range from minor to life threatening. A sucking chest wound is one in which the rib cage has been penetrated and you can hear a sucking sound every time the victim takes a breath.

- Without proper care, the victim's condition will quickly worsen.
- Cover the wound with a dressing that does not allow air to pass through it.
- A plastic bag, latex glove, or plastic wrap taped over the wound will help keep air circulating through the lungs.
- Give additional care as needed. Watch for shock.
- Call 911 and contact parents.

Seizure

An alarming sight, a person experiencing a seizure may exhibit limbs jerking violently, eyes that roll upward, and breath that becomes heavy with dribbling or even frothing at the mouth. Breathing may stop in some seizures, or the victim may bite his or her tongue so severely that it blocks the airway. Do not attempt to force anything into the victim's mouth. You may cause injury to the victim or yourself.

1. During a seizure:
 - a. There is little you can do to stop a seizure.
 - b. Call for help.
 - c. Let the seizure run its course.
 - d. Help the victim to lie down and keep from falling to avoid injury.
 - e. Do not use force.
 - f. Loosen restrictive clothing.
 - g. Do not try to restrain a seizure victim.
 - h. Cushion the victim's head using folded clothing or a small pillow.
 - i. If a seizure lasts 10 minutes in a known epileptic, or 5 minutes in a person with no seizure history, call 911.
2. After a seizure:
 - a. Check to see if the victim is breathing. If not, immediately begin rescue breathing.
 - b. Check to see if the victim is wearing a MEDIC ALERT or similar bracelet. It describes emergency medical requirements.
 - c. Check to see if the victim has any burns around the mouth. This would indicate poison.

3. The victim of a seizure may be conscious but confused and not talking when the intense movement stops. Stay with the victim and be certain that breathing continues. When the victim is able to move, get medical attention.

After the seizure is over, the pupil can be taken to the office to lie down until the dazed phase is over and parents are notified. The student should be attended to continuously until fully recovered.

Very rarely a condition called "status epilepticus" occurs in which one seizure follows another for a long period of time. This is a medical emergency; call 911.

Shock

1. Shock is likely to develop in any serious injury or illness. Shock may be serious enough to cause death even though the injury itself may not be fatal. Four important symptoms of shock are:
 - Pale, cold, moist skin
 - Weak and/or rapid pulse
 - Rapid breathing
 - Altered consciousness
2. The symptoms of shock may appear immediately or may be delayed for an hour or more. Give shock care to all seriously injured persons:
 - Have the victim lie down.
 - Control any external bleeding.
 - Help the victim maintain body temperature, cover to avoid chilling.
 - Reassure the victim.
 - Elevate legs about 12 inches unless you suspect head, neck, or back injuries or broken bones involving hips or legs.
 - Do not provide anything to eat or drink.
 - Call 911.
 - Call parents.

Sunstroke

1. A person with sunstroke will have nausea, weakness, headache, cramps, pounding pulse, high blood pressure and high temperatures (up to 106 degrees.) The armpits are dry; skin flushed initially but later turns ashen or purplish. Delirium or coma is common.
2. Medical help is crucial. While waiting for medical aid, reduce temperature with a cold bath, sponging with alcohol or water, until the temperature is down. Hospitalization should be immediate.

Wounds

An abrasion is a wound caused by scraping off the outer layer of skin. An abrasion is usually superficial with little bleeding but infection can occur unless the wound is cleaned with soap and water. Wash away from the wound.

An incision is a cut caused by a sharp object such as a knife, razor blade, or piece of glass. Bleeding is a serious problem. Medical help is often necessary in case the wound must be sewn.

A laceration is a tear or jagged, irregular wounds caused by a hard object such as a rock, machine tool, bicycle or automobile. Animal bites are also lacerations. Surrounding tissue is

damaged and bleeding may be profuse. A minor laceration can be cleaned with soap and water, but if the bleeding is severe, a pressure dressing may be needed. If the laceration is caused by an animal, medical help is required for testing and treatment of the animal.

A puncture wound is caused by deep penetration of a sharp object such as a pencil, nail, ice pick, bullet, spear or arrow. There may be little surface bleeding, but severe internal bleeding can result. A puncture wound is difficult to cleanse and may require a tetanus shot to guard against infection.

Section 15 Missing Student

Maintaining strict visitor control procedures and enforcing the requirement for employees to wear identification badges will help control unwanted and dangerous access to the school. Penal Code section 626 will help control access by outsiders to the school.

Access into Building

- **All doors are to be locked during the school day, with the exception of the main entrance.**
- **Signs must be posted on all doors directing visitors to report to the main office.**

Student Accountability

- Elementary and middle school students shall not be left alone unsupervised anywhere in the building or on school grounds during the school day.

Photo Identification Badges

- All personnel who work in or regularly visit schools in the course of business should wear, or have on their person an assigned identification badge. This regulation includes full and part-time staff, food services personnel, and bus drivers/attendants.
- Badges must be worn in a manner that makes them readily visible.

Visitor Badges and Log In

- Schools must issue numbered visitor badges that include the name of the school and the current school year.
- School staff must be aware of visitor badge procedures and their responsibility in reporting violations.

In a missing child incident, assign a member of the Incident Command Team to organize a search of the school. Call Twin Rivers Police and the parents and alert the superintendent. Record the name and contact number of person reporting the child missing. If the case involves abduction, begin gathering witness information for law enforcement. Confirm child attended school that day. Assign a staff member to begin checking last known location of the child.

1. Begin gathering information on the child, including:
 - a. Description, including height, weight, skin color, eye color, clothing, backpack, etc.
 - b. Obtain photo, if available.
 - c. Home address, phone number, parents' contact numbers
 - d. Class schedule, special activities
 - e. Bus or walking route information

2. Contact custodial parents.
3. Convene crisis management team.
4. Begin recording events.
5. If incident is happening during the school day, consider holding the bells until the matter is either resolved or school has been completely searched for the student.
6. Notify the Center Joint Unified District Office.
7. Obtain information on possible witnesses, friends, and the last person to see student.
8. If incident occurred while a student was on the way home, contact bus driver, safety patrol, crossing guard.
9. Double check circumstances. Could child have ridden the wrong bus or walked home? Did someone pick-up the child? Is the child at another activity?
10. Assist law enforcement's department with investigation.
11. Arrange for counseling of students as needed.

At any point during these steps, if the child is found, inform everyone who has been notified of the incident that the child is no longer missing.

Section 16 Public Demonstration

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

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

Section 17 School Site as Mass Care and Welfare Shelter

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

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

1. Use of Facility:

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

2. Shelter Management:

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

3. Condition of Facility:

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

4. Food Services:

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

5. Custodial Services:

Upon request by the Red Cross, and if such resources exist and are available, CJUSD will make its custodial resources, including supplies and custodial workers, available to provide cleaning and sanitation services at the shelter. The Facility Coordinator will designate a Facility Custodian to coordinate the provision of cleaning and sanitation services at the direction of, and in cooperation with, the Shelter Manager.

6. Security:

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

7. Signage and Publicity:

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

8. Closing the Shelter:

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

9. Reimbursement:

The Red Cross will reimburse the Owner for the following:

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

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

Section 18 Severe Weather

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

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

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

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

Section 19 Shooting/Stabbing

Assess the situation

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

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

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

Disable the bell system, if possible.

Once the situation has been assessed:

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

Section 20 Campus Visitor Procedures

Student Pick-Up and Drop-Off Procedures

To ensure the safety of all students, when picking up or dropping off your child, please use the designated areas. The area for safe drop off is along the front of the school on Scotland Drive, near the two sidewalks that lead to the school. Your child needs to use the sidewalks. **DO NOT** let your child walk through the parking lot. This is very dangerous! **DO NOT** enter the school parking lot designated for buses only. **DO NOT** wave your child to cross the street; they are to cross in the crosswalks only with adult supervision. **DO NOT** double park or block the driveways. These are not only school rules, but they are the law. Please teach your child to be a law abiding citizen by modeling that behavior for them.

If you walk your child onto the school campus in the morning, please check in at the office and obtain a visitor's badge before entering the campus. For the safety of all children, you must wear a visitor's badge while on the school campus during school hours.

When school is dismissed, all students will be walked out to the front of the school. No child will be allowed to exit the campus at the Delaney gate unless they ride the bus. If you are picking up your child, plan to meet them at the front of the school, outside the gates. These rules have been implemented for the safety of all students attending Spinelli.

Spinelli is a closed campus which means a student may leave during the school day only when a designated adult has signed them out through the school office. A "designated adult" means anyone the parent or guardian has listed on the child's emergency card. We will not release any student to an adult who is not designated on the emergency card.

For the safety of all students, if your child has a medical appointment during the school day, he/she must be picked up through the school office. Please check in to the office and we will call the classroom to have your child sent up.

Classroom Visitations

We are proud of the educational program being carried out at Spinelli. It is our pleasure to welcome parents who wish to visit the classroom. Volunteers are especially welcome. In order to have these visitations carried out with as little disruption to the instructional program as possible, we request visitations be made in the following manner:

1. Contact the teacher at least 24 hours in advance of your visit. This will enable the teacher to schedule a visit to meet your needs.
2. When coming for a classroom visitation, parents must check into the office and obtain a visitor's pass first. For the safety of all children, the office must know the identity and location of anyone on the school campus when school is in session.
3. To minimize classroom disruptions, siblings are not permitted to accompany a visiting parent.

4. During a visit, if a parent has concerns about any student's behavior, they are to notify the teacher. It is the teacher's responsibility to handle all student behavior issues.

Section 21 Healthy Kids Survey Information

In the 2017-2018 school year the California Healthy Kids Survey was administered to the 5th grade students of Spinelli Elementary School. Of the 44 students enrolled, only 19 students (or 43%) of the students completed the survey. It is a goal for the 2019-2020 school year that at least 90% of 5th grade students will complete the survey.

Key Indicators of School Climate and Student Well-Being	Grade 5 %
School Engagements and Supports	
● School Connectedness	25
● Academic motivation	63
● Caring adult relationship	33
● High Expectations	31
● Meaningful participation	20
School Safety	
● Feel safe at school	44
● Been hit or pushed	56
● Mean rumors spread about you	56
● Been called bad names or mean jokes made about you	89
● Saw a weapon at school	22
Disciplinary Environment	
● Students well-behaved	28
● Students treated fairly when break school rules	50
● Students treated with respect	56
Lifetime Substance Use	
● Alcohol or drug use	22
● Cigarette smoking	0
● E-cigarette	0

Section 22 School Rules

School Standards

In order to ensure a safe, secure, and orderly educational environment, it is necessary for our students to adhere to the following standards:

Students Are Expected To:

- Come to school neat and clean, prepared to learn
- Be on time for school every day, and in attendance everyday unless ill
- Use only kind words towards everyone (no bullying or vulgarity)
- Respect the authority of teachers and all other adults on campus by complying with directives
- Leave toys, candy, and all electronic devices at home. **The school is not responsible for lost or stolen items, and will not conduct investigations of lost or stolen items.**
- Leave dangerous objects at home (to include but not limited to: knives, lighters, matches, and guns of any kind)
- Deposit trash into receptacles provided
- Play games and use school equipment according to school rules
- Follow the cafeteria procedures when eating breakfast or lunch at school (violations may result in loss of privilege to eat breakfast or lunch in the cafeteria)
- Remain in designated areas of the school
- Walk on the campus in an orderly fashion
- Follow these general rules:
 - Follow the directions of all adults
 - Respect the rights and property of others
 - Be in the right place at the right time
 - Be supervised by adults at all times
 - Keep hands, feet, and objects to yourself
 - Follow the "no body contact" rule
- Settle any conflict or argument in a responsible manner, using appropriate language
- Go directly home after school
- Bring a helmet and bike lock if they bring a bike to school

Students Are Not To:

- Be disrespectful to any adults
- Be on campus for more than 20 minutes before the start of school, unless they are there to eat breakfast, which begins at 8:45 am. **There is no supervision before that time.**
- Bounce balls, except on the playground during designated times
- Go anywhere on the campus without teacher permission and supervision
- Go to the office without a hall pass, unless it is an emergency
- Use vulgar language, make racial slurs, bully, or wear clothing with objectionable language or pictures
- Bring gum to school
- Threaten or injure others. If a student is threatened or injured he/she is to tell an adult immediately

- Fight! Fighters will be suspended. If there is a fight, students are to get away from it immediately and go for help. Students, who provoke others to fight or hang around a fight to encourage or provide an audience, will be considered part of the fight and may be suspended.
- Throw rocks or any objects deemed unsafe
- Leave the school without permission
- Damage school property or remove school property at any time

Discipline Procedures

Emphasis is placed on positive recognition of good citizenship. If a student chooses to disobey the rules, it may result in detention, a behavior referral or suspension depending on the offense, the severity of the offense, or the frequency with which the behavior has occurred. Every situation will be dealt with on an individual basis.

Step 1:

A verbal warning will be given when an inappropriate behavior occurs (depending on the severity). Inappropriate behavior is defined as any behavior which does not comply with the school standards of acceptable behaviors.

Step 2:

If the inappropriate behavior continues, a consequence will be assigned by the classroom teacher. If the behavior occurs outside the classroom, the teacher will be notified and assigned an appropriate consequence. The parents will be notified by the teacher of the repeated, inappropriate behavior. By working together, the parents and teacher will ensure the inappropriate behavior is extinguished.

Step 3:

If the inappropriate behavior continues, the teacher will create a Behavior Intervention Plan. Parents will facilitate the success of the plan, by working collaboratively with the teacher and the student.

Procedures for Issuing Detention:

1. The staff member who issues the detention will complete the detention form, and discuss the reason for issuing it with the student.
2. The teacher will give the student a copy of the form to take home and be signed by the student's parents or guardian. The next school day the student is to return the form signed by their parents. If it is not signed or returned, the teacher may assign another detention. It is the student's responsibility to bring the form home and get it signed. If the student does not get the form signed, the teacher will contact the parent to inform them.
3. These detention forms are kept by the classroom teacher for the school year.

Procedures for Issuing Student Behavior Referrals:

A teacher, administrator, or any staff member will complete a behavior referral form when a behavior problem involves one of the following:

1. Attempted, threatened or caused injury to another person
2. Possession of dangerous weapon (knife, gun, explosive, etc . . .)
3. Unlawful possession of a controlled substance
4. Theft or damage to school or private property
5. Use or possession of tobacco
6. Use of profanity or vulgarity or committed obscene act
7. Disruption of school activities or defiance of authority
8. Excessive tardiness and/or absences
9. Other

Each teacher's classroom management plan will be presented to students at the beginning of the school year, and it will be reviewed periodically throughout the school year to ensure that new and continuing students know and understand the expectations of the classroom. When students misbehave in the classroom to the point where a behavior referral is necessary, the teacher will complete the form and send it to the Principal. The teacher will provide documentation of prior steps taken at the time the referral is made, as indicated on the referral form, if the referral is being made for a habitual problem.

The administrator will meet with the student and allow the student to respond to the information stated on the referral. The student's response will be recorded on the referral form.

The administrative action taken will depend on the severity of the action which lead to the referral, and the previous disciplinary actions the student has encountered.

Students may be suspended or expelled for first offenses on items 1, 2, and 3. Students may be placed on detention, in-school suspension, or may be suspended out of the school on the first, second, or subsequent offenses for items 4, 5, 6, and 7. When a student is repeatedly suspended for violating the same school rule, the number of days of suspension will increase with each successive violation. Regardless of the administrative action taken on any referrals, each and every student and parent will be ensured of due process under the California Education Code.

Due Process:

All students will be informed of the school playground and classrooms standards of behavior. Whenever a student is consistently violating any of the rules which are enforced to assure safety and learning for all students, parents will be notified by phone, email or letter soliciting their cooperation in preventing further violations.

Children who are having difficulty fulfilling their responsibilities will receive assistance through the cooperative effort of the classroom teacher.

State law provides that pupils may be detained in school for disciplinary and other reasons for not more than one hour after the close of the school day. Parents will be notified by school personnel if their child is being detained prior to his/her actual detention.

Under California Law there are five violations for which a student may be suspended from school and/or recommended for expulsion on the first offense without prior notification to the student and/or parent. These are described in Education Code 48900 as follows:

- A. Caused, attempted to cause, or threatened to cause physical injury to another person
- B. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any such object, the pupil has obtained written permission from a certificated school employee, which is concurred by the Principal or the designee of the Principal
- C. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance (As defined in section 11053 of the Health and Safety Code) alcoholic beverage or intoxication of any kind
- D. Unlawfully offered or arranged or negotiated to sell a controlled substance (As defined in section 11053 of the Health and Safety Code)
- E. Committed or attempted robbery or extortion

No pupil shall be suspended or expelled for any acts enumerated unless that act is related to school activity or school attendance. A pupil may be suspended or expelled for acts which are enumerated in this section and related to school activity or attendance which occur at any time, including but not limited to any of the following:

- A. While on school grounds
- B. While going to or coming from school
- C. During lunch
- D. During or while going to or coming from a school sponsored activity

It is the intent of the legislature that alternatives to suspension or expulsion be imposed against any pupil who is truant, tardy, or otherwise absent from school activities. (Amend. State. 1986 Ch. 1136)

Suspension:

Suspension means removal of a student from the ongoing instruction for adjustment purposes. It also means that the student is not to attend or participate in school activities for the duration of the suspension. Parents are required to respond to the school regarding a suspension without delay.

Suspension by Teacher:

Education Code 48910: A teacher may suspend any pupil from the teacher's class for any acts enumerated in Education Code, section 48900, for the day of the suspension and the day following. The teacher shall immediately report the suspension to the Principal of the school and send the pupil to the Principal or the Principal's designee for appropriate action.

If the action requires the continued presence of the pupil at the school site, the pupil shall be under appropriate supervision, as defined in the policies and related regulations adopted by the governing board of the school district. As soon as possible, the teacher shall ask the parent or guardian of the pupil to confer regarding the suspension. A school administrator shall attend the conference if the teacher or parent/guardian so requests. The pupil shall not be returned to the class from which her/she was suspended, during the suspension, without the concurrence of the teacher of the class and the Principal.

Expulsion:

Expulsion means the removal of a student from the school. Students may be recommended for expulsion when a student has reached 20 days of suspension in a school year, and other means of correction have repeatedly failed to bring about proper conduct. Mandatory reasons for recommending expulsion include sale or furnishing of a controlled substance or sale of a substance represented to be a controlled substance. Due to the nature of the violation the administrator of the school may, indeed, recommend that these violations are grounds to move for expulsion.

Section 23 Behavior Escalation Plan

Emergency Behavior Escalation Plan

August 2019

Use the primary plan. If it doesn't work move to the Tier 2 plan and/or (BIP). In case that doesn't work move to the Emergency Plan:

EMERGENCY PLAN:

1. The teacher will call the office for administrative assistance. If the Principal is off-site, office staff will contact Teacher in Charge (TIC) and then proceed to the TIC room. (Alternate 1 or Alternate 2 if TIC not available.) An office staff member will supervise TIC's students until the TIC returns.
 - a. Teacher in Charge: **Erica Olmstead**
 - b. Alternate 1: **Karri Wilson**
 - c. Alternate 2: **Larisa Snyder**
2. Admin or TIC will proceed to the emergency.
3. If safe, the class will evacuate to the buddy class.
4. The teacher will remain in the doorway a safe distance from the student in crisis with eyes on.
5. Once Admin, Admin designee, or Site Pro-ACT trainer arrives, they will become the captain and make the decisions.
6. Site Admin will ascertain who has been ProAct trained. There need be at least 3 adults who are ProAct trained if the student in crisis continues to escalate. All de-escalation strategies will be tried before any restraints are considered.
7. All adults will write a witness report and submit those to the Site Administrator.
8. The site Administrator will review the reports and create a Site Behavior Emergency Report. A copy of this report will be kept at the school site and one copy will be emailed to the Director of Curriculum and Instruction and Special Education at the district office.

On the next business day, all adults who were witnesses / involved will debrief with the Site Administrator and Site Pro-ACT trainer

PART 3 SITE ACTION PLAN

Section 1 District and Site Mission Statements

Center Joint Unified School District Mission Statement

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

Spinelli Elementary Mission Statement

Spinelli's diverse students will become responsible citizens committed to academic excellence.

Spinelli Elementary Vision Statement

To achieve our mission, Spinelli staff will:

- Provide a nurturing and challenging educational environment
- Empower students through broad curriculum utilizing individualized technology
- Foster lifelong learners who are flexible thinkers, problem solvers, and team players
- Have clear expectations for student behaviors and procedures
- Encourage students, families, and community members to actively participate in our programs

Collective Commitments

(what the adults must do at Spinelli Elementary School to help achieve the mission and vision)

- We will utilize District Pacing Guides to plan instruction and assessment of student learning.
- We will initiate small and whole group instruction based on students' needs.
- We are committed to high expectations for learning, behavior, and citizenship regardless of background, label, or past experiences.
- We are committed to effective communication regarding student progress and to providing parents with resources, strategies, and information to help students succeed.
- We are committed to a safe, trusting and collaborative environment, open to learning from others to achieve our SMART goals.
- We are committed to data driven decision making and we will utilize a variety of instructional strategies to promote success for all students.
- We will honor the whole child, treating them with respect and care and attending to their social and emotional needs.

Section 2 Description of School Climate

People and Programs: Create a “caring and connected” school climate.

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

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

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

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

Section 3 School Climate Goals

The School Climate

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

Objective #1:

Create a nurturing school environment

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

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

Objective #2:

Provide clear, consistent, realistic school rules and expectations

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

- Parent Handbooks are sent home on the first day of school stating all rules, expectations and consequences for students attending Spinelli
- Teachers teach and practice appropriate behaviors and expectations during the first two weeks of school, and intermittently throughout the school year
- Back-to-School packets with information about grade level curriculum, the teacher's discipline policy and expectations for a successful school year

- A rules assembly is held at the beginning of the school year by the administration with grades 1-6 to review and discuss expectations for student success
- Rules are enforced at all recesses by supervising staff
- Teachers teach the Second Step Program, hold class meetings to address and resolve student concerns, and utilize the strategies of Healthy Play whenever applicable throughout the school day, and the VIBE Program is provided to students in grades 4-6.

Objective #3:

Open communication among staff, students, and parents

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

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

Section 4 Description of Physical Environment

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

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

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

The gates remain locked during the school day. Staff members and the administration provide campus supervision. All visitors must check in at the office and obtain a visitors pass to enter the campus.

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

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

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

Section 5 Physical Environment Goals

The Physical Environment

An action plan for places reflecting the school's physical environment including crisis response procedures and policies relating to student safety

The following objectives were developed as the result of feedback from students, staff and parents on our Safe School Survey

Objective #1:

Student/Staff Safety as it relates to Emergency Preparedness

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

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

Objective #2:

Student/Staff Safety as it relates to Daily School Routines

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

- Teachers teach and practice procedures for every event happening inside and outside the classroom so students clearly understand expectations
- School assemblies are held by the administration to review and discuss school procedures and policies, thus providing students the opportunity to demonstrate appropriate behaviors in the school environment

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

Objective #3:

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

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

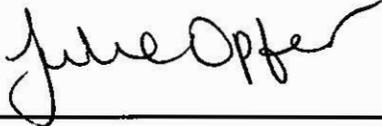
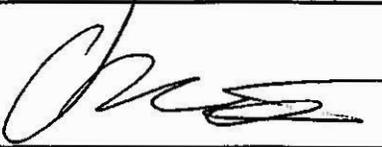
- Staff and students participate in our Walking Club, promoting healthy choices
- Students are reminded to bring healthy snacks/lunches to school
- Students and staff are offered healthy breakfasts and lunches by the District's Food Services Department
- Students participate in group (Healthy Play) games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

Section 6 Signature Sheet

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

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

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

Member	Title	Signature
Julie Opfer	Principal	
Erica Olmstead	Head Teacher	
Christian Riley	Teacher	
Linda Villarreal	SSC Chairperson	

**APPENDIX A STAFF LIST
for 2019-2020 SY (revised 10/1/19)**

Staff Member		Staff Member	
AbdelMalek, Samia (SCOE)	1236	Luigi, Jean	1226
Alcala, Jeff (SCOE)	1235	Lyons, Anne	1241
Arakelyan, Kristine	1230	MacCracken, Deanna	1208
Arcilla, Reynaldo	Custodian	Macek, Leslie	1229
Bennefeld, Michael	1231	McInnis, Kathryn	1227
Biddle, Shahrzad	1225	McInnis, Megan	1211
Bolton, Lois	1108	Mendoza, Hermienia	Noon duty
Boyce, Jimmy	1208	Miller, Vicki (SCOE)	1236
Branton, Amy	1212	MoorePurdy, Kylie	1101
Bryant, Derrell	1207	Moreno, Margie	1222
Carrasco, Elizabeth	1207	Olmstead, Erica	1232
Chamberlain, Denae	1223	Opfer, Julie	1103
Craven, Kim (SCOE)	1234	Pena, Rosa	1217
Croley, Chiu	1108	Prince, Sarah	1232
Domalakes, Alyssa	1207	Reason, Lyn	1221
Eastteam, Eve	1114	Riley, Christian	1230
Edwards, Lori	1202	Rivero, Elizabeth	Noon duty
Erwin, Rita	Noon duty	Rucker, Carla	1232
Franklin, Mary	1212	Santuangco, Jocelyn	1108
Gallagher, Geneva	Noon duty	Smirnov, Michael	1204
Garland, Lesli	1112	Smith, Linda	1204
Goodman, Shelia	1208	Snyder, Larisa	1207
Gray, Ryan	1238	Stauffer, Kaela	1207
Haymore, Leah	1201	Steinkamp, Julie	1217
Hendricks, Natalia (SCOE)	1236	Tembey, Stephanie	1224
Hight, Megan	1214	Tongol, Evelita	1108
Jacobo, Daniel	Custodian	Trujillo, Jovita	Noon duty
Kalmykova, Lyubov	1212	Van Putten, Keli	1109
Kyle, Stephen	1220	Wieser-Lewis, Gloria	1219
Larrick, Autumn	1204	Williams, Kayla	1207
Leclaire, Kim	1225	Wilson, Karri	1113
Leonard, Laura	1204		

**APPENDIX B STAFF CLASSROOM TELEPHONE NUMBERS
for 2019-2020 SY (revised 10/1/19)**

Staff Member		Staff Member	
AbdelMalek, Samia (SCOE)	1236	Luigi, Jean	1226
Alcala, Jeff (SCOE)	1235	Lyons, Anne	1241
Arakelyan, Kristine	1230	MacCracken, Deanna	1208
Arcilla, Reynaldo	Custodian	Macek, Leslie	1229
Bennefeld, Michael	1231	McInnis, Kathryn	1227
Biddle, Shahrzad	1225	McInnis, Megan	1211
Bolton, Lois	1108	Mendoza, Hermienia	Noon duty
Boyce, Jimmy	1208	Miller, Vicki (SCOE)	1236
Branton, Amy	1212	MoorePurdy, Kylie	1101
Bryant, Derrell	1207	Moreno, Margie	1222
Carrasco, Elizabeth	1207	Olmstead, Erica	1232
Chamberlain, Denae	1223	Opfer, Julie	1103
Craven, Kim (SCOE)	1234	Pena, Rosa	1217
Croley, Chiu	1108	Prince, Sarah	1232
Domalakes, Alyssa	1207	Reason, Lyn	1221
Eastteam, Eve	1114	Riley, Christian	1230
Edwards, Lori	1202	Rivero, Elizabeth	Noon duty
Erwin, Rita	Noon duty	Rucker, Carla	1232
Franklin, Mary	1212	Santuangco, Jocelyn	1108
Gallagher, Geneva	Noon duty	Smimov, Michael	1204
Garland, Lesli	1112	Smith, Linda	1204
Goodman, Shelia	1208	Snyder, Larisa	1207
Gray, Ryan	1238	Stauffer, Kaela	1207
Haymore, Leah	1201	Steinkamp, Julie	1217
Hendricks, Natalia (SCOE)	1236	Tembey, Stephanie	1224
Hight, Megan	1214	Tongol, Evelita	1108
Jacobo, Daniel	Custodian	Trujillo, Jovita	Noon duty
Kalmykova, Lyubov	1212	Van Putten, Keli	1109
Kyle, Stephen	1220	Wieser-Lewis, Gloria	1219
Larrick, Autumn	1204	Williams, Kayla	1207
Leclair, Kim	1225	Wilson, Karri	1113
Leonard, Laura	1204		

APPEN X C SHUT-OFF



APPENDIX D

EMERGENCY EVACU ON ROUTES

|



APPENDIX E

EOC Message Form

Student/Staff Accountability

Injuries

DATE: _____ TIME: _____

TEACHER: _____

ROOM #: _____

COMPLETED BY: _____

of Students enrolled in this class

of Students marked absent in this class

Please list students marked absent by name: _____

of Students unaccounted for* in this class

* You didn't mark them absent and they are not with your class at this time.

Please list students unaccounted for by name: _____

Are there any adult staff from this room unaccounted for?

If so, please list by name (include staff staying behind with injured):

Tally and insert in the grid below. If none, enter "0".

FATALITIES **NUMBER**

Names: _____

Unable to treat in situ. I.e. airway & breathing difficulties, cardiac arrest, uncontrolled or suspected severe bleeding, severe head injuries, severe medical problems, open chest or abdominal wounds, severe shock.

Names: _____

MODERATE BURNES

Burns, major multiple fractures, back injuries with or without spinal cord damage

Names: _____

First Aid attention only

PROPERTY DAMAGE **CIRCLE ONE**

Major Damage: Building collapse, building burning, major ground movement causing cracks in ground

MAJOR

Moderate Damage: Falling hazards present, hydrochemical spill, broken gas line, fallen power line

MODERATE

Minor Damage: Damaged HVAC ducts, light fixtures, suspended ceiling grid, broken windows

MINOR

RESOURCES NEEDED (circle all that apply)

Ambulance

Utilities

Other: _____

APPENDIX G CHILD ABUSE REPORTING LAW

California Child Abuse and Neglect Reporting

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

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

It is important for mandated reporters to keep updated on periodic amendments to the law. Your local Child Abuse Prevention Council or county welfare department has current reporting law information. Also visit www.leginfo.ca.gov for updated information on the law and any other code section referenced in this material.

The California Child Abuse and Neglect Reporting Law is currently found in **Penal Code (P.C.) Sections 11164 - 11174.3**. The following is only a partial description of the law. Mandated reporters should become familiar with the detailed requirements as they are set forth in the Penal Code.

Who Are Mandated Reporters?

P.C. 11165.7 defines "mandated reporters" as any of the following:

- 1) A teacher.
- 2) An instructional aide.
- 3) A teacher's aide or a teacher's assistant employed by any public or private school.
- 4) A classified employee of any public school.
- 5) An administrative officer or supervisor of child welfare and attendance, or a certificated pupil personnel employee of any public or private school.
- 6) An administrator of a public or private day camp.
- 7) An administrator or employee of a public or private youth center, youth recreation program, or youth organization.
- 8) An administrator or employee of a public or private organization whose duties require direct contact and supervision of children.
- 9) Any employee of a county office of education or the California Department of Education, whose duties bring the employee into contact with children on a regular basis.
- 10) A licensee, an administrator, or an employee of a licensed community care or child day care facility.
- 11) A Head Start program teacher.
- 12) A licensing worker or licensing evaluator employed by a licensing agency as defined in P.C. 11165.11.
- 13) A public assistance worker.
- 14) An employee of a child care institution including, but not limited to, foster parents, group home personnel, and personnel of residential care facilities.
- 15) A social worker, probation officer, or parole officer.
- 16) An employee of a school district police or security department.
- 17) Any person who is an administrator or presenter of, or a counselor in, a child abuse prevention program in any public or private school.

- 18) A district attorney investigator, inspector, or local child support agency caseworker unless the investigator, inspector, or caseworker is working with an attorney appointed pursuant to Section 317 of the Welfare and Institutions Code to represent a minor.
- 19) A peace officer, as defined in Chapter 4.5 (commencing with Section 830) of Title 3 of Part 2 of the Penal Code, who is not otherwise described in P.C. 11165.7.
- 20) A firefighter, **except for volunteer firefighters.**
- 21) A physician, surgeon, psychiatrist, psychologist, dentist, resident, intern, podiatrist, chiropractor, licensed nurse, dental hygienist, optometrist, marriage, family and child counselor, clinical social worker, or any other person who is currently licensed under Division 2 (commencing with Section 500) of the Business and Professions Code.
- 22) Any emergency medical technician I or II, paramedic, or other person certified pursuant to Division 2.5 (commencing with Section 1797) of the Health and Safety Code.
- 23) A psychological assistant registered pursuant to Section 2913 of the Business and Professions Code.
- 24) A marriage, family and child therapist trainee, as defined in subdivision (c) of Section 4980.03 of the Business and Professions Code.
- 25) An unlicensed marriage, family, and child therapist intern registered under Section 4980.44 of the Business and Professions Code.
- 26) A state or county public health employee who treats a minor for venereal disease or any other condition.
- 27) A coroner.
- 28) A medical examiner, or any other person who performs autopsies.
- 29) A commercial film and photographic print processor, as specified in subdivision (e) of P.C. 11166. For purposes of the California Child Abuse Reporting Law, "commercial film and photographic print processor" means any person who develops exposed photographic film into negatives, slides, or prints, or who makes prints from negatives or slides, for compensation. The term includes any employee of such a person; it does not include a person who develops film or makes prints for a public agency.
- 30) A child visitation monitor. For purposes of the California Child Abuse Reporting Law, "child visitation monitor" means any person who, for financial compensation, acts as monitor of a visit between a child and any other person when the monitoring of that visit has been ordered by a court of law.
- 31) An animal control officer or humane society officer. For purposes of the California Child Abuse Reporting Law, the following terms have the following meanings: (A) "Animal control officer" means any person employed by a city, county, or city and county for the purpose of enforcing animal control laws and regulations. (B) "Humane society officer" means any person appointed or employed by a public or private entity as a humane officer who is qualified pursuant to Section 14502 or 14503 of the Corporations Code.
- 32) A clergy member, as specified in subdivision (d) of P.C. 11166. For purposes of the California Child Abuse Reporting Law, "clergy member" means a priest, minister, rabbi, religious practitioner, or similar functionary of a church, temple, or recognized denomination or organization.
- 33) Any custodian of records of a clergy member, as specified in P.C. 11165.7 and subdivision (d) of Section 11166.
- 34) Any employee of any police department, county sheriff's department, county probation department, or county welfare department.
- 35) An employee or volunteer of a Court Appointed Special Advocate program, as defined in Rule 1424 of the Rules of the Court.
- 36) A custodial officer as defined in Section 831.5 of the Penal Code.

37) Any person providing services to a minor child under Section 12300 or 12300.1 of the Welfare and Institutions Code.

Note: Unless otherwise stated, **volunteers are not mandated reporters.**

Why Must You Report?

The primary intent of the reporting law is to protect an abused child from further abuse. Protecting the identified child may also provide the opportunity to protect other children. It is equally important to provide help for the parents. Parents may be unable to ask for help directly, and child abuse may be their way of calling attention to family problems. The report of abuse may be a catalyst for bringing about change in the home environment, which in turn may help to lower the risk of abuse in the home.

What Do You Have To Report?

Under the law, when the victim is a child (a person under the age of 18) and the perpetrator is any person (including a child), the following types of abuse must be reported by all legally mandated reporters:

- a. A physical injury inflicted by other than accidental means upon a child. **(P.C. 11165.6)** Note that child abuse *does not* include a "mutual affray" between minors. It also *does not* include an injury caused by "reasonable and necessary force used by a peace officer acting within the course and scope of his or her employment." **(P.C. 11165.6)**
- b. Sexual abuse of a child, including both sexual assault and sexual exploitation. "Sexual assault" includes sex acts with a child, lewd or lascivious acts with a child, and intentional masturbation in the presence of a child. "Sexual exploitation" includes preparing, selling, or distributing pornographic materials involving children; employing a minor to perform in pornography; and employing or coercing a child to engage in prostitution. **(P.C. 11165.1)**
- c. Willful harming or injuring of a child or the endangering of the person or health of a child, including inflicting or permitting unjustifiable physical pain or mental suffering. **(P.C. 11165.3)**

Note: Any mandated reporter **may** report any child who is suffering serious emotional damage or is at substantial risk of suffering serious emotional damage. **(P.C. 11166.05)**

- d. Willful infliction of cruel or inhuman corporal punishment or injury resulting in a traumatic condition. **(P.C. 11165.4)**
- e. Neglect of a child, whether "severe" or "general," by a person responsible for the child's welfare. The term "neglect" includes both acts or omissions harming or threatening to harm the child's health or welfare. **(P.C. 11165.2)**

When Do You Have To Report?

Child abuse must be reported when a mandated reporter, "in his or her professional capacity or within the scope of his or her employment, has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect." **(P.C. 11166 (a))**

"Reasonable suspicion" occurs when "it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing, when appropriate, on his or her training and experience, to suspect child abuse or neglect." **(P.C. 11166 (a)(1))** Although wordy, the intent of this definition is clear: if you suspect that abuse has occurred, make a report.

You must make a report immediately (or as soon as practicably possible) by telephone and you must prepare and send, fax or electronically transmit a written report within 36 hours of receiving the

information regarding the incident. **(P.C. 11166 (a))** Written reports must be submitted on Department of Justice form (SS 8572), which can be downloaded from the California Attorney General's Website at www.ag.ca.gov (click on Child Protection Program; click on forms; click on SS 8572). The mandated reporter may include with the report any nonprivileged documentary evidence he or she possesses related to the incident.

To Whom Must You Report?

The report must be made to any police department or sheriff's department (not including a school district police or security department), county probation department, if designated by the county to receive mandated reports, or county welfare department. **(P.C. 11165.9)**

Any mandated reporter who knows or reasonably suspects that the home or institution in which the child resides is unsuitable for the child because of abuse or neglect shall inform the agency about the unsuitability of the home at the same time he or she reports the abuse or neglect. **(P.C. 11166 (f))**

When two or more persons who are required to report jointly have knowledge of a known or suspected instance of child abuse or neglect, and when there is agreement among them, a single person from the group may make the report. Any group member who knows that the report was not made, however, shall make the report. **(P.C. 11166 (h))**

Immunity

Mandated reporters have immunity from criminal and civil liability for any report required or authorized under the Child Abuse Reporting Law. This immunity applies even though the knowledge or reasonable suspicion of abuse was acquired outside his or her professional capacity or outside the scope of his or her employment. **(P.C. 11172 (a))** And if a mandated reporter is sued for making a report, he or she may be able to receive compensation for legal fees incurred in defending against the action. **(P.C. 11172 (c))**

Any person who makes a report of child abuse, even though he or she is not a mandated reporter, has immunity unless the report is proven to be false and it is proven that the person either knew the report was false or made it with reckless disregard of its truth or falsity. **(P.C. 11172 (a))**

Additional Safeguards for Mandated Reporters

No supervisor or administrator may impede or inhibit a mandated reporter's reporting duties or subject the reporting person to any sanction for making a report. **(P.C. 11166 (i)(1))**

Any supervisor or administrator who violates the above cited code section is guilty of a misdemeanor punishable by a fine not to exceed one thousand dollars (\$1,000), by not more than six months in a county jail, or by both a fine and imprisonment. **(P.C. 11166.01(a))** If however, death or great bodily injury happens to the child as a result of the abuse, the supervisor or administrator who impeded or inhibited the report is guilty of a misdemeanor punishable by not more than one year in a county jail, by a fine not to exceed five thousand dollars (\$5,000), or by both. **(P.C. 11166.01(b))**

The mandated reporter's identity is confidential and may only be disclosed to specified persons and agencies. **(P.C. 11167 (d)(1))**

Mandated reporters and others acting at their direction are not liable civilly or criminally for photographing the victim and including the photograph with their report. (P.C. 11172 (a))

A clergy member who acquires knowledge or a reasonable suspicion of child abuse during a penitential communication is not mandated to report the abuse. For purposes of the Child Abuse Reporting Law, "penitential communication" means communication, intended to be in confidence, including, but not limited to, a sacramental confession made to a clergy member. (P.C. 11166 (d)(1))

Liability for Failure to Make A Required Report

A mandated reporter who fails to make a required report of child abuse is guilty of a misdemeanor punishable by up to six months in jail or by a \$1,000 fine or by both a fine and imprisonment. (P.C. 11166 (c)) If however, death or great bodily injury happens to the child as a result of the abuse, the mandated reporter is guilty of a misdemeanor punishable by not more than one year in a county jail, by a fine not to exceed five thousand dollars (\$5,000), or by both. (P.C. 11166.01 (b)) He or she may also be found civilly liable for damages, especially if the child-victim or another child is further victimized because of the failure to report. (*Landeros v. Flood* (1976) 17 Cal.3d 399.)

If a mandated reporter conceals his or her failure to report abuse or "severe" neglect, the failure to report is a continuing offense until the failure is discovered by an agency specified in Section 11165.9. (P.C. 11166 (c)) Because it is a continuing offense, the statute of limitations does not start to run until the failure to report is discovered.

Responsibilities of Agencies Employing Mandated Reporters

On and after January 1, 1985, persons entering employment which makes them mandated reporters must sign statements, provided and retained by their employers, informing them that they are mandated reporters and advising them of their reporting responsibilities and of their confidentiality rights. (P.C. 11166.5 (a))

On and after January 1, 1993, any person who acts as a child visitation monitor, prior to engaging in monitoring the first visit in a case, shall sign a statement provided and retained by the court which ordered the monitor's presence to the effect that he or she has knowledge of the provisions of the Child Abuse Reporting Law and will comply with them. (P.C. 11166.5 (a))

Employers are strongly encouraged to provide their employees who are mandated reporters with training in the duties imposed by the Child Abuse Reporting Law. Training in the duties imposed by the reporting law shall include training in child abuse identification and reporting. Whether or not employers provide their employees with training, they shall provide their employees who are mandated reporters with the statement required in subdivision (a) of Section 11166.5. (P.C. 11165.7 (c)) The absence of training shall not excuse a mandated reporter from the duties imposed by the reporting law. (P.C. 11165.7 (e))

EXCEPTION: Any person providing services to a minor child under Section 12300 or 12300.1 of the Welfare and Institution Code shall not be required to make a child abuse report unless that person has received training, or instructional material in the appropriate language, on the duties imposed by the Child Abuse Reporting Law, including identifying and reporting abuse and neglect. (P.C. 11166.5 (e))

Feedback to Mandated Reporters

After the investigation is completed or the matter reaches a final disposition, the investigating agency is obligated to inform the mandated reporter of the results of the investigation and any action the agency is taking with regards to the child or family. **(P.C. 11170 (b)(2))**

Changes in the law for 2007 are underlined. Please note that the California Child Abuse Reporting Law may have changed since the printing of this material. This material has been reprinted to assist mandated reporters in determining their reporting responsibilities. It is not intended to be and should not be considered legal advice. In the event there are questions about reporting responsibilities in a specific case, the advice of legal counsel should be sought.

A special thank you to Delta Dental of California for their work in developing the original material.

For additional information on child abuse prevention, you may contact:

Crime and Violence Prevention Center
California Attorney General's Office
1300 I St., Suite 1120 (916) 324-7863
www.safestate.orgwww.safestate.org

APPENDIX H CHILD ABUSE REPORTING FORM

SUSPECTED CHILD ABUSE REPORT

To Be Completed by Reporting Party
Pursuant to Penal Code Section 11166

A. CASE IDENTIFICATION	TO BE COMPLETED BY INVESTIGATING CPA
	VICTIM NAME: _____
	REPORT ADJUDGE NAME: _____
	DATE OF REPORT: _____

B. REPORTING PARTY	NAME/TITLE							
	ADDRESS							
	PHONE ()	DATE OF REPORT	SIGNATURE					
C. REPORT SENT TO	<input type="checkbox"/> POLICE DEPARTMENT <input type="checkbox"/> SHERIFF'S OFFICE <input type="checkbox"/> COUNTY WELFARE <input type="checkbox"/> COUNTY PROBATION							
	AGENCY		ADDRESS					
	OFFICIAL CONTACTED	PHONE ()	DATE/TIME					
D. INVOLVED PARTIES	VICTIM	NAME (LAST, FIRST, MIDDLE)		ADDRESS	BIRTHDATE	SEX	RACE	
		PRESENT LOCATION OF CHILD				PHONE ()		
	SIBLINGS	NAME		BIRTHDATE	SEX	RACE	NAME	
		1. _____		4. _____				
		2. _____		5. _____				
		3. _____		6. _____				
PARENTS	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE	SEX	RACE	NAME (LAST, FIRST, MIDDLE)		
	ADDRESS		ADDRESS					
	HOME PHONE ()	BUSINESS PHONE ()	HOME PHONE ()	BUSINESS PHONE ()				
E. INCIDENT INFORMATION	IF NECESSARY, ATTACH EXTRA SHEET OR OTHER FORM AND CHECK THIS BOX <input type="checkbox"/>							
	1. DATE/TIME OF INCIDENT		PLACE OF INCIDENT		(CHECK ONE) <input type="checkbox"/> OCCURRED <input type="checkbox"/> OBSERVED			
	IF CHILD WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE:							
	<input type="checkbox"/> FAMILY DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> SMALL FAMILY HOME <input type="checkbox"/> GROUP HOME OR INSTITUTION							
	2. TYPE OF ABUSE (CHECK ONE OR MORE) <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL ASSAULT <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER							
3. NARRATIVE DESCRIPTION:								
4. SUMMARIZE WHAT THE ABUSED CHILD OR PERSON ACCOMPANYING THE CHILD SAID HAPPENED:								
5. EXPLAIN KNOWN HISTORY OF SIMILAR INCIDENT(S) FOR THIS CHILD:								

SS 8572 (Rev. 1-03)

INSTRUCTIONS AND DISTRIBUTION ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). A CPA is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS-8583 if (1) an active investigation has been conducted and (2) the incident is **not** unfounded.

Police or Sheriff-WHITE Copy; County Welfare or Probation-BLUE Copy; District Attorney-GREEN Copy; Reporting Party-YELLOW Copy

On line:

<http://www.dhhs.saccounty.net/CPS/Pages/Emergency-Response/GI-Suspected-Child-Abuse-Report.aspx>

APPENDIX I WILLIAMS UNIFORM COMPLAINT PROCEDURE

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

Notice to Parents, Guardians, Pupils, and Teachers Complaint Rights

Pursuant to California *Education Code* Section 35186, you are hereby notified that:

1. There should be sufficient textbooks and instructional materials. That means each pupil, including English learners, must have a textbook or instructional materials, or both, to use in class and to take home.
2. School facilities must be clean, safe, and maintained in good repair.
3. There should be no teacher vacancies or mis assignments. There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credentials to teach the class, including the certification required to teach English learners if present.

Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

4. Pupils, including English Learners, who have not passed one or both parts of the high school exit examination by the end of the 12th grade are to be provided the opportunity to receive intensive instruction and services for up to two consecutive academic years after the completion of grade 12.
5. A complaint form may be obtained at the school office, the district office, or downloaded from the school's Web site at www.centerusd.org. You may also download a copy of the California Department of Education complaint form from the following Web site: <http://www.cde.ca.gov/re/cp/uc>.

August 2013

Exhibit 2

COMPLAINT FORM: WILLIAMS UNIFORM COMPLAINT PROCEDURES

Education Code 35186 creates a procedure for the filing of complaints concerning deficiencies related to instructional materials, conditions of facilities that are not maintained in a clean or safe manner or in good repair, teacher vacancy or misassignment, or the provision of intensive instruction and services to pupils who did not pass one or both parts of the high school exit examination by the end of grade 12. The complaint and response are public documents as provided by law. Complaints may be filed anonymously. However, if you wish to receive a response to your complaint, you must provide the contact information below.

Response requested? Yes No

Contact Information:

Name:

Address:

Phone Number: Day: Evening:

E-mail address, if any:

Location of the problem that is the subject of this complaint:

School:

Course title/grade level and teacher name:

Room number/name of room/location of facility:

Date problem was observed: _ _

Only the following issues may be the subject of this complaint process. If you wish to complain about an issue not specified below, please use the appropriate district complaint procedure.

Specific issue(s) of the complaint: (Please check all that apply. A complaint may contain more than one allegation.)

APPENDIX J DRESS CODE

It is the mission of the School District not only to provide academic education but also to provide a positive learning environment. Research has shown that student dress and appearance affect student academic achievement and behavior. This School Dress Policy is intended to help protect the health and welfare of the individual student and complies with the provision of the safe and violence-free school initiative.

1. Commercial lettering or printing will be allowed on clothing as long as it is acceptable for school attire. Crude or vulgar printing, pictures or graphics inferring or depicting drugs or alcoholic beverages, or those that are sexually suggestive are not acceptable. Symbols that are degrading, offensive or gang related, are not permitted.
2. All clothing shall be within the bounds of decency and good taste. Garments shall be sufficient to conceal undergarments at all times. Bare midriffs, low-cut revealing tops, spaghetti straps – (straps less than 1 ½' wide), tank tops, athletic jerseys and see through of fish-net type shirts, are not considered appropriate school dress.
3. Shorts are permitted in hot weather as long as they are hemmed and at least mid-thigh length. Cut-offs are not permitted. All pants must be worn with the beltline at the waist.
4. Shoes worn to school should be sturdy enough to permit safe play at recess and/or physical education activities. Flip-Flops, clogs, backless shoes, sandals with no toe protection, heeled shoes (shoes with skates extended) and high heels are inappropriate and considered unsafe.
5. Hats are to be worn outside only and with the bill facing forward. Bandanas are not allowed in any fashion including on the head, around the neck, wrist or tied at the waist or knee.
6. Straps and suspenders must be fastened and worn over the shoulders at all times.

Reference Education Code Chapter 325 SB 1269
Center Joint Unified School District BP 5132.1

APPENDIX K SUSPENDABLE OFFENSES

Center Joint Unified School District Discipline Policies

Grounds for Suspension or Expulsion; Legislative Intent: California Education Code 48900 and Center Unified School District Board Policy 5144 (a) allow the superintendent or site administrator to suspend or recommend for expulsion a student for any violation of the following rules while on school grounds, going to or coming from school, during the lunch period whether on or off campus, or during, or while going to, or coming from a school sponsored activity. Suspension of up to 5 days or a recommendation for expulsion may occur when the conduct is of an extreme nature.

- 1 *48900(a-1): Caused, Attempted, or Threatened Physical Injury (S)
- 2 *48900(a-2): Use of Force or Violence (S)
- 3 *48900(b): Weapons (S)
- 4 *48900(c): Drugs or Alcohol, Possession/Use of (S)
- 5 *48900(d): Drugs or Alcohol, Sale of (S)
- 6 *48900(e): Robbery/Extortion (S)
- 7 *48900(f): School Property Damage (S)
- 8 *48900(g): Property Theft (S)
- 9 *48900(h): Tobacco, Possession/Use(S)
- 10 *48900(i): Language, Obscene/Profanity (S)
- 11 *48900(j): Drugs, Paraphernalia (S)
- 12 *48900(k): Disrupted School Activities / Defiance of Authority(S)
- 13 *48900(l): Stolen Property, Possession of (S)
- 14 *48900(m): Firearm, Imitation (S)
- 15 *48900(n): Sexual Assault (S)
- 16 *48900(o): Harassment, Witness (S)
- 17 *48900(p): Soma, Selling of (S)
- 18 *48900(q): Hazing (S)
- 19 *48900(r): Bullying/Harassment (S)
- 20 *48900(t): Aids or Abets Physical Injury(S)
- 21 *48900.2: Sexual Harassment (S)(E)
- 22 *48900.3: Hate Violence (S)(E)
- 23 *48900.4: Harassment, threats, intimidation (S)(E)
- 24 *48900.7(a): Terroristic threats against school officials or property (S)(E)
- 25 *48900.7(b): Terroristic Threat (S)(E)
- 50 *48915(a-1): Caused Serious Physical injury (S)(E)
- 51 *48915(a-2): Possession of Knife or other Dangerous Object (S)(E)
- 52 *48915(a-3): Possession of any Controlled Substance (S)(E)
- 53 *48915(a-4): Robbery/Extortion (S)(E)
- 54 *48915(a-5): Assault or Battery on a School Employee (S)(E)
- 55 *48915(c-1): Firearm; Possessing, Selling or Furnishing (E)**
- 56 *48915(c-2): Brandishing a Knife (E)**
- 57 *48915(c-3): Sales of Controlled Substance (E)**
- 58 *48915(c-4a): Sexual Assault(E)**
- 59 *48915(c-4b): Sexual Battery (E)**
- 60 *48915(c-5): Possession of an Explosive (E)**

**APPENDIX L
PUPILS**

PROCEDURES TO NOTIFY TEACHERS OF DANGEROUS

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

Dated: _____

To: _____
Teacher's Name

From: _____

Re: _____
Student Name

Pursuant to Legislative Bill AB 29 and ED Code 49079, this notice is to inform you that our office has received a copy of the above named student's cumulative file. The cumulative file includes previous suspension or expulsion information during the previous three school years.

You have a right to view this information. You may check out the cumulative file from the office at your convenience. Please sign this notice indicating that you have been made aware of the prior suspensions/expulsions and of your right to view the cumulative folder. Then, return the form to my office as soon as possible.

Signature: _____

Date: _____

APPENDIX M HATE MOTIVATED BEHAVIOR

The Governing Board affirms the right of every student to be protected from hate-motivated behavior. It is the intent of the Board to promote harmonious relationships that enable students to gain a true understanding of the civil rights and social responsibilities of people in our society. Behavior or statements that degrade an individual on the basis of his/her race, ethnicity, culture, heritage, gender, sexual orientation, physical/mental attributes, religious beliefs or practices shall not be tolerated.

In order to create a safe learning environment for all students, the Governing Board desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students so as to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The district prohibits discriminatory behavior or statements that degrade an individual on the basis of his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, religious beliefs or practices.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. These efforts shall be focused on providing an efficient use of district and community resources.

The district shall provide age appropriate instruction to help promote an understanding of and respect for human rights, diversity and tolerance in a multicultural society and to provide strategies to manage conflicts constructively.

The Superintendent or designee shall ensure that staff receive training on recognizing hate-motivated behavior and on strategies to help respond appropriately to such behavior.

Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the Principal. Upon receiving such a complaint, the Principal shall immediately investigate the complaint in accordance with school level complaint process/grievance procedures as described in AR 5145.7-Sexual Harassment. A student who has been found to have demonstrated hate-motivated behavior shall be subject to discipline in accordance with law, Board policy and administrative regulation.

Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the Principal, Superintendent or designee and/or law enforcement, as appropriate.

As necessary, the district shall provide counseling, guidance and support to students who are victims of hate- motivated behavior and to students who exhibit such behavior.

APPENDIX N NON DISCRIMINATION/HARASSMENT

Non Discrimination/Harassment

District programs and activities shall be free from discrimination, including harassment, with respect to a student's actual or perceived sex, gender, ethnic group identification, race, national origin, religion, color, physical or mental disability, age or sexual orientation.

The Governing Board shall ensure equal opportunities for all students in admission and access to the educational program, guidance and counseling programs, athletic programs, testing procedures, and other activities. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision. The district may provide male and female students with separate shower rooms and sexual health and HIV/AIDS prevention classes in order to protect student modesty.

The Board prohibits intimidation or harassment of any student by any employee, student or other person in the district. Staff shall be alert and immediately responsive to student conduct which may interfere with another student's ability to participate in or benefit from school services, activities or privileges.

Students who harass other students shall be subject to appropriate discipline, up to and including counseling, suspension and/or expulsion. An employee who permits or engages in harassment may be subject to disciplinary action, up to and including dismissal.

The Board hereby designates the following position as Coordinator for non discrimination to handle complaints regarding discrimination and inquiries regarding the district's nondiscrimination policies:

Director of Personnel
8408 Watt Avenue
Antelope, California 95843
(916) 338-6413

Any student who feels that he/she is being harassed should immediately contact the Coordinator for non discrimination, the principal or any other staff member. Any student who observes an incident of harassment should report the harassment to a school employee, whether or not the victim files a complaint.

Employees who become aware of an act of harassment shall immediately report the incident to the Coordinator for non discrimination. Upon receiving a complaint of discrimination or harassment, the Coordinator shall immediately investigate the complaint in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment. Where the Coordinator finds that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim.

The Coordinator shall also advise the victim of any other remedies that may be available. The Coordinator shall file a report with the Superintendent or designee and refer the matter to law enforcement where required.

Center Unified School District

AGENDA REQUEST FOR:

Dept./Site: Business Department

Date: November 20, 2019

To: CJUSD Board of Trustees

From: Lisa Coronado *LC*
Director of Fiscal Services

Action Item X

Information Item

Attached Pages 4

SUBJECT:

Service agreement with The Howard E. Nyhart Company ("Nyhart") for actuarial services.

RECOMMENDATION: CJUSD Board of Trustees to approve the Individual Service Agreement for Nyhart

CONSENT AGENDA



THE HOWARD E. NYHART COMPANY, INC. ("NYHART")
SERVICE AGREEMENT ("AGREEMENT")

Agreement Between Nyhart, and:

Client Name:	Center Joint Unified School District
Primary Contact Name:	Lisa Coronado, Director of Fiscal Services
Primary Contact Address:	8408 Watt Ave.
	Antelope, CA 95843
Primary Contact Phone:	(916) 338-6302
Primary Contact Email:	coronado@centerusd.org

Services to be provided by Nyhart

All services to be provided by Nyhart are subject to your full cooperation and prompt submission of complete and accurate information. Nyhart will rely on any and all information that you provide pursuant to this agreement and on file at our office as to accuracy and completeness. Nyhart will have no responsibility to verify such information and no liability for errors or omissions as a result of relying on such information. Nyhart is not a law firm or a public accounting firm and does not provide legal or tax advice.

Nyhart will provide the following actuarial services:

- Data collection and analysis for full actuarial valuation
- Actuarial valuation and preparation of a funding report using a valuation date June 30, 2019
- GASB 75 disclosure information for the fiscal year ending June 30, 2019,
- GASB 75 accounting & disclosure report for the fiscal year ending June 30, 2020 to reflect discount rate change and assets at June 30, 2020

Fees for services provided by Nyhart

The fees listed below are subject to annual adjustments.

<u>Service</u>	<u>Fee</u>
Full Actuarial Funding Valuation @6/30/19*	\$6,700
GASB 74 Disclosure Information Section FYE2019, if required**	\$1,250
Interim GASB 75 Accounting & Disclosure Report FYE2020**	\$2,250

** Will incorporate updated census, premiums and, if applicable, assets as of the Valuation Date (6/30/2019).
 ***Based on roll-forward of liabilities from full valuation report with discount rate and asset adjustment only.

Client will be invoiced at the end of each month for work in progress.

Please select the method of delivery of your invoice:

- I would like my invoice sent electronically to the primary contact's email address.
- I would like my invoice sent via regular mail to the attention of the primary contact at the address shown on the first page.



For an alternative invoice recipient, please provide their information below. If this section is left blank, we will send the invoice to the primary contact's email address on file or address shown above.

Invoice recipient name _____

Invoice recipient email address _____

Invoice recipient address _____

There will be additional fees for revisions to preliminary or final results that are due to:

- Incorrect information provided to us, typical examples include to material changes to census data, changes to eligibility requirements or employer subsidies. The additional fee will be limited to 1/3 of the current year's fee for this type of revision.
- Changes to actuarial assumptions requested by the client that are expected to need more than four hours of labor to update the results. The additional fee will be based on billed labor in excess of four hours at our current hourly rates.

Additional services available if requested by Client

In addition to GASB 74 & 75 services, Nyhart offers the following additional services. Fee estimates will be provided upon request. Please visit www.nyhart.com or contact your Nyhart consultant for more information.

- Defined Benefit & Pension consulting and administration
- Defined Contribution, 401(k) & 403(b)
- CalPERS Pension Related (e.g. GASB 68 Support, Section 115 Supplemental Funding Trusts)
- Health Care Reform financial impact consulting
- Calculation of self-funded and COBRA premium rates
- Incurred But Not Reported (IBNR) Reserve calculations
- Medicare Part D Attestation
- Flex Accounts – FSA, HRA, & HSA consulting and administration
- What-if Modeling for health plan design and carrier changes
- Actuarial Value and Minimum Value determination
- Section 105(h) non-discrimination testing

Relationship of the Parties

The legal relationship between Client and Nyhart shall be exclusively that of principal and agent. The parties hereto specifically agree and acknowledge that Nyhart shall not:

- Have discretionary authority over any aspect of the Plan;
- Be a fiduciary;
- Be responsible for ensuring that the Plan complies with any requirement to which the Plan is subject, or be liable to the Plan, Client, or any person if the Plan fails to comply with any such requirement;
- Have any duty or authority to enforce the payment of any contribution owed under the Plan;
- Be responsible for the adequacy of the trust established as part of the Plan, or be liable for any benefits owed under the Plan;
- Exercise discretion as to any Plan function; or
- Have any obligation to perform any service not specified in this Agreement or otherwise agreed to in writing by the parties (regardless of whether such service may be considered "customary" services to be provided by Nyhart).

Client agrees that Nyhart shall use all information and data supplied by or on behalf of the Client without having independently verified the accuracy or completeness of it except to the extent required by generally accepted professional standards and practices. If any documentation or information supplied to Nyhart at any time is incomplete,

inaccurate or not up-to-date, or its provision is unreasonably delayed, Nyhart will not be responsible for any delays or liability arising therefrom, and will be entitled to charge the Client in respect of any resulting additional work actually carried out.

The Client further understands that the failure to provide, or cause to provide, complete, accurate, up-to-date, and timely documentation and information to Nyhart, whether intentional or by error, could result in an impairment of Nyhart's services.

Client Responsibilities and Representations

The Client has general responsibilities with respect to the Plan, including

- Providing all information required by Nyhart to perform its services under this Agreement on a timely basis;
- Serving as fiduciary for the Plan;
- Communicating Plan details to employees and answering employee questions;
- Ensuring adequate funding of the Plan; and
- Authorizing plan disbursements and ensuring accuracy of information provided.

Dispute Resolution

Nyhart and Client agree that before commencing any action or proceeding with respect to any dispute between the parties arising out of or relating to this Agreement or the Services they first shall attempt to settle such dispute through consultation and negotiation in good faith and in a spirit of mutual cooperation. Any such dispute will be submitted in writing to a panel of one (1) senior executive or official of each of Nyhart and Client, who will promptly meet and confer in an effort to resolve such dispute. Each party's representative will be identified by notice to the other, and may be changed at any time thereafter by notice to the other. Any mutually agreed decisions of the executives will be final and binding on the parties. In the event the executives are unable to resolve any dispute within thirty (30) days after submission to them, either party may then refer such dispute to mediation by a mutually acceptable mediator to be chosen by Nyhart and Client within forty-five (45) days after written notice by either party demanding mediation. Neither party may unreasonably withhold consent to the selection of a mediator. All communications and discussions in furtherance of this paragraph shall be treated as confidential settlement negotiations, which are not subject to discovery. The costs of the mediator shall be shared equally, but each party shall pay its own attorneys' fees.

Any dispute which cannot be resolved between the parties through negotiation, mediation or other form of alternative dispute resolution within six months of the date of the initial demand for mediation by one of the parties may then be submitted to a court of competent jurisdiction. To facilitate an expeditious and economical judicial resolution of such dispute, Nyhart and Client agree to waive and not to demand a trial by jury, and not to include any employee, officer, director or trustee of either as a party, in any action, proceeding or counterclaim relating to such dispute. Nothing in this section will prevent either party from resorting to judicial proceedings if interim relief from a court is necessary to prevent serious and irreparable injury to that party or to others. Any claim, action or proceeding against Nyhart will be barred unless Client initiates the dispute resolution procedures outlined below within one year of first discovering the act, error or omission that is the basis for such claim.

Indemnification and Limitation of Liability

The liability of Nyhart, in tort, contract or otherwise, to Client, a Plan and the officers, directors, trustees, employees or shareholders of any of them, and to any other third party, for all claims arising in connection with or contribution to by this Agreement and the Services (including without limitation multiple claims arising out of or based upon the same act, error or mission, or series of continuous, interrelated or repeated acts, errors or omissions) shall not include loss of profit or incidental, consequential, indirect, punitive or similar damages and shall be further limited to the amount of fees for Services received by Nyhart under this Agreement for the twelve (12) months immediately preceding the act, error or omission upon which such liability is based. Nothing in this paragraph shall apply to any liability which has been finally



determined to have arisen from willful misconduct or fraud on the part of Nyhart or which cannot lawfully be limited, modified or excluded.

Client shall indemnify Nyhart from and against any and all claim, loss, liability or damage (including attorney's fees) which Nyhart may incur by reason of its good faith service delivery to Client.

Nyhart shall indemnify the Client from and against any and all claim, loss, liability or damage (including attorney's fees) which the Client may incur: (i) arising out of any material breach by Nyhart of any of its material obligations, representations or warranties contained in this Agreement; or (ii) arising out of Nyhart's negligence, gross negligence or willful, fraudulent, or criminal misconduct associated with its performance of services under this Agreement. The parties further recognize that clerical errors and variations may occur. When discovered, they will be corrected or adjusted by Nyhart, in accordance with its normal procedures, to the extent reasonable and possible.

Acceptance

The items and conditions of this Agreement are agreed to and accepted by Client on behalf of the Plan. This Agreement is effective only when signed by all parties.

Center Joint Unified School District

By: _____

Printed Name: _____

Date: _____

Nyhart

By: _____

Printed Name: _____

Date: _____

Center Unified School District

AGENDA REQUEST FOR:

Dept./Site: Business Department

Date: November 20, 2019

Action Item X

To: CJUSD Board of Trustees

Information Item

From: Lisa Coronado *LC*
Director of Fiscal Services

Attached Pages 3

SUBJECT:

**Amendment 1 to CCTR-9180
Local Agreement for Child Development Services**

Contract number CCTR-9180 is being amended to reflect an increase in the Maximum Reimbursable Amount (MRA) from \$808,930 to \$835,306 and the Maximum Rate per child day of enrollment payable shall be amended by deleting reference to \$47.98 and inserting \$49.54.

Recommended Action: It is recommended that the Board of Trustees approves the Amendment to CCTR-9180.

CONSENT AGENDA



CALIFORNIA DEPARTMENT OF EDUCATION

1430 N Street

Sacramento, CA 95814-5901

F.Y. 19 - 20

Amendment 01

DATE: July 01, 2019

LOCAL AGREEMENT FOR CHILD DEVELOPMENT SERVICES

Budget Act/Rate

CONTRACT NUMBER: CCTR-9180

PROGRAM TYPE: GENERAL CHILD CARE & DEV PROGRAMS

PROJECT NUMBER: 34-7397-00-9

CONTRACTOR'S NAME: CENTER JOINT UNIFIED SCHOOL DISTRICT

This agreement with the State of California dated July 01, 2019 designated as number CCTR-9180 shall be amended in the following particulars but no others:

The Maximum Reimbursable Amount (MRA) payable pursuant to the provisions of this agreement shall be amended by deleting reference to \$808,930.00 and inserting \$835,306.00 in place thereof.

The Maximum Rate per child day of enrollment payable pursuant to the provisions of the agreement shall be amended by deleting reference to \$47.98 and inserting \$49.54 in place thereof.

SERVICE REQUIREMENTS

The minimum Child Days of Enrollment (CDE) Requirement shall be amended by deleting reference to 16,860.0 and inserting 16,861.0 in place thereof.

Minimum Days of Operation (MDO) Requirement shall be 251. (No Change)

EXCEPT AS AMENDED HEREIN all terms and conditions of the original agreement shall remain unchanged and in full force and effect.

STATE OF CALIFORNIA		CONTRACTOR			
BY (AUTHORIZED SIGNATURE)		BY (AUTHORIZED SIGNATURE)			
PRINTED NAME OF PERSON SIGNING Jaymi Brown,		PRINTED NAME AND TITLE OF PERSON SIGNING Scott A. Loehr, Superintendent			
TITLE Contract Manager		ADDRESS 8408 Watt Avenue, Antelope, CA 95843			
AMOUNT ENCUMBERED BY THIS DOCUMENT \$ 26,376 PRIOR AMOUNT ENCUMBERED FOR THIS CONTRACT \$ 808,930 TOTAL AMOUNT ENCUMBERED TO DATE \$ 835,306	PROGRAM/CATEGORY (CODE AND TITLE) Child Development Programs		FUND TITLE		
	(OPTIONAL USE) See Attached				
	ITEM	CHAPTER	STATUTE	FISCAL YEAR	
	See Attached				
OBJECT OF EXPENDITURE (CODE AND TITLE) 702		Department of General Services use only			
I hereby certify upon my own personal knowledge that budgeted funds are available for the period and purpose of the expenditure stated above.		T.B.A. NO.	B.R. NO.		
SIGNATURE OF ACCOUNTING OFFICER See Attached		DATE			

CONTRACTOR'S NAME: CENTER JOINT UNIFIED SCHOOL DISTRICT

CONTRACT NUMBER: CCTR-9180

Amendment 01

AMOUNT ENCUMBERED BY THIS DOCUMENT \$ 0	PROGRAM/CATEGORY (CODE AND TITLE) Child Development Programs	FUND TITLE Federal		
PRIOR AMOUNT ENCUMBERED \$ 198,362	(OPTIONAL USE)0656 13609-7397	FC# 93.596	PC# 000321	
TOTAL AMOUNT ENCUMBERED TO DATE \$ 198,362	ITEM 30.10.020.001 6100-194-0890	CHAPTER B/A	STATUTE 2019	FISCAL YEAR 2019-2020
	OBJECT OF EXPENDITURE (CODE AND TITLE) 702 SACS: Res-5025 Rev-8290			

AMOUNT ENCUMBERED BY THIS DOCUMENT \$ 0	PROGRAM/CATEGORY (CODE AND TITLE) Child Development Programs	FUND TITLE Federal		
PRIOR AMOUNT ENCUMBERED \$ 91,186	(OPTIONAL USE)0656 15136-7397	FC# 93.575	PC# 000324	
TOTAL AMOUNT ENCUMBERED TO DATE \$ 91,186	ITEM 30.10.020.001 6100-194-0890	CHAPTER B/A	STATUTE 2019	FISCAL YEAR 2019-2020
	OBJECT OF EXPENDITURE (CODE AND TITLE) 702 SACS: Res-5025 Rev-8290			

AMOUNT ENCUMBERED BY THIS DOCUMENT \$ 26,376	PROGRAM/CATEGORY (CODE AND TITLE) Child Development Programs	FUND TITLE General		
PRIOR AMOUNT ENCUMBERED \$ 519,382	(OPTIONAL USE)0656 23254-7397			
TOTAL AMOUNT ENCUMBERED TO DATE \$ 545,758	ITEM 30.10.020.001 6100-194-0001	CHAPTER B/A	STATUTE 2019	FISCAL YEAR 2019-2020
	OBJECT OF EXPENDITURE (CODE AND TITLE) 702 SACS: Res-6105 Rev-8590			

I hereby certify upon my own personal knowledge that budgeted funds are available for the period and purpose of the expenditure stated above.	T.B.A. NO.	B.R. NO.
SIGNATURE OF ACCOUNTING OFFICER	DATE	

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept. /Site: Business Department

Date: 11/6/2019

Action Item

To: Board of Trustees

Information Item

From: Lisa Coronado

Attached Page1

SUBJECT:

**APPROVAL OF CENTER JOINT UNIFIED SCHOOL DISTRICT
PAYROLL ORDERS**

**The Governing board is asked to approve the attached payroll
Orders for July 2019 through October 2019.**

**RECOMMENDATION: That the CJUSD Board of Trustees approve the
District Payroll Orders for July 2019 through October 2019.**

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DISTRICT PAYROLL-SUMMARIZED FOR FISCAL YEAR ENDING JUNE 30,2020

	REGULAR	VARIABLE	SPECIAL	TOTAL PAYROLL	#OF TRANSACTIONS
JULY	\$ 998,917.58	\$ 27,760.12		\$ 1,026,677.70	508
AUG	\$ 2,766,840.07	\$ 95,022.80		\$ 2,861,862.87	818
SEPT	\$ 2,746,586.98	\$ 117,904.64		\$ 2,864,491.62	881
OCT	\$ 2,741,711.59	\$ 107,508.86		\$ 2,849,220.45	826
NOV				\$ -	
DEC				\$ -	
2-Jan				\$ -	
JAN				\$ -	
FEB				\$ -	
MARCH				\$ -	
APRIL				\$ -	
MAY				\$ -	
JUNE				\$ -	
SPECIAL				\$ -	

\$ 9,254,056.22	\$ 348,196.42	\$ -	\$ 9,602,252.64	3033
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Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Business Department

Date: October, 2019

To: Board of Trustees

From: Lisa Coronado

Action Item

Information Item

Attached Pages 74

SUBJECT: Supplemental Agenda – Commercial Warrant Registers

October 3, 2019, \$774,381.21, October 10, 2019, \$400,887.01
October 17, 2019, \$274,625.61, October 23, 2019, \$421,077.75
October 30, 2019, \$126,635.43

The commercial warrant payments to vendor's total

\$ 1,997,607.01

RECOMMENDATION: That the CJUSD Board of Trustees approve the Supplemental Agenda – Vendor Warrants as presented

CONSENT AGENDA

XV-26

Batch status: A All

From batch: 0014

To batch: 0014

Include Revolving Cash: Y

Include Address: N

Include Object Desc: N

Include Vendor TIN: N

Include Audit Date and Time in Sort: N

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef					
Req Reference	Date	Description	FD	RESO	P	OBJE	SIT	GOAL	FUNC	RES	DEP	T9MPS	Liq Amt	Net Amount

015722/00	ACSA FOUNDATION FOR EDUC.ADMIN													
132	PO-200119	10/03/2019	90295			1	01-0000-0-5300-101-0000-7150-002-000	NN	F				1,603.00	1,603.00
TOTAL PAYMENT AMOUNT													1,603.00 *	1,603.00
011248/00	AED SUPERSTORE													
830	PO-200803	10/03/2019	1492814			1	01-0000-0-4400-472-1110-1000-014-000	NN	F				1,266.05	1,266.05
830	PO-200803	10/03/2019	1492814			2	01-0000-0-4300-472-1110-1000-014-000	NN	F				508.59	508.59
818	PO-200820	10/03/2019	1493854			1	01-0740-0-4300-104-0000-3140-019-128	NN	F				188.56	188.56
TOTAL PAYMENT AMOUNT													1,963.20 *	1,963.20
020082/00	ALLRED, MARIE													
982	PO-200980	10/03/2019	MILEAGE			1	01-4035-0-5200-103-1110-1000-019-103	NN	F				17.40	17.40
TOTAL PAYMENT AMOUNT													17.40 *	17.40
011617/00	AMADOR STAGE LINES													
1011	PO-200974	10/03/2019	10952, 10953			1	01-0076-0-5865-472-1110-4200-014-302	NN	F				693.10	693.10
1011	PO-200974	10/03/2019	10952, 10953			2	01-0740-0-5865-112-0000-3600-022-302	NN	F				1,798.26	1,798.26
1028	PO-200989	10/03/2019	10988			1	01-0076-0-5865-472-1110-4200-014-302	NN	F				364.96	364.96
1028	PO-200989	10/03/2019	10988			2	01-0740-0-5865-112-0000-3600-022-302	NN	F				392.65	392.65
TOTAL PAYMENT AMOUNT													3,248.97 *	3,248.97
010564/00	APPLE COMPUTER													
958	PO-200912	10/03/2019	AA42938227			1	01-6500-0-5800-102-5770-1191-019-000	YN	F				971.91	902.00
TOTAL PAYMENT AMOUNT													902.00 *	902.00
TOTAL USE TAX AMOUNT													69.90	
013913/00	ASSIST TEAM LLC													
852	PO-200829	10/03/2019	#2			1	01-7510-0-5800-103-1110-1000-019-131	NY	P				7,920.00	7,920.00
TOTAL PAYMENT AMOUNT													7,920.00 *	7,920.00
010400/00	AT&T													
75	PO-200066	10/03/2019	81008413			1	01-0000-0-5930-106-0000-8110-007-000	NN	P				9.34	9.34
TOTAL PAYMENT AMOUNT													9.34 *	9.34

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef					
Req Reference	Date	Description	FD	RESO	P	OBJE	SIT	GOAL	FUNC	RES	DEP	T9MPS	Liq Amt	Net Amount

019504/00	B & H PHOTO-VIDEO													
644	PO-200648	10/03/2019	162286163	1	01-0000-0-4300-472-1260-1000-014-000	NN	F						96.76	96.76
873	PO-200831	10/03/2019	162490955	1	01-0000-0-4300-238-1110-1000-010-000	NN	P						69.67	69.67
873	PO-200831	10/03/2019	162482450	1	01-0000-0-4300-238-1110-1000-010-000	NN	F						215.06	215.06
TOTAL PAYMENT AMOUNT													381.49 *	381.49
022501/00	BABIKOVA, INNA													
974	PO-200962	10/03/2019	TRAVEL	1	01-0000-0-5200-472-1110-1000-014-000	NN	F						27.53	27.53
TOTAL PAYMENT AMOUNT													27.53 *	27.53
021669/00	BAIONI, RON													
890	PO-200867	10/03/2019	MILEAGE-CHAIRS	1	01-6500-0-5210-102-5001-2700-019-000	NN	P						8.70	8.70
952	PO-200979	10/03/2019	MILEAGE	1	01-0000-0-5210-234-0000-2700-008-000	NN	F						9.86	9.86
TOTAL PAYMENT AMOUNT													18.56 *	18.56
022222/00	BEENTJES, TONIA													
778	PO-200782	10/03/2019	SEPT MILEAGE	1	01-6500-0-5210-102-5770-1130-019-000	NN	P						4.00	4.00
TOTAL PAYMENT AMOUNT													4.00 *	4.00
022347/00	BLAISDELLS BUSINESS PRODUCTS													
910	PO-200881	10/03/2019	1419378-0	1	01-0000-0-4300-472-5770-1110-014-000	NN	P						40.17	40.17
910	PO-200881	10/02/2019	1419378-2	1	01-0000-0-4300-472-5770-1110-014-000	NN	P						14.33	14.33
910	PO-200881	10/03/2019	1419378-1	1	01-0000-0-4300-472-5770-1110-014-000	NN	F						6.59	6.59
947	PO-200904	10/03/2019	1419370-0	1	01-0740-0-4300-475-3200-2700-015-106	NN	F						199.61	185.25
TOTAL PAYMENT AMOUNT													246.34 *	246.34
018071/00	BRADY, ASHLEY													
975	PO-200963	10/03/2019	REIMB ONLINE ORDER	1	01-3410-0-4300-472-1110-1000-014-207	NN	F						75.99	75.99
TOTAL PAYMENT AMOUNT													75.99 *	75.99
010150/00	BURKETT'S OFFICE SUPPLIES													
987	PO-200959	10/03/2019	1410104-0	1	01-0000-0-4300-105-0000-7200-005-000	NN	F						100.34	100.34
TOTAL PAYMENT AMOUNT													100.34 *	100.34

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	FD RESO P	OBJE SIT	GOAL FUNC	RES DEP	T9MPS	Liq Amt	Net Amount

013988/00	BUTTES/CENTER STATE PIPE &								
24	PO-200025	10/03/2019	S010971199.001	1	01-8150-0-4300-106-0000-8110-007-000	NN	P	136.73	136.73
			TOTAL PAYMENT AMOUNT					136.73 *	136.73
021045/00	CALDWELL FLORES WINTERS INC								
109	PO-200101	10/03/2019	#3	1	01-0000-0-5800-101-1110-1000-002-995	NN	P	12,500.00	12,500.00
109	PO-200101	10/03/2019	#4	1	01-0000-0-5800-101-1110-1000-002-995	NN	P	12,500.00	12,500.00
			TOTAL PAYMENT AMOUNT					25,000.00 *	25,000.00
020540/00	CALIFORNIA AMERICAN WATER CO								
76	PO-200067	10/03/2019	1015-210038466358	1	01-0000-0-5520-106-0000-8110-007-000	NN	P	91,346.00	91,346.00
			TOTAL PAYMENT AMOUNT					91,346.00 *	91,346.00
016401/00	CALIFORNIA DEPT OF TAX AND FEE								
1029	PO-200990	10/03/2019	0-008-348-483	1	01-0740-0-5800-112-0000-3600-007-302	NN	P	36.00	36.00
			TOTAL PAYMENT AMOUNT					36.00 *	36.00
010575/00	CAPITOL CLUTCH & BRAKE INC.								
984	PO-200947	10/03/2019	1582225	1	01-0740-0-4300-112-0000-3600-022-302	NN	P	98.04	98.04
			TOTAL PAYMENT AMOUNT					98.04 *	98.04
016082/00	CARMAZZI GLOBAL SOLUTIONS								
313	PO-200312	10/03/2019	29086	1	01-0740-0-5800-103-4760-1000-019-304	NN	P	210.00	210.00
313	PO-200312	10/03/2019	29087	1	01-0740-0-5800-103-4760-1000-019-304	NN	P	210.00	210.00
			TOTAL PAYMENT AMOUNT					420.00 *	420.00
020305/00	CDW GOVERNMENT INC.								
730	PO-200724	10/03/2019	TVD7870	1	01-0000-0-4300-371-1110-1000-012-000	NN	F	192.88	192.88
755	PO-200758	10/03/2019	TXN1904	1	01-6500-0-5800-102-5001-3120-019-000	NN	F	140.57	130.46
875	PO-200832	10/03/2019	TXW4536	1	01-6500-0-5800-102-5750-1110-019-000	NN	F	91.59	85.00
			TOTAL PAYMENT AMOUNT					408.34 *	408.34

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef					
Req Reference	Date	Description	FD	RESO	P	OBJE	SIT	GOAL	FUNC	RES	DEP	T9MPS	Liq Amt	Net Amount

016261/00	CEBULA RN, GAIL													
106	PO-200094	10/03/2019	AUGUST MILEAGE	1	01-0740-0-5210-104-0000-3140-019-128	NN	P						36.54	36.54
			TOTAL PAYMENT AMOUNT										36.54 *	36.54
010236/00	CREATIVE BUS SALES													
89	PO-200080	10/03/2019	13036145	1	01-0740-0-4300-112-0000-3600-022-302	NN	P						49.96	49.96
			TOTAL PAYMENT AMOUNT										49.96 *	49.96
017449/00	CUE INC													
939	PO-200908	10/03/2019	80540	1	01-3010-0-5200-371-1110-1000-012-000	NN	F						2,233.00	2,233.00
			TOTAL PAYMENT AMOUNT										2,233.00 *	2,233.00
018951/00	DELL													
811	PO-200776	10/03/2019	10341853169	1	01-5630-0-4400-601-1421-2700-017-120	NN	F						959.35	948.34
			TOTAL PAYMENT AMOUNT										948.34 *	948.34
010481/00	DEMCO INC													
739	PO-200757	10/03/2019	6684709	1	01-0409-0-4300-240-0000-2420-011-000	NN	F						213.77	213.77
695	PO-200816	10/03/2019	6686963	1	01-0409-0-4300-472-0000-2420-014-000	NN	F						280.25	282.82
710	PO-200817	10/03/2019	6687770	1	01-0409-0-4300-472-0000-2420-014-000	NN	F						361.37	363.75
805	PO-200847	10/03/2019	6688193	1	01-0000-0-4300-234-1110-1000-008-000	NN	F						232.97	232.98
			TOTAL PAYMENT AMOUNT										1,093.32 *	1,093.32
020595/00	DOMALAKES, CAROL													
1002	PO-200968	10/03/2019	TRAVEL EXPENSE	1	01-0000-0-5200-105-0000-7200-005-000	NN	F						861.60	861.60
			TOTAL PAYMENT AMOUNT										861.60 *	861.60
010336/00	ECOTECH PEST MANAGEMENT INC													
73	PO-200064	10/03/2019	31920	1	01-0000-0-5500-106-0000-8110-007-000	NN	P						712.00	712.00
			TOTAL PAYMENT AMOUNT										712.00 *	712.00

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef					
Req Reference	Date	Description	FD	RESO	P	OBJE	SIT	GOAL	FUNC	RES	DEP	T9MPS	Liq Amt	Net Amount

022411/00	ESPORTSONLINE.COM													
714	PO-200688	10/03/2019	906164153	1	01-0000-0-4300-236-1110-1000-009-000	NN	F						132.53	132.53
												TOTAL PAYMENT AMOUNT	132.53 *	132.53
015172/00	FRENCH, DAVID L.													
1005	PO-200972	10/03/2019	REIMB REFRESHMENTS	1	01-3182-0-4300-475-3200-1000-015-130	NN	F						12.01	12.01
												TOTAL PAYMENT AMOUNT	12.01 *	12.01
017681/00	GEARY PACIFIC SUPPLY													
617	PO-200584	10/03/2019	4105320	1	01-8150-0-4300-106-0000-8110-007-000	NN	P						618.74	618.74
												TOTAL PAYMENT AMOUNT	618.74 *	618.74
011601/00	GRIMES, PAMELA													
105	PO-200093	10/03/2019	AUGUST MILEAGE	1	01-0740-0-5210-104-0000-3140-019-128	NN	P						21.58	21.58
												TOTAL PAYMENT AMOUNT	21.58 *	21.58
018796/00	HAGGIN OAKS GOLF COMPLEX													
922	PO-200906	10/03/2019	SANDRA WEAVER ORDER	1	01-0076-0-4300-472-1110-4200-014-809	NY	F						278.39	278.39
												TOTAL PAYMENT AMOUNT	278.39 *	278.39
017002/00	HOME DEPOT CREDIT SERVICES													
22	PO-200024	10/03/2019	6035322650410578	1	01-8150-0-4300-106-0000-8110-007-000	NN	P						3,477.68	3,477.68
832	PO-200790	10/03/2019	6035322650410578	1	01-0000-0-4300-106-0000-8110-007-000	NN	P						206.90	206.90
												TOTAL PAYMENT AMOUNT	3,684.58 *	3,684.58
021343/00	HUNTER, CURTIS													
953	PO-200921	09/30/2019	TRAVEL EXPENSE	1	01-0000-0-5200-472-1110-1000-014-000	NN	F						392.98	392.98
												TOTAL PAYMENT AMOUNT	392.98 *	392.98

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESO P	OBJE SIT	GOAL FUNC RES DEP	T9MPS	Liq Amt	Net Amount

018343/00	JBEILY, TAMI							
104	PO-200092	09/30/2019	SEPT MILEAGE	1	01-0000-0-5210-103-0000-2110-019-000	NN P	20.53	20.53
			TOTAL PAYMENT AMOUNT				20.53 *	20.53
018907/00	LOBBESTAEL, KEVIN							
929	PO-200916	10/03/2019	REIMB -AMAZON	1	01-0000-0-4300-472-1600-1000-014-000	NN F	286.34	286.34
930	PO-200917	10/03/2019	REIMB VARIOUS ITEMS	1	01-0000-0-4300-472-1600-1000-014-000	NN F	118.76	118.76
			TOTAL PAYMENT AMOUNT				405.10 *	405.10
016956/00	LRP PUBLICATIONS							
679	PO-200681	10/03/2019	4457834	1	01-0000-0-5800-236-1110-1000-009-000	NN F	324.50	324.50
			TOTAL PAYMENT AMOUNT				324.50 *	324.50
016070/00	MACKIN EDUCATIONAL RESOURCES							
460	PO-200445	10/03/2019	598640	1	01-6300-0-4200-103-1110-1000-019-000	NN P	6,937.14	6,937.14
460	PO-200445	10/03/2019	598902	1	01-6300-0-4200-103-1110-1000-019-000	NN F	7,713.38	6,650.04
			TOTAL PAYMENT AMOUNT				13,587.18 *	13,587.18
016191/00	MARY RUTH NEAL							
954	PO-200922	10/03/2019	REIMB SHIPPING	1	01-0000-0-4300-234-1110-1000-008-000	NN F	35.00	35.00
			TOTAL PAYMENT AMOUNT				35.00 *	35.00
022406/00	MAXIM HEALTHCARE SERVICES INC							
631	PO-200632	10/03/2019	6809150262	1	01-6500-0-5800-102-5750-1180-019-000	NN P	1,683.00	1,683.00
636	PO-200634	10/03/2019	6809150262	1	01-0740-0-5800-104-0000-3140-019-128	NN P	3,075.00	3,075.00
			TOTAL PAYMENT AMOUNT				4,758.00 *	4,758.00
011294/00	MEDCARE MEDICAL CENTER							
366	PO-200356	10/03/2019	PARSHALL	1	01-0740-0-5800-112-0000-7200-022-302	NY P	89.00	89.00
			TOTAL PAYMENT AMOUNT				89.00 *	89.00

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL	FUNC RES DEP T9MPS	Liq Amt	Net Amount			

016087/00	MICHAEL'S TRANSPORTATION SERV.								
855 PO-200808	10/03/2019	111740	1 01-0740-0-5800-112-0000-3600-022-302	NN P	4,050.00	4,050.00			
855 PO-200808	10/03/2019	111786	1 01-0740-0-5800-112-0000-3600-022-302	NN P	3,857.50	3,857.50			
TOTAL PAYMENT AMOUNT					7,907.50 *	7,907.50			
022090/00	NASCO								
651 PO-200641	10/03/2019	538561	1 01-6300-0-4300-371-1110-1000-012-000	NN P	826.61	826.61			
TOTAL PAYMENT AMOUNT					826.61 *	826.61			
015085/00	NOR-CAL ASPHALT PAVING								
869 PO-200815	10/03/2019	4069	1 01-8150-0-5800-106-0000-8110-007-000	NN F	2,927.00	2,927.00			
TOTAL PAYMENT AMOUNT					2,927.00 *	2,927.00			
015343/00	NORTH HIGHLANDS RECREATION AND								
1018 PO-200978	10/03/2019	9-201920	1 01-0000-0-5620-106-0000-8200-007-000	NN F	4,500.00	4,500.00			
TOTAL PAYMENT AMOUNT					4,500.00 *	4,500.00			
017576/00	OFFICE DEPOT								
797 PO-200766	10/03/2019	377098974002	1 01-0740-0-4300-601-1110-1000-017-120	NN P	7.46	7.46			
797 PO-200766	10/03/2019	377098974001	1 01-0740-0-4300-601-1110-1000-017-120	NN F	65.75	65.75			
820 PO-200801	10/03/2019	379255908001	1 01-0000-0-4300-238-1110-1000-010-000	NN P	26.27	26.27			
820 PO-200801	10/03/2019	379255909001	1 01-0000-0-4300-238-1110-1000-010-000	NN F	84.15	84.15			
798 PO-200835	10/03/2019	380180177001	1 01-3010-0-4300-601-1421-1000-017-120	NN F	182.18	182.18			
853 PO-200849	10/03/2019	380758736001	1 01-0000-0-4300-234-1110-1000-008-000	NN P	15.90	15.90			
853 PO-200849	10/03/2019	380758735001	1 01-0000-0-4300-234-1110-1000-008-000	NN F	92.83	92.83			
879 PO-200851	10/03/2019	380728575001	1 01-0000-0-4300-238-1110-1000-010-000	NN F	175.98	175.98			
793 PO-200855	10/03/2019	382732591001	1 01-0000-0-4300-371-0000-2700-012-000	NN F	96.83	96.83			
914 PO-200884	10/03/2019	382736415001	1 01-0000-0-4300-371-1110-1000-012-000	NN F	57.52	57.52			
919 PO-200887	10/03/2019	382735997001	1 01-0000-0-4300-236-1110-1000-009-000	NN F	155.15	155.15			
936 PO-200896	10/03/2019	382735607001	1 01-0000-0-4300-240-1110-1000-011-000	NN F	50.83	50.83			
936 PO-200896	10/03/2019	382735607001	2 01-6300-0-4300-240-1110-1000-011-000	NN F	35.51	35.51			
944 PO-200901	10/03/2019	382734248001	1 01-6300-0-4300-475-3200-1000-015-106	NN F	47.95	47.95			
945 PO-200902	10/03/2019	3827316552001	1 01-0740-0-4300-475-3200-2700-015-106	NN F	24.72	24.72			
TOTAL PAYMENT AMOUNT					1,118.92 *	1,118.92			

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL	FUNC	RES DEP T9MPS	Liq Amt	Net Amount		

021432/00	PALOS SPORTS								
734	PO-200737	10/03/2019	328910-00	1	01-0076-0-4300-371-1110-4200-012-000	NN	P		116.49
734	PO-200737	10/03/2019	328910-01	1	01-0076-0-4300-371-1110-4200-012-000	NN	F		278.33
TOTAL PAYMENT AMOUNT									366.42 *
016930/00	PEAR DECK INC								
898	PO-200871	10/03/2019	INV5334	1	01-0000-0-5800-371-1110-1000-012-000	NN	F		149.99
TOTAL PAYMENT AMOUNT									149.99 *
010251/00	PLACER CO OFFICE OF EDUCATION								
950	PO-200920	10/03/2019	CT4AFFRZV2012644	1	01-0000-0-5200-234-1110-1000-008-905	NN	P		350.00
950	PO-200920	10/03/2019	CBXOPL8H6101998	1	01-0000-0-5200-234-1110-1000-008-905	NN	F		350.00
TOTAL PAYMENT AMOUNT									700.00 *
014974/00	PLUMMER, RENEE'								
602	PO-200579	10/03/2019	08082019	1	01-0740-0-5800-112-0000-3600-022-302	NY	P		900.00
TOTAL PAYMENT AMOUNT									900.00 *
017987/00	POOR, BERNADETTE								
949	PO-200919	10/03/2019	REIMB ONLINE	1	01-0000-0-4300-472-0000-2700-014-000	NN	F		106.51
TOTAL PAYMENT AMOUNT									106.51 *
021401/00	PRACTI-CAL INC								
381	PO-200370	10/03/2019	343640	1	01-5640-0-5800-102-0000-2700-019-000	NN	P		307.18
TOTAL PAYMENT AMOUNT									307.18 *
018605/00	PRIORITY DISPATCH								
978	PO-200970	10/03/2019	SIN231610	1	01-0037-0-5800-103-1110-1000-019-000	NN	F		5,198.62
TOTAL PAYMENT AMOUNT									5,198.62 *

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESO P	OBJE SIT	GOAL FUNC RES DEP	T9MPS	Liq Amt	Net Amount

021194/00	PRUDENTIAL OVERALL SUPPLY INC							
55	PO-200041	10/03/2019	180347820	1	01-0740-0-5800-112-0000-3600-022-302	NN P	59.21	59.21
55	PO-200041	10/03/2019	180348330	1	01-0740-0-5800-112-0000-3600-022-302	NN P	59.21	59.21
TOTAL PAYMENT AMOUNT							118.42 *	118.42
017657/00	RENAISSANCE LEARNING INC.							
966	PO-200943	10/03/2019	2019-100987	1	01-3010-0-5800-371-1110-1000-012-108	NN F	5,399.00	5,399.00
TOTAL PAYMENT AMOUNT							5,399.00 *	5,399.00
010627/00	RIVERVIEW INTERNATIONAL TRUCKS							
57	PO-200042	10/03/2019	8444	1	01-0740-0-4300-112-0000-3600-022-302	NN P	312.07	312.07
TOTAL PAYMENT AMOUNT							312.07 *	312.07
022398/00	SACRAMENTO COUNTY OFFICE OF ED							
963	PO-200926	10/02/2019	11454,11455	1	01-0000-0-5200-472-1110-1000-014-000	NN F	50.00	50.00
TOTAL PAYMENT AMOUNT							50.00 *	50.00
010266/00	SACRAMENTO COUNTY UTILITIES							
77	PO-200068	10/03/2019	50000918485	1	01-0000-0-5520-106-0000-8110-007-000	N P	3,414.27	3,414.27
77	PO-200068	10/03/2019	50000918556	1	01-0000-0-5520-106-0000-8110-007-000	N P	113.70	113.70
77	PO-200068	10/03/2019	50000918618	1	01-0000-0-5520-106-0000-8110-007-000	N P	671.23	671.23
TOTAL PAYMENT AMOUNT							4,199.20 *	4,199.20
017234/00	SCHIRO, BONNIE							
955	PO-200923	10/03/2019	REIMB ONLINE ORDER	1	01-0000-0-4300-472-1110-1000-014-000	N F	9.95	9.95
977	PO-200958	10/03/2019	REIMB PURCHASE	1	01-6500-0-4300-102-5750-1110-019-000	N F	256.10	256.10
TOTAL PAYMENT AMOUNT							266.05 *	266.05
014786/00	SCHOOL SPECIALTY INC							
874	PO-200842	10/03/2019	208123976591	1	01-6500-0-4300-102-5750-1110-019-000	NN F	55.51	53.01
TOTAL PAYMENT AMOUNT							53.01 *	53.01

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Reg Reference	Date	Description	FD RESO P	OBJE SIT	GOAL FUNC	RES DEP	T9MPS	Liq Amt	Net Amount

010373/00	SCHOOLS INSURANCE AUTHORITY								
1010 PO-200973	10/03/2019	#PL2020-05							
			1	01-0000-0-5400-105-0000-7200-005-000	NN F			157,977.50	157,977.50
		TOTAL PAYMENT AMOUNT						157,977.50 *	157,977.50
010373/02	SCHOOLS INSURANCE AUTHORITY								
1015 PO-200976	10/03/2019	WC202005							
			1	01-0000-0-9558-000-0000-0000-000-000	NN F			226,219.00	226,219.00
		TOTAL PAYMENT AMOUNT						226,219.00 *	226,219.00
010373/03	SCHOOLS INSURANCE AUTHORITY								
997 PO-200966	10/03/2019	#20SWAMP-06							
			1	01-8150-0-5800-106-0000-8110-007-000	NN F			2,141.73	2,141.73
		TOTAL PAYMENT AMOUNT						2,141.73 *	2,141.73
011500/00	SCHOOLS INSURANCE AUTHORITY								
PV-200023	10/03/2019	OCTOBER 2019							28,970.31
PV-200023	10/03/2019	OCTOBER 2019							18,681.93
PV-200023	10/03/2019	OCTOBER 2019							5,882.83
PV-200023	10/03/2019	OCTOBER 2019							2,736.20
		TOTAL PAYMENT AMOUNT							56,271.27 *
020811/00	SHRED-IT USA LLC								
61 PO-200043	10/03/2019	8128162412							
			1	01-0000-0-5800-472-0000-2700-014-000	NN P			79.14	79.14
		TOTAL PAYMENT AMOUNT						79.14 *	79.14
020252/00	STAPLES BUSINESS CREDIT								
957 PO-200924	10/03/2019	178062292-0-1							
			1	01-0000-0-4300-234-1110-1000-008-000	NN F			187.04	189.74
		TOTAL PAYMENT AMOUNT						189.74 *	189.74
020371/00	SUMNER, SHERYL								
959 PO-200940	10/03/2019	MILEAGE							
			1	01-0000-0-5210-103-1110-1004-019-000	NN F			23.55	23.55
		TOTAL PAYMENT AMOUNT						23.55 *	23.55

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESO P	OBJE SIT	GOAL FUNC RES DEP	T9MPS	Liq Amt	Net Amount
014972/00	TACKETT-OLIVER, MELISSA							
964	PO-200942	10/03/2019	REIMB SUPPLIES	1	01-3010-0-4300-238-1110-1000-010-109	NN F	84.88	84.88
			TOTAL PAYMENT AMOUNT				84.88 *	84.88
010519/00	TIM'S MUSIC							
726	PO-200722	10/03/2019	36487	1	01-0000-0-4400-103-1110-1000-019-856	NN F	2,500.00	2,500.00
726	PO-200722	10/03/2019	36487	2	01-0037-0-4400-103-1110-1000-019-000	NN F	6,437.86	6,437.86
			TOTAL PAYMENT AMOUNT				8,937.86 *	8,937.86
010139/00	TROXELL COMMUNICATIONS INC							
941	PO-200899	10/03/2019	200697,200682	1	01-3010-0-4300-371-1110-1000-012-108	NN F	44,818.38	44,818.38
941	PO-200899	10/03/2019	200682,200697	2	01-3182-0-4300-475-3200-1000-015-130	NN F	4,596.68	4,397.81
			TOTAL PAYMENT AMOUNT				49,216.19 *	49,216.19
015190/00	TROXELL COMMUNICATIONS, INC.							
660	PO-200644	10/03/2019	196792	1	01-0000-0-4300-103-4760-1000-019-116	NN P	408.00	408.00
660	PO-200644	10/03/2019	199533	1	01-0000-0-4300-103-4760-1000-019-116	NN F	3,803.84	3,803.84
			TOTAL PAYMENT AMOUNT				4,211.84 *	4,211.84
020091/00	VAN NESS-CORONADO, LISA							
1016	PO-200977	10/03/2019	REIMB AMAZON ORDER	1	01-0000-0-4300-105-0000-7200-005-000	NN F	1,021.51	1,021.51
			TOTAL PAYMENT AMOUNT				1,021.51 *	1,021.51
019594/00	VIOLETTE, BARBARA							
995	PO-200965	10/03/2019	REIMB SIGN	1	01-0000-0-5800-472-0000-2700-014-000	NN F	36.85	36.85
			TOTAL PAYMENT AMOUNT				36.85 *	36.85
010552/00	WAXIE SANITARY SUPPLY							
145	PO-200131	10/03/2019	78585157	1	01-0000-0-9320-000-0000-0000-000-000	NN P	55.49	55.49
145	PO-200131	10/03/2019	78590989	1	01-0000-0-9320-000-0000-0000-000-000	NN P	1,653.83	1,653.83
145	PO-200131	10/03/2019	78590990	1	01-0000-0-9320-000-0000-0000-000-000	NN P	4,840.60	4,840.60
145	PO-200131	10/03/2019	78205201	1	01-0000-0-9320-000-0000-0000-000-000	NN M	-54.22	-54.22
145	PO-200131	10/03/2019	78460362	1	01-0000-0-9320-000-0000-0000-000-000	NN M	-246.34	-246.34
145	PO-200131	10/03/2019	78466777	1	01-0000-0-9320-000-0000-0000-000-000	NN M	-1,484.43	-1,484.43

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL	FUNC RES DEP T9MPS	Liq Amt	Net Amount			

010552 (CONTINUED)									
145	PO-200131	10/03/2019	78470347	1	01-0000-0-9320-000-0000-0000-000-000	NN M		-62.97	-62.97
145	PO-200131	10/03/2019	78470355	1	01-0000-0-9320-000-0000-0000-000-000	NN M		-4.50	-4.50
145	PO-200131	10/03/2019	78597636	1	01-0000-0-9320-000-0000-0000-000-000	NN P		1,181.89	1,181.89
145	PO-200131	10/03/2019	78597635	1	01-0000-0-9320-000-0000-0000-000-000	NN P		472.98	472.98
TOTAL PAYMENT AMOUNT					6,352.33 *				6,352.33
022268/00 WHEELER, LEAH									
683	PO-200697	10/03/2019	#1	1	01-3010-0-5800-236-1110-1000-009-103	NY P		1,000.00	1,000.00
TOTAL PAYMENT AMOUNT					1,000.00 *				1,000.00
022348/00 WILSON, SHERRY									
1022	PO-200987	10/03/2019	TRIP 2179	1	01-0740-0-5800-112-0000-3600-022-302	NN P		7.50	7.50
TOTAL PAYMENT AMOUNT					7.50 *				7.50
TOTAL FUND PAYMENT					713,435.54 **				713,435.54
TOTAL USE TAX AMOUNT					69.90				

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	Liq Amt	Net Amount			
021669/00	BAIONI, RON							
892 PO-200934	10/03/2019	SEPT MILEAGE	1 11-6391-0-5210-600-4130-1000-015-000 NN F	8.70	8.70			
TOTAL PAYMENT AMOUNT				8.70 *				
020305/00	CDW GOVERNMENT INC.							
589 PO-200572	10/03/2019	TPX7264	1 11-3913-0-4300-600-4130-1000-015-000 NN F	58.91	58.91			
TOTAL PAYMENT AMOUNT				58.91 *				
019523/00	FOLLETT SCHOOL SOLUTIONS INC							
700 PO-200718	10/03/2019	2425065B	1 11-3913-0-4200-600-4130-1000-015-000 NN P	103.58	103.58			
700 PO-200718	10/03/2019	2425065A	1 11-3913-0-4200-600-4130-1000-015-000 NN F	244.16	244.16			
TOTAL PAYMENT AMOUNT				347.74 *				
018015/00	TOMPKINS, SHELLEY							
918 PO-200935	10/03/2019	MILEAGE	1 11-6391-0-5210-600-4130-1000-015-000 NN F	29.23	29.23			
TOTAL PAYMENT AMOUNT				29.23 *				
015117/00	VAN PUTTEN, KELI							
943 PO-200939	10/03/2019	MILEAGE	1 11-6391-0-5210-600-4130-1000-015-000 NN F	19.84	19.84			
TOTAL PAYMENT AMOUNT				19.84 *				
TOTAL FUND PAYMENT				464.42 **		464.42		

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	Liq Amt	Net Amount			

014156/00	COUNTY OF SACRAMENTO							
172 PO-200159	10/03/2019	AR0058738	1 13-5310-0-5800-108-0000-3700-020-000 NN P	239.00	239.00			
			TOTAL PAYMENT AMOUNT	239.00 *	239.00			
011205/00	CULTURE SHOCK YOGURT							
165 PO-200152	10/03/2019	8706	1 13-5310-0-4700-108-0000-3700-020-000 NN P	225.00	225.00			
165 PO-200152	10/03/2019	8779	1 13-5310-0-4700-108-0000-3700-020-000 NN P	225.00	225.00			
			TOTAL PAYMENT AMOUNT	450.00 *	450.00			
011602/00	DANIELSEN CO., THE							
146 PO-200132	10/03/2019	206633	1 13-5310-0-4700-108-0000-3700-020-000 N P	1,383.52	1,383.52			
146 PO-200132	10/03/2019	206638	1 13-5310-0-4700-108-0000-3700-020-000 N P	55.06	55.06			
146 PO-200132	10/03/2019	206071	2 13-5310-0-4300-108-0000-3700-020-000 N P	8.00	8.00			
146 PO-200132	10/03/2019	207623	1 13-5310-0-4700-108-0000-3700-020-000 N P	3,107.22	3,107.22			
			TOTAL PAYMENT AMOUNT	4,553.80 *	4,553.80			
016670/00	FATCAT BAKERY							
167 PO-200154	10/03/2019	160967	1 13-5310-0-4700-108-0000-3700-020-000 NN P	2,150.00	2,150.00			
			TOTAL PAYMENT AMOUNT	2,150.00 *	2,150.00			
021080/00	GOLD STAR FOODS INC							
159 PO-200149	10/03/2019	1347534	1 13-5310-0-4700-108-0000-3700-020-000 NN M	-20.00	-20.00			
159 PO-200149	10/03/2019	2831458	1 13-5310-0-4700-108-0000-3700-020-000 NN P	20.00	20.00			
159 PO-200149	10/03/2019	2852171	1 13-5310-0-4700-108-0000-3700-020-000 NN P	81.00	81.00			
159 PO-200149	10/03/2019	2863400	1 13-5310-0-4700-108-0000-3700-020-000 NN P	133.20	133.20			
159 PO-200149	10/03/2019	2815158	1 13-5310-0-4700-108-0000-3700-020-000 NN P	2,425.76	2,425.76			
159 PO-200149	10/03/2019	2822401	1 13-5310-0-4700-108-0000-3700-020-000 NN P	128.85	128.85			
159 PO-200149	10/03/2019	2824967	1 13-5310-0-4700-108-0000-3700-020-000 NN P	3,087.90	3,087.90			
159 PO-200149	10/03/2019	2824975	1 13-5310-0-4700-108-0000-3700-020-000 NN P	81.25	81.25			
159 PO-200149	10/03/2019	2833329	1 13-5310-0-4700-108-0000-3700-020-000 NN P	3,280.15	3,280.15			
159 PO-200149	10/03/2019	2833332	1 13-5310-0-4700-108-0000-3700-020-000 NN P	667.90	667.90			
159 PO-200149	10/03/2019	2842369	1 13-5310-0-4700-108-0000-3700-020-000 NN P	5,984.94	5,984.94			
159 PO-200149	10/03/2019	2842374	1 13-5310-0-4700-108-0000-3700-020-000 NN P	568.57	568.57			
159 PO-200149	10/03/2019	2842430	1 13-5310-0-4700-108-0000-3700-020-000 NN P	220.70	220.70			
159 PO-200149	10/03/2019	2853414	1 13-5310-0-4700-108-0000-3700-020-000 NN P	5,685.89	5,685.89			
159 PO-200149	10/03/2019	2855084	1 13-5310-0-4700-108-0000-3700-020-000 NN P	694.70	694.70			
159 PO-200149	10/03/2019	2857122	1 13-5310-0-4700-108-0000-3700-020-000 NN P	6.50	6.50			
			TOTAL PAYMENT AMOUNT	23,047.31 *	23,047.31			

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Req Reference	Date	Description	FD RESO P OBJE SIT GOAL	FUNC RES DEP T9MPS	Liq Amt	Net Amount		

014098/00	JEW, JEANNENE							
175 PO-200162	10/03/2019	AUG MIELAGE	1 13-5310-0-5210-108-0000-3700-020-000	NN P	37.70	37.70		
TOTAL PAYMENT AMOUNT					37.70 *			37.70
015608/00	KNUTSON, KARI							
176 PO-200163	10/03/2019	AUG MILEAGE	1 13-5310-0-5210-108-0000-3700-020-000	NN P	25.06	25.06		
176 PO-200163	10/03/2019	SPTEMBER MILEAGE	1 13-5310-0-5210-108-0000-3700-020-000	NN P	26.45	26.45		
TOTAL PAYMENT AMOUNT					51.51 *			51.51
016279/00	P&R PAPER SUPPLY							
152 PO-200141	10/03/2019	30276725-00	1 13-5310-0-4300-108-0000-3700-020-000	NN P	2,497.49	2,497.49		
152 PO-200141	10/03/2019	30276725-01	1 13-5310-0-4300-108-0000-3700-020-000	NN P	335.74	335.74		
TOTAL PAYMENT AMOUNT					2,833.23 *			2,833.23
019867/00	PAPA MURPHY'S							
928 PO-200894	10/03/2019	2003	1 13-5310-0-4700-108-0000-3700-020-000	NY P	175.00	175.00		
928 PO-200894	10/03/2019	2002	1 13-5310-0-4700-108-0000-3700-020-000	NY P	280.00	280.00		
928 PO-200894	10/03/2019	2005	1 13-5310-0-4700-108-0000-3700-020-000	NY P	168.00	168.00		
928 PO-200894	10/03/2019	2004	1 13-5310-0-4700-108-0000-3700-020-000	NY P	28.00	28.00		
TOTAL PAYMENT AMOUNT					651.00 *			651.00
019993/00	PROPACIFIC FRESH							
161 PO-200150	10/03/2019	61188	1 13-5310-0-4700-108-0000-3700-020-000	NN P	1,918.31	1,918.31		
161 PO-200150	10/03/2019	61883	1 13-5310-0-4700-108-0000-3700-020-000	NN P	1,505.13	1,505.13		
161 PO-200150	10/03/2019	60270	1 13-5310-0-4700-108-0000-3700-020-000	NN P	8,207.82	8,207.82		
161 PO-200150	10/03/2019	62230	1 13-5310-0-4700-108-0000-3700-020-000	NN P	3,752.05	3,752.05		
161 PO-200150	10/03/2019	61169	1 13-5310-0-4700-108-0000-3700-020-000	NN P	2,023.00	2,023.00		
161 PO-200150	10/03/2019	60507	1 13-5310-0-4700-108-0000-3700-020-000	NN P	2,643.71	2,643.71		
TOTAL PAYMENT AMOUNT					20,050.02 *			20,050.02
021194/00	PRUDENTIAL OVERALL SUPPLY INC							
168 PO-200155	10/03/2019	180348329	1 13-5310-0-5800-108-0000-3700-020-000	NN P	77.75	77.75		
TOTAL PAYMENT AMOUNT					77.75 *			77.75

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL	FUNC RES DEP T9MPS	Liq Amt	Net Amount		

016043/00	SHELTONS UNLIMITED MECHANICAL							
156 PO-200143	10/03/2019	19-OCT PM			1 13-5310-0-5600-108-0000-3700-020-000 NN P	2,040.00		2,040.00
			TOTAL PAYMENT AMOUNT		2,040.00 *			2,040.00
011422/00	SYSCO OF SAN FRANCISCO							
148 PO-200140	10/03/2019	2314772516			1 13-5310-0-4700-108-0000-3700-020-000 NN P	1,478.93		1,478.93
148 PO-200140	10/03/2019	231472516			2 13-5310-0-4300-108-0000-3700-020-000 NN P	465.93		465.93
148 PO-200140	10/03/2019	231484715			1 13-5310-0-4700-108-0000-3700-020-000 NN P	2,162.14		2,162.14
148 PO-200140	10/03/2019	231484715			2 13-5310-0-4300-108-0000-3700-020-000 NN P	192.93		192.93
			TOTAL PAYMENT AMOUNT		4,299.93 *			4,299.93
TOTAL FUND			PAYMENT		60,481.25 **			60,481.25
TOTAL BATCH PAYMENT					774,381.21 ***	0.00		774,381.21
TOTAL USE TAX AMOUNT					69.90			
TOTAL DISTRICT PAYMENT					774,381.21 ****	0.00		774,381.21
TOTAL USE TAX AMOUNT					69.90			
TOTAL FOR ALL DISTRICTS:					774,381.21 ****	0.00		774,381.21
TOTAL USE TAX AMOUNT					69.90			

Number of checks to be printed: 95, not counting voids due to stub overflows.

Batch status: A All

From batch: 0015

To batch: 0015

Include Revolving Cash: Y

Include Address: N

Include Object Desc: N

Include Vendor TIN: N

Include Audit Date and Time in Sort: N

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	Liq Amt	Net Amount			

017664/00	ACCUTRAIN CORPORATION							
1024 PO-201002	10/10/2019	REGISTRATION	1 01-0000-0-5200-472-0000-2700-014-000 NN F	149.00	149.00			
TOTAL PAYMENT AMOUNT				149.00 *				
011248/00	AED SUPERSTORE							
946 PO-200903	10/10/2019	1496352	1 01-0000-0-4300-236-1110-1000-009-000 NN F	188.56	188.56			
TOTAL PAYMENT AMOUNT				188.56 *				
010669/00	ALHAMBRA & SIERRA SPRINGS							
332 PO-200318	10/10/2019	663302014871405	1 01-0000-0-5600-103-0000-7200-019-000 NN P	20.97	20.97			
332 PO-200318	10/10/2019	663302014871405	2 01-0000-0-4300-103-0000-7200-019-000 NN P	59.67	59.67			
457 PO-200442	10/10/2019	27045224780818	1 01-0000-0-4300-105-0000-7200-005-000 NN P	23.73	23.73			
457 PO-200442	10/10/2019	27045224780818	2 01-0000-0-5600-105-0000-7200-005-000 NN P	6.99	6.99			
TOTAL PAYMENT AMOUNT				111.36 *	111.36			
010983/00	AMERICAN RED CROSS							
1055 PO-201025	10/10/2019	22222508	1 01-0076-0-5800-472-1110-4200-014-000 NY F	720.00	720.00			
TOTAL PAYMENT AMOUNT				720.00 *	720.00			
022066/00	ARROW PLUMBING INC							
1061 PO-201029	10/10/2019	23231	1 01-8150-0-4300-106-0000-8110-007-000 NN F	342.89	342.89			
1061 PO-201029	10/10/2019	23231	2 01-8150-0-5600-106-0000-8110-007-000 NN F	770.00	770.00			
TOTAL PAYMENT AMOUNT				1,112.89 *	1,112.89			
020766/00	ASSET GENIE INC							
962 PO-200925	10/10/2019	1425138	1 01-0000-0-4300-234-1110-1000-008-000 YN F	106.51	98.85			
TOTAL PAYMENT AMOUNT				98.85 *	98.85			
TOTAL USE TAX AMOUNT				7.66				
013913/00	ASSIST TEAM LLC							
1000 PO-200995	10/10/2019	#1	1 01-7510-0-5800-103-1110-1000-019-131 NY P	1,980.00	1,980.00			
1000 PO-200995	10/10/2019	#2	1 01-7510-0-5800-103-1110-1000-019-131 NY P	7,920.00	7,920.00			
TOTAL PAYMENT AMOUNT				9,900.00 *	9,900.00			

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL	FUNC RES DEP T9MPS	Liq Amt	Net Amount			

021097/00	ASSOCIATED VALUATION SERVICES								
927 PO-200893	10/10/2019	6302	1 01-0000-0-5800-106-0000-8200-007-000	NN P	1,305.00	1,305.00			
1051 PO-201009	10/10/2019	6251	1 01-0000-0-5800-105-0000-7200-005-000	NN F	2,073.92	2,073.92			
TOTAL PAYMENT AMOUNT					3,378.92 *				
011481/00	AT&T								
74 PO-200065	10/10/2019	9391028109	1 01-0000-0-5930-106-0000-8110-007-000	NN P	7,474.90	7,474.90			
TOTAL PAYMENT AMOUNT					7,474.90 *				
021604/00	ATLAS DISPOSAL INDUSTRIES								
71 PO-200062	10/10/2019	1031	1 01-0000-0-5525-106-0000-8110-007-000	NN P	288.68	288.68			
71 PO-200062	10/10/2019	149397	1 01-0000-0-5525-106-0000-8110-007-000	NN P	620.35	620.35			
71 PO-200062	10/10/2019	149398	1 01-0000-0-5525-106-0000-8110-007-000	NN P	1,883.32	1,883.32			
71 PO-200062	10/10/2019	149399	1 01-0000-0-5525-106-0000-8110-007-000	NN P	822.09	822.09			
71 PO-200062	10/10/2019	149400	1 01-0000-0-5525-106-0000-8110-007-000	NN P	336.29	336.29			
71 PO-200062	10/10/2019	14901	1 01-0000-0-5525-106-0000-8110-007-000	NN P	339.57	339.57			
71 PO-200062	10/10/2019	149402	1 01-0000-0-5525-106-0000-8110-007-000	NN P	573.20	573.20			
71 PO-200062	10/10/2019	14903	1 01-0000-0-5525-106-0000-8110-007-000	NN P	520.56	520.56			
71 PO-200062	10/10/2019	149404	1 01-0000-0-5525-106-0000-8110-007-000	NN P	93.77	93.77			
71 PO-200062	10/10/2019	189672	1 01-0000-0-5525-106-0000-8110-007-000	NN P	350.75	350.75			
71 PO-200062	10/10/2019	1032	1 01-0000-0-5525-106-0000-8110-007-000	NN P	565.42	565.42			
TOTAL PAYMENT AMOUNT					6,394.00 *				
021669/00	BAIONI, RON								
992 PO-200994	10/10/2019	MILEAGE	1 01-0000-0-5210-371-0000-2700-012-000	NN F	234.32	234.32			
TOTAL PAYMENT AMOUNT					234.32 *				
016106/00	BERGER, CHRISTINE								
981 PO-200992	10/10/2019	REIMB AMAZON ORDER	1 01-6500-0-4300-102-5750-1110-019-000	NN F	319.34	319.34			
TOTAL PAYMENT AMOUNT					319.34 *				
022347/00	BLAISDELLS BUSINESS PRODUCTS								
882 PO-200862	10/10/2019	1419384-0	1 01-6512-0-4300-102-5001-3110-019-122	NN F	364.29	364.29			
TOTAL PAYMENT AMOUNT					364.29 *				

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL	FUNC RES DEP T9MPS	Liq Amt	Net Amount		

016216/00	BORASI, CHRIS							
1052 PO-201010	10/10/2019	REIMB FOOF PURCHASE	1 01-0000-0-4300-371-1110-1000-012-996	NN F	40.60	40.60		
TOTAL PAYMENT AMOUNT					40.60 *			40.60
018071/00	BRADY, ASHLEY							
1035 PO-201020	10/10/2019	MILEAGE	1 01-6520-0-5200-472-5770-1110-014-207	NN F	38.63	38.63		
TOTAL PAYMENT AMOUNT					38.63 *			38.63
017855/00	BRCO CONSTRUCTORS INC							
857 PO-200809	10/10/2019	2019-14-RET	1 01-9181-0-6200-106-0000-8500-007-621	NN F	2,549.76	2,549.76		
TOTAL PAYMENT AMOUNT					2,549.76 *			2,549.76
022282/00	BRIGHT START THERAPIES							
934 PO-200953	10/10/2019	CUAH0715.19	1 01-6500-0-5800-102-5750-1180-019-000	NN P	450.00	450.00		
934 PO-200953	10/10/2019	CUEH0715.19	1 01-6500-0-5800-102-5750-1180-019-000	NN P	450.00	450.00		
934 PO-200953	10/10/2019	CUEH0831.19	1 01-6500-0-5800-102-5750-1180-019-000	NN P	412.50	412.50		
934 PO-200953	10/10/2019	CUAH0831.19	1 01-6500-0-5800-102-5750-1180-019-000	NN P	412.50	412.50		
TOTAL PAYMENT AMOUNT					1,725.00 *			1,725.00
013988/00	BUTTES/CENTER STATE PIPE &							
24 PO-200025	10/10/2019	S010980979.001	1 01-8150-0-4300-106-0000-8110-007-000	NN P	196.07	196.07		
24 PO-200025	10/10/2019	S010978374.001	1 01-8150-0-4300-106-0000-8110-007-000	NN P	144.47	144.47		
24 PO-200025	10/10/2019	S010976003.001	1 01-8150-0-4300-106-0000-8110-007-000	NN P	125.71	125.71		
24 PO-200025	10/10/2019	S010974281.001	1 01-8150-0-4300-106-0000-8110-007-000	NN P	214.26	214.26		
TOTAL PAYMENT AMOUNT					680.51 *			680.51
019750/00	CAPITAL PROGRAM MGMT INC							
PO-191506	10/10/2019	#50	1 01-6230-0-6272-371-0000-8500-007-623	NN P	363.50	363.50		
TOTAL PAYMENT AMOUNT					363.50 *			363.50
016082/00	CARMAZZI GLOBAL SOLUTIONS							
313 PO-200312	10/10/2019	29476	1 01-0740-0-5800-103-4760-1000-019-304	NN P	210.00	210.00		
313 PO-200312	10/10/2019	29504	1 01-0740-0-5800-103-4760-1000-019-304	NN P	210.00	210.00		
313 PO-200312	10/10/2019	29477	1 01-0740-0-5800-103-4760-1000-019-304	NN P	210.00	210.00		

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	Liq Amt	Net Amount			

016082 (CONTINUED)								
313 PO-200312	10/10/2019	29478	1 01-0740-0-5800-103-4760-1000-019-304 NN P	210.00	210.00			
313 PO-200312	10/10/2019	29479	1 01-0740-0-5800-103-4760-1000-019-304 NN P	210.00	210.00			
313 PO-200312	10/10/2019	29480	1 01-0740-0-5800-103-4760-1000-019-304 NN P	210.00	210.00			
313 PO-200312	10/10/2019	29481	1 01-0740-0-5800-103-4760-1000-019-304 NN P	210.00	210.00			
313 PO-200312	10/10/2019	29482	1 01-0740-0-5800-103-4760-1000-019-304 NN P	210.00	210.00			
TOTAL PAYMENT AMOUNT				1,680.00 *	1,680.00			
015768/00 CHAMBERLAIN, JOE MATTHEW								
1037 PO-201022	10/10/2019	TRAVEL EXPENSE	1 01-7220-0-5200-472-1110-1000-014-209 NN F	298.25	298.25			
TOTAL PAYMENT AMOUNT				298.25 *	298.25			
019910/00 CHANEY, AMY								
1036 PO-201021	10/10/2019	TRAVEL EXPENSE	1 01-7220-0-5200-472-1110-1000-014-209 NN F	338.69	338.69			
TOTAL PAYMENT AMOUNT				338.69 *	338.69			
013928/00 CINTAS LOCATION 622								
135 PO-200122	10/10/2019	4031648337	1 01-0000-0-5800-111-0000-8200-007-000 NN P	65.31	65.31			
135 PO-200122	10/10/2019	4031648347	1 01-0000-0-5800-111-0000-8200-007-000 NN P	27.71	27.71			
135 PO-200122	10/10/2019	4031648392	1 01-0000-0-5800-111-0000-8200-007-000 NN P	6.12	6.12			
135 PO-200122	10/10/2019	4031648422	1 01-0000-0-5800-111-0000-8200-007-000 NN P	11.20	11.20			
135 PO-200122	10/10/2019	4031648426	1 01-0000-0-5800-111-0000-8200-007-000 NN P	21.99	21.99			
135 PO-200122	10/10/2019	4031648432	1 01-0000-0-5800-111-0000-8200-007-000 NN P	58.06	58.06			
135 PO-200122	10/10/2019	4031648444	1 01-0000-0-5800-111-0000-8200-007-000 NN P	25.73	25.73			
135 PO-200122	10/10/2019	4031648584	1 01-0000-0-5800-111-0000-8200-007-000 NN P	9.99	9.99			
TOTAL PAYMENT AMOUNT				226.11 *	226.11			
021813/00 CONSOLIDATED COMMUNICATIONS								
158 PO-200144	10/10/2019	916-150-1610/0	1 01-0000-0-5930-106-0000-8110-007-000 NN P	767.97	767.97			
TOTAL PAYMENT AMOUNT				767.97 *	767.97			
021610/00 EATON INTERPRETING SERVICES								
322 PO-200315	10/10/2019	309140	1 01-0740-0-5800-103-4760-1000-019-304 NN P	108.00	108.00			
TOTAL PAYMENT AMOUNT				108.00 *	108.00			

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESO P	OBJE SIT	GOAL FUNC RES DEP	T9MPS	Liq Amt	Net Amount
010592/00	EWING IRRIGATION PRODUCTS							
49 PO-200055	10/10/2019	8442893			1 01-0000-0-4300-106-0000-8110-007-000	NN F	720.81	1,079.32
TOTAL PAYMENT AMOUNT							1,079.32 *	1,079.32
015040/00	GRIMES, DAVID							
1083 PO-201048	10/10/2019	REIMB SNACKS			1 01-0000-0-4300-110-0000-7200-004-000	NN F	39.38	39.38
TOTAL PAYMENT AMOUNT							39.38 *	39.38
011601/00	GRIMES, PAMELA							
105 PO-200093	10/10/2019	SEPT-MILEAGE			1 01-0740-0-5210-104-0000-3140-019-128	NN P	23.32	23.32
TOTAL PAYMENT AMOUNT							23.32 *	23.32
015636/00	HASTIE'S SAND AND GRAVEL CO							
585 PO-200558	10/10/2019	172938			1 01-0000-0-4300-106-0000-8110-007-000	NN P	239.21	239.21
TOTAL PAYMENT AMOUNT							239.21 *	239.21
016133/00	HAWKINS OFFICIATING SERVICE							
1066 PO-201041	10/10/2019	SEPTEMBER			1 01-0076-0-5800-371-1110-4200-012-000	NY F	740.00	740.00
TOTAL PAYMENT AMOUNT							740.00 *	740.00
010602/00	HI-LINE ELECTRICAL & MECH							
91 PO-200082	10/10/2019	10732379			1 01-0740-0-4300-112-0000-3600-022-302	NN P	388.79	388.79
TOTAL PAYMENT AMOUNT							388.79 *	388.79
010830/00	HOLT OF CALIFORNIA							
785 PO-201030	10/10/2019	sw040085793			1 01-0740-0-5600-112-0000-3600-022-302	NN F	4,078.00	4,078.00
785 PO-201030	10/10/2019	SW040085793			2 01-0740-0-4300-112-0000-3600-022-302	NN F	4,830.68	4,830.68
TOTAL PAYMENT AMOUNT							8,908.68 *	8,908.68

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef					
Req Reference	Date	Description	FD	RESO	P	OBJE	SIT	GOAL	FUNC	RES	DEP	T9MPS	Liq Amt	Net Amount

017603/00	HUNT, CAROL													
113	PO-200105	10/10/2019	SEPT MILEAGE	1	01-0000-0-5210-101-0000-7150-002-000	NN	P						5.68	5.68
TOTAL PAYMENT AMOUNT												5.68	5.68	
010939/00	IML SECURITY SUPPLY													
443	PO-200431	10/10/2019	2355320	1	01-8150-0-4400-106-0000-8110-007-000	NN	P						825.77	825.77
443	PO-200431	10/10/2019	2365911	1	01-8150-0-4400-106-0000-8110-007-000	NN	P						546.84	546.84
TOTAL PAYMENT AMOUNT												1,372.61	1,372.61	
021789/00	JABBERGYM INC													
935	PO-200937	10/10/2019	11658	1	01-6500-0-5800-102-5750-1180-019-000	NN	P						31,302.52	31,302.52
TOTAL PAYMENT AMOUNT												31,302.52	31,302.52	
018343/00	JBEILY, TAMI													
104	PO-200092	10/10/2019	OCT 2-3	1	01-0000-0-5210-103-0000-2110-019-000	NN	P						32.71	32.71
TOTAL PAYMENT AMOUNT												32.71	32.71	
017883/00	JOHNSON CONTROLS FIRE													
424	PO-200404	10/10/2019	85991215	1	01-8150-0-5800-106-0000-8110-007-000	NN	P						581.85	581.85
424	PO-200404	10/10/2019	85991544	1	01-8150-0-5800-106-0000-8110-007-000	NN	P						490.48	490.48
424	PO-200404	10/10/2019	85989602	1	01-8150-0-5800-106-0000-8110-007-000	NN	P						581.85	581.85
424	PO-200404	10/10/2019	85989430	1	01-8150-0-5800-106-0000-8110-007-000	NN	P						174.56	174.56
424	PO-200404	10/10/2019	85989425	1	01-8150-0-5800-106-0000-8110-007-000	NN	P						116.37	116.37
424	PO-200404	10/10/2019	85989415	1	01-8150-0-5800-106-0000-8110-007-000	NN	P						116.37	116.37
424	PO-200404	10/10/2019	86125726	1	01-8150-0-5800-106-0000-8110-007-000	NN	P						290.93	290.93
424	PO-200404	10/10/2019	85991181	1	01-8150-0-5800-106-0000-8110-007-000	NN	F						167.59	756.41
TOTAL PAYMENT AMOUNT												3,108.82	3,108.82	
016319/00	JOSEPH BARTON													
1013	PO-200999	10/10/2019	SEPT MILEAGE	1	01-5630-0-5800-601-1421-1000-017-120	NN	F						43.42	43.42
TOTAL PAYMENT AMOUNT												43.42	43.42	

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL	FUNC RES DEP T9MPS	Liq Amt	Net Amount		

018136/00	JUST PRINT IT INK							
611 PO-200598	10/10/2019	2258	1 01-7220-0-5800-472-1110-1000-014-209	NY F	1,762.79	1,762.79		
			TOTAL PAYMENT AMOUNT	1,762.79 *				
020606/00	KLATT, BEN							
1030 PO-201004	10/10/2019	REIMB LUMBER	1 01-6387-0-4300-472-1110-1000-019-201	NN F	140.95	140.95		
			TOTAL PAYMENT AMOUNT	140.95 *				
017899/00	LAWSON, BECKY							
103 PO-200091	10/10/2019	SEPT MILEAGE	1 01-0000-0-5210-103-0000-2110-019-000	N P	40.60	40.60		
1023 PO-201001	10/10/2019	REIMB AMAZON	1 01-7510-0-4300-103-1110-1000-019-131	N F	153.21	153.21		
			TOTAL PAYMENT AMOUNT	193.81 *				
017726/00	LOS ANGELES FREIGHTLINER							
86 PO-200077	10/10/2019	XA410016137:01	1 01-0740-0-4300-112-0000-3600-022-302	NN P	55.04	55.04		
86 PO-200077	10/10/2019	XA410015672:01	1 01-0740-0-4300-112-0000-3600-022-302	NN P	34.26	34.26		
			TOTAL PAYMENT AMOUNT	89.30 *				
022457/00	LUKES, REBECCA							
184 PO-200193	10/10/2019	SERPT MILEAGE	1 01-6500-0-5210-102-5001-2700-019-000	NN P	19.87	19.87		
			TOTAL PAYMENT AMOUNT	19.87 *				
022406/00	MAXIM HEALTHCARE SERVICES INC							
631 PO-200632	10/10/2019	6824610262	1 01-6500-0-5800-102-5750-1180-019-000	NN P	941.50	941.50		
636 PO-200634	10/10/2019	6824610262	1 01-0740-0-5800-104-0000-3140-019-128	NN P	2,625.00	2,625.00		
			TOTAL PAYMENT AMOUNT	3,566.50 *				
020602/00	MCGRAW HILL SCHOOL EDUCATION							
803 PO-200818	10/10/2019	110319217001	1 01-3010-0-5800-238-1110-1000-010-109	NN F	191.62	194.43		
			TOTAL PAYMENT AMOUNT	194.43 *				

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL	FUNC RES DEP T9MPS		Liq Amt	Net Amount	

019059/00	MILLENNIUM TERMITE & PEST							
72	PO-200063	10/10/2019	TR-71099	1	01-0000-0-5500-106-0000-8110-007-000	NN P		91.00
72	PO-200063	10/10/2019	TR-72628	1	01-0000-0-5500-106-0000-8110-007-000	NN P		57.00
72	PO-200063	10/10/2019	TR-72628	1	01-0000-0-5500-106-0000-8110-007-000	NN P		59.00
TOTAL PAYMENT AMOUNT								207.00 *
019828/00	MIRANDA, RYAN							
1006	PO-200997	10/10/2019	SEPT MILEAGE	1	01-0740-0-5210-601-1110-1000-017-120	NN F		43.90
TOTAL PAYMENT AMOUNT								43.90 *
021802/00	MOSS, LINDSEY MARIE							
1046	PO-201006	10/10/2019	REIMB PURCHASE-STOLEN SUPPLIES	1	01-0000-0-4300-236-1110-1000-009-000	NN F		65.14
TOTAL PAYMENT AMOUNT								65.14 *
015787/00	O'REILLY AUTO PARTS							
54	PO-200040	10/10/2019	1333147	1	01-0740-0-4300-112-0000-3600-022-302	NN P		230.56
TOTAL PAYMENT AMOUNT								230.56 *
019205/00	OAK HILL STUDENT BODY FUND							
1039	PO-201037	10/10/2019	MV ELIGIBLE- FIELD TRIP	1	01-5630-0-5800-601-1421-1000-017-120	NN F		44.00
TOTAL PAYMENT AMOUNT								44.00 *
017576/00	OFFICE DEPOT							
397	PO-200369	10/10/2019	355449512002,001	1	01-0000-0-4300-236-1110-1000-009-000	NN F		122.86
397	PO-200369	10/10/2019	373463715001	2	01-6300-0-4300-236-1110-1000-009-000	NN F		36.43
806	PO-200848	10/10/2019	380769218002	1	01-0000-0-4300-234-1110-1000-008-000	NN P		19.89
806	PO-200848	10/10/2019	380769218001	1	01-0000-0-4300-234-1110-1000-008-000	NN P		101.24
806	PO-200848	10/10/2019	380769219001	1	01-0000-0-4300-234-1110-1000-008-000	NN F		192.24
891	PO-200868	10/10/2019	382734850001	1	01-6500-0-4300-102-5770-1191-019-000	NN F		32.31
937	PO-200897	10/10/2019	382737115001	1	01-0740-0-4300-112-0000-7200-022-302	NN F		53.86
937	PO-200897	10/10/2019	382737114001	1	01-0740-0-4300-112-0000-7200-022-302	NN F		335.95
931	PO-200918	10/10/2019	383392135001	1	01-6500-0-4300-102-5770-1191-019-000	NN F		273.59
973	PO-200930	10/10/2019	38338272001	1	01-6300-0-4300-371-1110-1000-012-000	NN F		58.67
TOTAL PAYMENT AMOUNT								736.13 *

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL	FUNC RES DEP T9MPS	Liq Amt	Net	Amount	
021050/00	PACHECO, SHAWNA							
1031 PO-201017	10/10/2019	PARKING FEE	1 01-6520-0-5200-472-5770-1110-014-207	NN F	20.00	20.00		
1032 PO-201018	10/10/2019	MILEAGE 9/22	1 01-3410-0-5210-472-1110-1000-014-207	NN F	12.88	12.88		
1033 PO-201019	10/10/2019	MILEAGE	1 01-6520-0-5200-472-5770-1110-014-207	NN F	91.99	91.99		
TOTAL PAYMENT AMOUNT					124.87 *			124.87
018872/00	PEREZ, ANA							
998 PO-201014	10/10/2019	MILEAGE & REGISTRATION	1 01-0000-0-5200-472-0000-2700-014-000	NN F	257.14	257.14		
TOTAL PAYMENT AMOUNT					257.14 *			257.14
016333/00	PILCHER, KIELEEN							
1007 PO-200998	10/10/2019	MILEAGE	1 01-0740-0-5210-601-1110-1000-017-120	NN F	21.46	21.46		
TOTAL PAYMENT AMOUNT					21.46 *			21.46
019700/00	PITNEY BOWES GLOBAL FINANCIAL							
1079 PO-201032	10/10/2019	3103459597	1 01-0000-0-5620-105-0000-7200-005-000	NN F	1,130.61	1,130.61		
TOTAL PAYMENT AMOUNT					1,130.61 *			1,130.61
011345/00	PLACER LEARNING CENTER							
932 PO-200936	10/10/2019	JUNE 2019	1 01-6500-0-5800-102-5750-1180-019-000	NN P	6,927.04	6,927.04		
932 PO-200936	10/10/2019	JULY 2019	1 01-6500-0-5800-102-5750-1180-019-000	NN P	5,761.16	5,761.16		
932 PO-200936	10/10/2019	AUG MILEAGE	1 01-6500-0-5800-102-5750-1180-019-000	NN P	8,583.36	8,583.36		
TOTAL PAYMENT AMOUNT					21,271.56 *			21,271.56
014069/00	PLATT ELECTRIC SUPPLY INC							
37 PO-200050	10/10/2019	X266027	1 01-8150-0-4300-106-0000-8110-007-000	NN P	12.98	12.98		
37 PO-200050	10/10/2019	X265003	1 01-8150-0-4300-106-0000-8110-007-000	NN P	54.19	54.19		
37 PO-200050	10/10/2019	X272664	1 01-8150-0-4300-106-0000-8110-007-000	NN M	-15.11	-15.11		
TOTAL PAYMENT AMOUNT					52.06 *			52.06
021401/00	PRACTI-CAL INC							
381 PO-200370	10/10/2019	343671	1 01-5640-0-5800-102-0000-2700-019-000	NN P	138.95	138.95		
TOTAL PAYMENT AMOUNT					138.95 *			138.95

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESO P	OBJE SIT GOAL	FUNC RES DEP T9MPS	Liq Amt	Net	Amount	

015575/00	PROPEL FUNDRAISING								
1050 PO-201008	10/10/2019	F19-7339	1	01-0000-0-4300-371-1110-1000-012-996	NN F	9,393.70	9,393.70		
TOTAL PAYMENT AMOUNT						9,393.70 *	9,393.70		
019976/00	RAMIREZ, TRACY LAFAY								
183 PO-200192	10/10/2019	SEPT MILEAGE	1	01-6500-0-5210-102-5060-2110-019-000	NN P	33.29	33.29		
TOTAL PAYMENT AMOUNT						33.29 *	33.29		
017657/00	RENAISSANCE LEARNING INC.								
1049 PO-201007	10/10/2019	2019-101289	1	01-3010-0-5800-371-1110-1000-012-108	NN F	600.00	600.00		
TOTAL PAYMENT AMOUNT						600.00 *	600.00		
016821/00	SACRAMENTO COUNTY								
1080 PO-201033	10/10/2019	19235158	1	01-0000-0-5800-106-0000-8200-007-000	NN P	191.46	191.46		
1080 PO-201033	10/10/2019	19235159	1	01-0000-0-5800-106-0000-8200-007-000	NN P	127.98	127.98		
1080 PO-201033	10/10/2019	19235160	1	01-0000-0-5800-106-0000-8200-007-000	NN P	78.10	78.10		
1080 PO-201033	10/10/2019	19235161	1	01-0000-0-5800-106-0000-8200-007-000	NN P	63.00	63.00		
1080 PO-201033	10/10/2019	19235162	1	01-0000-0-5800-106-0000-8200-007-000	NN P	63.00	63.00		
1080 PO-201033	10/10/2019	19235163	1	01-0000-0-5800-106-0000-8200-007-000	NN P	288.44	288.44		
1080 PO-201033	10/10/2019	19235164	1	01-0000-0-5800-106-0000-8200-007-000	NN P	328.00	328.00		
1080 PO-201033	10/10/2019	19235165	1	01-0000-0-5800-106-0000-8200-007-000	NN P	285.70	285.70		
1080 PO-201033	10/10/2019	19235166	1	01-0000-0-5800-106-0000-8200-007-000	NN P	195.76	195.76		
1080 PO-201033	10/10/2019	19235167	1	01-0000-0-5800-106-0000-8200-007-000	NN P	174.36	174.36		
1080 PO-201033	10/08/2019	19235168	1	01-0000-0-5800-106-0000-8200-007-000	NN P	208.00	208.00		
1080 PO-201033	10/08/2019	19235169	1	01-0000-0-5800-106-0000-8200-007-000	NN P	292.88	292.88		
1080 PO-201033	10/10/2019	19235170	1	01-0000-0-5800-106-0000-8200-007-000	NN P	63.00	63.00		
1080 PO-201033	10/10/2019	19235171	1	01-0000-0-5800-106-0000-8200-007-000	NN F	70.56	70.56		
TOTAL PAYMENT AMOUNT						2,430.24 *	2,430.24		
020695/00	SCHOOL OUTFITTERS								
903 PO-200875	10/10/2019	INV13251513	1	01-3010-0-4300-371-1110-1000-012-108	NN F	2,188.68	1,074.31		
TOTAL PAYMENT AMOUNT						1,074.31 *	1,074.31		

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	Liq Amt	Net Amount			
020811/00	SHRED-IT USA LLC							
96 PO-200087	10/10/2019	8128238582	1 01-0000-0-5800-106-0000-8110-007-000 NN P	93.39	93.39			
TOTAL PAYMENT AMOUNT				93.39 *				
017265/00	SIERRA SCHOOL AT EASTERN							
938 PO-200938	10/10/2019	INV84364	1 01-6500-0-5800-102-5750-1180-019-000 NN P	2,285.14	2,285.14			
938 PO-200938	10/10/2019	INV84720	1 01-6500-0-5800-102-5750-1180-019-000 NN P	2,518.08	2,518.08			
TOTAL PAYMENT AMOUNT				4,803.22 *				
014813/00	SMITH, JANELLE							
1003 PO-200996	10/10/2019	MILEAGE	1 01-0740-0-5210-601-1110-1000-017-120 NN F	59.68	59.68			
TOTAL PAYMENT AMOUNT				59.68 *				
018370/00	STANLEY CONVERGENT SECURITY							
84 PO-200075	10/10/2019	16903099	1 01-8150-0-5800-106-0000-8110-007-000 NN P	4,239.51	4,239.51			
TOTAL PAYMENT AMOUNT				4,239.51 *				
020633/00	STUDIES WEEKLY INC							
961 PO-200941	10/10/2019	285112	1 01-0037-0-4200-103-1110-1000-019-000 NN F	85.66	85.66			
TOTAL PAYMENT AMOUNT				85.66 *				
022563/00	THERESA LUNSFORD							
1054 PO-201012	10/10/2019	REIMB PURCHASE	1 01-6300-0-4300-371-1110-1000-012-108 NN F	33.76	33.76			
1067 PO-201042	10/10/2019	REIMB MEAL	1 01-0000-0-5200-371-1110-1000-012-905 NN F	12.87	12.87			
TOTAL PAYMENT AMOUNT				46.63 *				
010139/00	TROXELL COMMUNICATIONS INC							
894 PO-200853	10/10/2019	200689	1 01-0370-0-4300-115-1110-1000-007-000 NN P	17,850.00	17,850.00			
894 PO-200853	10/10/2019	200930	1 01-0370-0-4300-115-1110-1000-007-000 NN F	143,036.25	143,036.25			
983 PO-200946	10/10/2019	201986	1 01-0370-0-4400-115-1110-1000-007-000 NN F	8,512.25	8,512.25			
TOTAL PAYMENT AMOUNT				169,398.50 *				

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL	FUNC	RES DEP T9MPS	Liq Amt		Net Amount	

016370/00	TWIN RIVERS UNIFIED SCH DIST								
812 PO-200777	10/10/2019	OCTOBER 2019	1 01-0000-0-5800-105-0000-8300-005-000	NN	P	11,833.33		11,833.33	
TOTAL PAYMENT AMOUNT						11,833.33 *		11,833.33	
021111/00	ULINE								
1078 PO-201031	10/10/2019	112834800	1 01-0000-0-4300-114-0000-8200-007-000	NN	F	562.62		562.62	
TOTAL PAYMENT AMOUNT						562.62 *		562.62	
018279/00	UNIVERSITY OF OREGON								
991 PO-200993	10/10/2019	INV00054963	1 01-0000-0-5800-371-1110-1000-012-905	NN	F	460.00		460.00	
TOTAL PAYMENT AMOUNT						460.00 *		460.00	
015891/00	VEX ROBOTICS INC								
819 PO-200800	10/10/2019	406939	1 01-0000-0-4300-238-1110-1000-010-000	NN	F	112.46		112.46	
TOTAL PAYMENT AMOUNT						112.46 *		112.46	
018542/00	WALKER, SHANDA								
1014 PO-201000	10/10/2019	SEPT MILEAGE	1 01-5630-0-5800-601-1421-1000-017-120	NN	F	9.36		9.36	
TOTAL PAYMENT AMOUNT						9.36 *		9.36	
010552/00	WAXIE SANITARY SUPPLY								
145 PO-200131	10/10/2019	78597637	1 01-0000-0-9320-000-0000-0000-000-000	NN	P	1,552.12		1,552.12	
145 PO-200131	10/10/2019	78600245	1 01-0000-0-9320-000-0000-0000-000-000	NN	P	839.37		839.37	
145 PO-200131	10/10/2019	78567404	1 01-0000-0-9320-000-0000-0000-000-000	NN	P	1,213.84		1,213.84	
145 PO-200131	10/10/2019	78609138	1 01-0000-0-9320-000-0000-0000-000-000	NN	P	88.36		88.36	
TOTAL PAYMENT AMOUNT						3,693.69 *		3,693.69	
016439/00	WEAVER, SANDRA								
999 PO-201015	10/10/2019	REIMB SUPPLIES	1 01-0000-0-4300-472-1550-1000-014-000	NN	F	60.94		60.94	
999 PO-201015	10/10/2019	REIMB TOURN FEE	2 01-0076-0-5800-472-1110-4200-014-802	NN	F	240.00		240.00	
TOTAL PAYMENT AMOUNT						300.94 *		300.94	

081 CENTER UNIFIED SCHOOL DISTRICT J24384
10-10-19

ACCOUNTS PAYABLE PRELIST
BATCH: 0015 10-10-19
FUND : 01 GENERAL FUND

APY500 L.00.15 10/10/19 10:42 PAGE 13
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	FD RESO	P OBJE	SIT GOAL	FUNC RES	DEP T9MPS	Liq Amt	Net Amount

022288/00	WILDMAN, SARAH								
1053	PO-201011	10/10/2019	REIME	ATLASES	1 01-0000-0-4200-371-1110-1000-012-000	NN F		88.20	88.20
TOTAL PAYMENT AMOUNT								88.20 *	88.20
017410/00	WILSON, KARRI								
816	PO-200799	10/10/2019	SEPT	MILEAGE	1 01-6500-0-5210-102-5770-1191-019-000	N P		6.38	6.38
TOTAL PAYMENT AMOUNT								6.38 *	6.38
020026/00	WORTHINGTON DIRECT								
645	PO-200616	10/10/2019	INV345495	CEN134	1 01-0000-0-4300-238-1110-1000-010-000	NN F		975.38	975.38
TOTAL PAYMENT AMOUNT								975.38 *	975.38
TOTAL FUND PAYMENT				327,139.43 **				327,139.43	
TOTAL USE TAX AMOUNT				7.66					

081 CENTER UNIFIED SCHOOL DISTRICT J24384
10-10-19

ACCOUNTS PAYABLE PRELIST
BATCH: 0015 10-10-19
FUND : 11 ADULT EDUCATION FUND

APY500 L.00.15 10/10/19 10:42 PAGE 14
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESO P	OBJE SIT	GOAL FUNC	RES DEP	T9MPS	Liq Amt	Net Amount

020252/00	STAPLES BUSINESS CREDIT								
893 PO-200869	10/10/2019	177997935-0-2	1	11-6391-0-4300-600-4130-1000-015-890	NN F			58.38	58.38
893 PO-200869	10/10/2019	177997935-0-2	2	11-6391-0-4300-600-4130-1000-015-000	NN F			13.72	13.72
893 PO-200869	10/10/2019	177997935-0-2	3	11-3913-0-4300-600-4130-1000-015-000	NN F			9.04	9.04
TOTAL PAYMENT AMOUNT								81.14 *	81.14
TOTAL FUND PAYMENT								81.14 **	81.14

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESO P	OBJE SIT	GOAL FUNC RES DEP T9MPS	Liq Amt	Net Amount	

018143/00	CONTINUING DEVELOPMENT INC							
909 PO-200880	10/10/2019	5030-SEP19	1	12-5025-0-5800-100-8500-1000-005-000	NN P	20,986.96	20,986.96	
909 PO-200880	10/10/2019	5030-SEP19	2	12-6105-0-5800-100-8500-1000-005-000	NN P	37,652.20	37,652.20	
TOTAL PAYMENT AMOUNT				58,639.16	*		58,639.16	
TOTAL FUND PAYMENT				58,639.16	**		58,639.16	

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef					
Req Reference	Date	Description	FD	RESO	P	OBJE	SIT	GOAL	FUNC	RES	DEP	T9MPS	Liq Amt	Net Amount

022586/00	D&P Creamery													
164	PO-200151	10/10/2019	50105	1	13-5310-0-4700-108-0000-3700-020-000	NN	P						2,352.05	2,352.05
164	PO-200151	10/10/2019	50135	1	13-5310-0-4700-108-0000-3700-020-000	NN	P						1,514.41	1,514.41
164	PO-200151	10/10/2019	50130	1	13-5310-0-4700-108-0000-3700-020-000	NN	P						1,065.40	1,065.40
164	PO-200151	10/10/2019	50125	1	13-5310-0-4700-108-0000-3700-020-000	NN	P						1,977.78	1,977.78
164	PO-200151	10/10/2019	50120	1	13-5310-0-4700-108-0000-3700-020-000	NN	P						1,841.13	1,841.13
164	PO-200151	10/10/2019	50110	1	13-5310-0-4700-108-0000-3700-020-000	NN	P						1,959.52	1,959.52
				TOTAL PAYMENT AMOUNT				10,710.29	*					10,710.29
017576/00	OFFICE DEPOT													
986	PO-200949	10/10/2019	383858342001	1	13-5310-0-4300-108-0000-3700-020-000	NN	P						148.89	148.89
986	PO-200949	10/10/2019	383858341001	1	13-5310-0-4300-108-0000-3700-020-000	NN	F						125.00	125.00
				TOTAL PAYMENT AMOUNT				273.89	*					273.89
021194/00	PRUDENTIAL OVERALL SUPPLY INC													
168	PO-200155	10/10/2019	180348709	1	13-5310-0-5800-108-0000-3700-020-000	NN	P						77.75	77.75
				TOTAL PAYMENT AMOUNT				77.75	*					77.75
				TOTAL FUND	PAYMENT				11,061.93	**				11,061.93

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef	
Req Reference	Date	Description	FD RESO P	OBJE SIT	GOAL FUNC	RES	DEP	T9MPS	Liq Amt	Net Amount

019750/00	CAPITAL PROGRAM MGMT INC									
225	PO-200212	10/10/2019	#38							
				2	21-0000-0-5800-106-9175-8100-007-000	NN	P		1,749.00	1,749.00
	TOTAL PAYMENT AMOUNT								1,749.00 *	1,749.00
019627/00	NACHT & LEWIS ARCHITECTS									
227	PO-200213	10/09/2019	00014							
				1	21-0000-0-6215-106-0000-8500-007-610	NN	P		2,216.35	2,216.35
	TOTAL PAYMENT AMOUNT								2,216.35 *	2,216.35
	TOTAL FUND PAYMENT								3,965.35 **	3,965.35
	TOTAL BATCH PAYMENT								400,887.01 ***	400,887.01
	TOTAL USE TAX AMOUNT							0.00	7.66	
	TOTAL DISTRICT PAYMENT								400,887.01 ****	400,887.01
	TOTAL USE TAX AMOUNT							0.00	7.66	
	TOTAL FOR ALL DISTRICTS:								400,887.01 ****	400,887.01
	TOTAL USE TAX AMOUNT							0.00	7.66	

Number of checks to be printed: 87, not counting voids due to stub overflows.

Batch status: A All

From batch: 0017

To batch: 0017

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	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	Liq Amt	Net Amount			

019553/00	ACORN ARBORICULTURAL SERVICES							
1019 PO-200984	10/17/2019	20613	1 01-0000-0-5800-106-0000-8110-007-000 NN F	1,580.00	1,580.00			
1021 PO-200986	10/17/2019	20612	1 01-0000-0-5800-106-0000-8110-007-000 NN F	2,040.00	2,040.00			
TOTAL PAYMENT AMOUNT				3,620.00 *				
010669/00	ALHAMBRA & SIERRA SPRINGS							
32 PO-200001	10/17/2019	802686118478244	1 01-0740-0-5600-601-1110-1000-017-120 NN P	5.99	5.99			
32 PO-200001	10/17/2019	802686118478244	2 01-0740-0-4300-601-1110-1000-017-120 NN P	19.74	19.74			
TOTAL PAYMENT AMOUNT				25.73 *				
021195/00	APPLE FIX PROS							
923 PO-200890	10/17/2019	11004	1 01-6387-0-5600-472-1110-1000-019-201 NY F	14,794.08	14,794.08			
TOTAL PAYMENT AMOUNT				14,794.08 *				
019624/00	B & H VIDEO							
782 PO-200797	10/17/2019	162448261	1 01-0000-0-4400-472-1355-1000-014-000 NN F	693.69	693.69			
TOTAL PAYMENT AMOUNT				693.69 *				
015718/00	BASIC PACIFIC							
PV-200024	10/17/2019	10-31-19	01-0000-0-3401-100-1110-1000-000-000 NN		1,577.72			
PV-200024	10/17/2019	10-31-2019	01-0000-0-3402-100-1110-1000-000-000 NN		2,573.42			
PV-200024	10/17/2019	10-31-2019	01-0000-0-3701-100-1110-1000-000-000 NN		398.86			
TOTAL PAYMENT AMOUNT				4,550.00 *				
022347/00	BLAISDELLS BUSINESS PRODUCTS							
674 PO-200662	10/17/2019	1409232-0	1 01-6512-0-4300-102-5001-3110-019-122 NN P	303.92	303.92			
674 PO-200662	10/17/2019	1409232-1	1 01-6512-0-4300-102-5001-3110-019-122 NN P	23.22	23.22			
674 PO-200662	10/17/2019	1409232-2	1 01-6512-0-4300-102-5001-3110-019-122 NN F	9.14	8.07			
862 PO-200812	10/17/2019	1429916-0	1 01-0000-0-4300-472-1500-1000-014-000 NN P	36.50	36.50			
862 PO-200812	10/17/2019	C1411169-0	1 01-0000-0-4300-472-1500-1000-014-000 NN M	-49.81	-49.81			
862 PO-200812	10/17/2019	1415387-0	1 01-0000-0-4300-472-1500-1000-014-000 NN P	441.62	441.62			
862 PO-200812	10/17/2019	1415387-1	1 01-0000-0-4300-472-1500-1000-014-000 NN F	125.37	112.06			
916 PO-200886	10/17/2019	1419373-0	1 01-7220-0-4300-472-1110-1000-014-209 NN F	477.54	477.54			
916 PO-200886	10/17/2019	1419373-1	2 01-7220-0-4400-472-1110-1000-014-209 NN F	511.80	511.80			
994 PO-200964	10/17/2019	1422454-0	1 01-0000-0-4300-472-1355-1000-014-000 NN P	127.88	127.88			
994 PO-200964	10/17/2019	1422454-1	1 01-0000-0-4300-472-1355-1000-014-000 NN F	32.32	32.33			

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL	FUNC RES DEP T9MPS	Liq Amt	Net Amount		

022347 (CONTINUED)								
1012 PO-200975	10/17/2019	1423089		1 01-0000-0-4300-110-0000-7200-004-000	NN F	140.71		140.71
TOTAL PAYMENT AMOUNT						2,165.84 *		2,165.84
010989/00 BOBERG HARDWOOD FLOORS								
1001 PO-200967	10/17/2019	4665		1 01-8150-0-5800-106-9223-8110-007-000	NN F	5,500.00		5,500.00
TOTAL PAYMENT AMOUNT						5,500.00 *		5,500.00
022282/00 BRIGHT START THERAPIES								
934 PO-200953	10/17/2019	1338		1 01-6500-0-5800-102-5750-1180-019-000	NN P	187.50		187.50
934 PO-200953	10/17/2019	1339		1 01-6500-0-5800-102-5750-1180-019-000	NN P	187.50		187.50
TOTAL PAYMENT AMOUNT						375.00 *		375.00
022597/00 BSN SPORTS								
564 PO-200545	10/17/2019	906103053		1 01-0076-0-5800-472-1110-4200-014-816	NN F	149.26		149.26
795 PO-200798	10/17/2019	906260883		1 01-0076-0-4300-472-1110-4200-014-806	NN F	227.42		227.42
TOTAL PAYMENT AMOUNT						376.68 *		376.68
013988/00 BUTTES/CENTER STATE PIPE &								
24 PO-200025	10/17/2019	S010993204.001		1 01-8150-0-4300-106-0000-8110-007-000	NN P	126.34		126.34
TOTAL PAYMENT AMOUNT						126.34 *		126.34
010340/00 CA DEPT OF JUSTICE								
5 PO-200009	10/17/2019	407384		1 01-0000-0-5800-110-0000-7200-004-000	NN P	674.00		674.00
5 PO-200009	10/17/2019	400754		1 01-0000-0-5800-110-0000-7200-004-000	NN P	433.00		433.00
TOTAL PAYMENT AMOUNT						1,107.00 *		1,107.00
019750/00 CAPITAL PROGRAM MGMT INC								
PO-191506	10/17/2019	#51		1 01-6230-0-6272-371-0000-8500-007-623	NN P	2,161.50		2,161.50
TOTAL PAYMENT AMOUNT						2,161.50 *		2,161.50

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL	FUNC RES DEP T9MPS	Liq Amt	Net Amount		

016245/00	CASELLINI, JENNIFER							
555 PO-200519	10/17/2019	#3	1 01-3010-0-5800-236-1110-1000-009-114	NY P	350.00	350.00		
TOTAL PAYMENT AMOUNT					350.00 *			350.00
017639/00	CDT INC.							
6 PO-200010	10/17/2019	471147	1 01-0000-0-5800-110-0000-7200-004-000	NN P	191.00	191.00		
TOTAL PAYMENT AMOUNT					191.00 *			191.00
020305/00	CDW GOVERNMENT INC.							
971 PO-200928	10/17/2019	VFW0174	1 01-3010-0-4300-371-1110-1000-012-108	NN F	520.27	520.27		
1070 PO-201045	10/17/2019	VHW4863	1 01-3010-0-4300-371-1110-1000-012-108	NN F	1,797.27	1,797.27		
TOTAL PAYMENT AMOUNT					2,317.54 *			2,317.54
016261/00	CEBULA RN, GAIL							
106 PO-200094	10/17/2019	SEPT MILEAGE	1 01-0740-0-5210-104-0000-3140-019-128	NN P	57.30	57.30		
TOTAL PAYMENT AMOUNT					57.30 *			57.30
014371/00	CENGAGE LEARNING							
858 PO-200837	10/17/2019	68578256	1 01-0037-0-4200-103-1110-1000-019-000	NN F	207.42	207.42		
TOTAL PAYMENT AMOUNT					207.42 *			207.42
016112/00	CHEREPOV, YURIY							
1062 PO-201066	10/17/2019	JUNE MILEAGE	1 01-6500-0-5800-102-5750-1180-019-000	NN P	61.25	61.25		
1062 PO-201066	10/15/2019	JULY	1 01-6500-0-5800-102-5750-1180-019-000	NN F	76.56	76.56		
TOTAL PAYMENT AMOUNT					137.81 *			137.81
010625/00	CULLIGAN WATER OF SACRAMENTO							
62 PO-200061	10/17/2019	932392	1 01-0740-0-5600-112-0000-3600-022-302	NN P	44.50	44.50		
TOTAL PAYMENT AMOUNT					44.50 *			44.50

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL	FUNC RES DEP T9MPS	Liq Amt	Net Amount		
018079/00	DAUBENMIRE, TRACIE							
422 PO-200425	10/14/2019	Sept mileage	1 01-6500-0-5210-102-5060-2110-019-000	NN F	85.78	85.78		
		TOTAL PAYMENT AMOUNT		85.78 *		85.78		
016681/00	DEPARTMENT OF INDUSTRIAL							
1097 PO-201070	10/17/2019	E1685003 SA	1 01-8150-0-5800-106-0000-8110-007-000	NN F	125.00	125.00		
		TOTAL PAYMENT AMOUNT		125.00 *		125.00		
019943/00	DOCUMENT TRACKING SERVICES							
1091 PO-201084	10/17/2019	T958430024	1 01-0740-0-5800-103-4760-1000-019-304	NY P	178.17	178.17		
		TOTAL PAYMENT AMOUNT		178.17 *		178.17		
020587/00	ELECTRIC GOLF CAR COMPANY INC							
1094 PO-201068	10/17/2019	100320	1 01-0740-0-4300-112-0000-3600-022-302	NN F	911.10	911.10		
		TOTAL PAYMENT AMOUNT		911.10 *		911.10		
022278/00	ELITE SPORTS APPAREL							
989 PO-200960	10/17/2019	3478	1 01-0076-0-5800-371-1110-4200-012-000	NY F	4,525.50	4,525.50		
		TOTAL PAYMENT AMOUNT		4,525.50 *		4,525.50		
019662/00	FARREL, JASON							
1108 PO-201087	10/17/2019	REIMB PURCHASES	1 01-3010-0-4300-236-1110-1000-009-111	NN F	283.80	283.80		
1108 PO-201087	10/17/2019	REIMB PURCHASES	2 01-0000-0-4300-236-1110-1000-009-000	NN F	128.73	128.73		
		TOTAL PAYMENT AMOUNT		412.53 *		412.53		
021754/00	GAYNOR TELESYSTEMS INC							
1112 PO-201080	10/17/2019	000037095	1 01-8150-0-4300-106-0000-8110-007-000	NN F	592.50	592.50		
		TOTAL PAYMENT AMOUNT		592.50 *		592.50		

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL	FUNC RES DEP T9MPS	Liq Amt	Net Amount		

017002/00	HOME DEPOT CREDIT SERVICES							
22 PO-200024	10/17/2019	6035322650410578	1 01-8150-0-4300-106-0000-8110-007-000	NN P	1,503.97	1,503.97		
832 PO-200790	10/17/2019	6035322650410578	1 01-0000-0-4300-106-0000-8110-007-000	NN P	137.61	137.61		
			TOTAL PAYMENT AMOUNT		1,641.58 *	1,641.58		
022114/00	IZA DESIGN							
1115 PO-201082	10/17/2019	52992	1 01-0000-0-5800-371-1110-1000-012-205	YN F	1,847.10	1,714.25		
			TOTAL PAYMENT AMOUNT		1,714.25 *	1,714.25		
			TOTAL USE TAX AMOUNT		132.85			
021789/00	JABBERGYM INC							
935 PO-200937	10/17/2019	11842	1 01-6500-0-5800-102-5750-1180-019-000	NN P	29,747.03	29,747.03		
			TOTAL PAYMENT AMOUNT		29,747.03 *	29,747.03		
010728/00	JOHNSTONE SUPPLY OF SACRAMENTO							
553 PO-200517	10/17/2019	27-S2417042.001	1 01-8150-0-4300-106-0000-8110-007-000	NN P	306.84	306.84		
			TOTAL PAYMENT AMOUNT		306.84 *	306.84		
020783/00	KIMBALL MIDWEST							
1111 PO-201079	10/17/2019	7441355	1 01-0740-0-4300-112-0000-3600-022-302	NN P	16.40	16.40		
			TOTAL PAYMENT AMOUNT		16.40 *	16.40		
017899/00	LAWSON, BECKY							
1095 PO-201085	10/17/2019	REIMB REGIST FEE	1 01-4035-0-5200-103-1110-1000-019-116	N F	450.00	450.00		
			TOTAL PAYMENT AMOUNT		450.00 *	450.00		
014822/00	MARC A. LERNER							
1087 PO-201067	10/17/2019	#01	1 01-6500-0-5800-102-5750-1180-019-000	NY P	200.00	200.00		
			TOTAL PAYMENT AMOUNT		200.00 *	200.00		

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL	FUNC RES DEP T9MPS	Liq Amt	Net Amount		

022406/00	MAXIM HEALTHCARE SERVICES INC							
631 PO-200632	10/17/2019	6840700262	1 01-6500-0-5800-102-5750-1180-019-000	NN P	1,062.50	1,062.50		
636 PO-200634	10/17/2019	6840700262	1 01-0740-0-5800-104-0000-3140-019-128	NN P	4,943.50	4,943.50		
TOTAL PAYMENT AMOUNT					6,006.00 *			6,006.00
020602/00	MCGRAW HILL SCHOOL EDUCATION							
920 PO-200888	10/17/2019	110359874001	1 01-0037-0-4100-103-1110-1000-019-000	NN F	734.48	734.48		
TOTAL PAYMENT AMOUNT					734.48 *			734.48
011294/00	MEDCARE MEDICAL CENTER							
366 PO-200356	10/17/2019	Morales	1 01-0740-0-5800-112-0000-7200-022-302	NY P	89.00	89.00		
366 PO-200356	10/17/2019	RAMJI	1 01-0740-0-5800-112-0000-7200-022-302	NY P	89.00	89.00		
TOTAL PAYMENT AMOUNT					178.00 *			178.00
016087/00	MICHAEL'S TRANSPORTATION SERV.							
855 PO-200808	10/17/2019	111861	1 01-0740-0-5800-112-0000-3600-022-302	NN P	4,455.00	4,455.00		
855 PO-200808	10/17/2019	112082	1 01-0740-0-5800-112-0000-3600-022-302	NN P	2,835.00	2,835.00		
TOTAL PAYMENT AMOUNT					7,290.00 *			7,290.00
017315/00	NAPA AUTO PARTS - GENUINE AUTO							
94 PO-200085	10/17/2019	20901850	1 01-0740-0-4300-112-0000-3600-022-302	NN P	14.00	14.00		
TOTAL PAYMENT AMOUNT					14.00 *			14.00
017576/00	OFFICE DEPOT							
979 PO-200971	10/17/2019	379740346001	1 01-6500-0-4300-102-5001-2700-019-000	NN M	-193.94	-193.94		
979 PO-200971	10/17/2019	377332089001	1 01-6500-0-4300-102-5001-2700-019-000	NN P	193.94	193.94		
979 PO-200971	10/17/2019	385380401001	1 01-6500-0-4300-102-5001-2700-019-000	NN F	54.23	54.23		
1020 PO-200985	10/17/2019	386166009001	1 01-7510-0-4300-103-1110-1000-019-131	NN F	72.17	72.25		
1020 PO-200985	10/17/2019	386166008001	2 01-0000-0-4300-103-0000-2110-019-000	NN F	422.63	422.63		
TOTAL PAYMENT AMOUNT					549.11 *			549.11

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL	FUNC RES DEP T9MPS	Liq Amt	Net Amount		
020770/00	PEAK ADVENTURES	CHALLENGE CTR						
856 PO-200836	10/17/2019	352300	1 01-6387-0-5800-472-1110-1000-019-201	NN F	1,440.00	1,440.00		
			TOTAL PAYMENT AMOUNT	1,440.00 *				
011345/00	PLACER LEARNING CENTER							
932 PO-200936	10/17/2019	SEPTEMBER	1 01-6500-0-5800-102-5750-1180-019-000	NN P	13,092.76	13,092.76		
			TOTAL PAYMENT AMOUNT	13,092.76 *				
014069/00	PLATT ELECTRIC SUPPLY INC							
37 PO-200050	10/17/2019	X088572	1 01-8150-0-4300-106-0000-8110-007-000	NN P	807.87	807.87		
1093 PO-201065	10/17/2019	x264970	1 01-0000-0-4300-106-0000-8110-007-000	NN F	163.91	163.91		
			TOTAL PAYMENT AMOUNT	971.78 *				
022525/00	POST-IT LLC							
13 PO-200017	10/17/2019	August 2019	1 01-0000-0-5800-110-0000-7200-004-000	NN P	260.00	260.00		
			TOTAL PAYMENT AMOUNT	260.00 *				
021401/00	PRACTI-CAL INC							
381 PO-200370	10/18/2019	343715	1 01-5640-0-5800-102-0000-2700-019-000	NN P	193.02	193.02		
			TOTAL PAYMENT AMOUNT	193.02 *				
016973/00	PROJECT LEAD THE WAY							
270 PO-200330	10/18/2019	201362	1 01-0037-0-4300-103-1110-1000-019-204	NN F	5,856.48	5,829.30		
			TOTAL PAYMENT AMOUNT	5,829.30 *				
021194/00	PRUDENTIAL OVERALL SUPPLY INC							
55 PO-200041	10/18/2019	180346230	1 01-0740-0-5800-112-0000-3600-022-302	NN P	59.21	59.21		
55 PO-200041	10/18/2019	180343945	1 01-0740-0-5800-112-0000-3600-022-302	NN P	59.21	59.21		
55 PO-200041	10/17/2019	180348710	1 01-0740-0-5800-112-0000-3600-022-302	NN P	59.21	59.21		
55 PO-200041	10/17/2019	180349326	1 01-0740-0-5800-112-0000-3600-022-302	NN P	59.21	59.21		
			TOTAL PAYMENT AMOUNT	236.84 *				

Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type FD RESO P OBJE SIT GOAL	ABA num FUNC RES DEP T9MPS	Account num	EE ES Liq Amt	E-Term Net Amount	E-ExtRef	

019527/00	QUIK STAGE INC									
416 PO-200424	10/17/2019	20968		1 01-0000-0-4300-106-0000-8100-007-995	NN F		3,000.19	3,000.19		
416 PO-200424	10/17/2019	20968		2 01-0000-0-4400-106-0000-8100-007-995	NN F		34,782.31	34,782.31		
TOTAL PAYMENT AMOUNT								37,782.50 *	37,782.50	
010627/00	RIVERVIEW INTERNATIONAL TRUCKS									
57 PO-200042	10/17/2019	9851		1 01-0740-0-4300-112-0000-3600-022-302	NN P		312.30	312.30		
TOTAL PAYMENT AMOUNT								312.30 *	312.30	
019000/00	ROHM, BRANDON									
1088 PO-201060	10/17/2019	reimb 15334		2 01-0740-0-5600-112-0000-3600-022-302	NN F		249.20	249.20		
1088 PO-201060	10/17/2019	reimb 15334,15402		1 01-0740-0-4300-112-0000-3600-022-302	NN F		434.44	434.44		
TOTAL PAYMENT AMOUNT								683.64 *	683.64	
010266/00	SACRAMENTO COUNTY UTILITIES									
77 PO-200068	10/17/2019	50000185866		1 01-0000-0-5520-106-0000-8110-007-000	N P		845.08	845.08		
TOTAL PAYMENT AMOUNT								845.08 *	845.08	
014786/00	SCHOOL SPECIALTY INC									
1004 PO-200969	10/17/2019	208124063999		1 01-3010-0-4300-236-1110-1000-009-111	NN F		280.84	270.04		
TOTAL PAYMENT AMOUNT								270.04 *	270.04	
010044/00	SERVPRO OF AUBURN/ROCKLIN									
980 PO-200945	10/17/2019	5272958		1 01-8150-0-5600-106-0000-8110-007-000	NN F		3,780.02	3,780.02		
980 PO-200945	10/17/2019	5272958		2 01-8150-0-4300-106-0000-8110-007-000	NN F		4,570.93	4,570.93		
980 PO-200945	10/17/2019	5272958		3 01-8150-0-5800-106-0000-8110-007-000	NN F		251.40	251.40		
TOTAL PAYMENT AMOUNT								8,602.35 *	8,602.35	
016043/00	SHELTONS UNLIMITED MECHANICAL									
1101 PO-201072	10/17/2019	19-23822,23812		2 01-8150-0-5600-106-0000-8110-007-000	NN F		697.60	697.60		
1101 PO-201072	10/17/2019	19-23822,23812		1 01-8150-0-4300-106-0000-8110-007-000	NN F		742.81	742.81		
TOTAL PAYMENT AMOUNT								1,440.41 *	1,440.41	

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	Liq Amt	Net Amount			

019683/00	SIERRA FOOTHILLS ACADEMY							
637 PO-200635	10/18/2019	Sept-19	1 01-6500-0-5800-102-5750-1180-019-000 NN P	5,788.59	5,788.59			
TOTAL PAYMENT AMOUNT				5,788.59 *				
010263/00	SMUD							
78 PO-200069	10/17/2019	7000000347	1 01-0000-0-5510-106-0000-8110-007-000 NN P	78,783.96	78,783.96			
TOTAL PAYMENT AMOUNT				78,783.96 *				
018967/00	SPRINT CUSTOMER SERVICE							
63 PO-200044	10/17/2019	811116315-215	1 01-0000-0-5930-472-0000-2700-014-000 NN P	0.27	0.27			
80 PO-200071	10/17/2019	811116315-215	1 01-0000-0-5930-106-0000-8110-007-000 NN P	639.29	639.29			
199 PO-200179	10/17/2019	811116315-215	1 01-0000-0-5930-115-0000-7700-021-000 NN P	143.26	143.26			
178 PO-200184	10/17/2019	811116315-215	1 01-6387-0-5930-472-1110-1000-019-201 NN P	37.26	37.26			
180 PO-200185	10/17/2019	811116315-215	1 01-0740-0-5930-104-0000-3140-019-128 NN P	11.79	11.79			
181 PO-200186	10/17/2019	811116315-215	1 01-6500-0-5930-102-5060-2110-019-000 NN P	50.41	50.41			
181 PO-200186	10/17/2019	811116315-215	1 01-6500-0-5930-102-5060-2110-019-000 NN P	56.46	56.46			
TOTAL PAYMENT AMOUNT				938.74 *	938.74			
014558/00	SPURR							
79 PO-200070	10/17/2019	103056	1 01-0000-0-5515-106-0000-8110-007-000 NN P	1,226.66	1,226.66			
TOTAL PAYMENT AMOUNT				1,226.66 *				
010519/00	TIM'S MUSIC							
924 PO-200907	10/17/2019	367254	1 01-6300-0-4300-371-1110-1000-012-000 NN F	6,324.93	6,324.93			
TOTAL PAYMENT AMOUNT				6,324.93 *				
015190/00	TROXELL COMMUNICATIONS, INC.							
659 PO-200660	10/18/2019	202150	1 01-0000-0-4400-103-4760-1000-019-116 NN F	907.26	907.26			
TOTAL PAYMENT AMOUNT				907.26 *				
021111/00	ULINE							
1100 PO-201075	10/17/2019	112884028	1 01-0000-0-4300-114-0000-8200-007-000 NN F	120.66	120.66			
TOTAL PAYMENT AMOUNT				120.66 *				

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESO P	OBJE SIT	GOAL FUNC RES DEP T9MPS	Liq Amt	Net Amount	

010127/00	UNITED PARCEL SERVICE							
1103 PO-201076	10/17/2019	YW013399	1	01-6500-0-5920-102-5001-2700-019-000	NN F	37.21	37.21	
			TOTAL PAYMENT AMOUNT			37.21 *	37.21	
010552/00	WAXIE SANITARY SUPPLY							
145 PO-200131	10/17/2019	78625310	1	01-0000-0-9320-000-0000-0000-000-000	NN P	53.92	53.92	
145 PO-200131	10/17/2019	78619054	1	01-0000-0-9320-000-0000-0000-000-000	NN P	1,083.99	1,083.99	
145 PO-200131	10/17/2019	78632891	1	01-0000-0-9320-000-0000-0000-000-000	NN P	749.94	749.94	
			TOTAL PAYMENT AMOUNT			1,887.85 *	1,887.85	
014623/00	WINSOR LEARNING INC							
780 PO-200914	10/17/2019	INV2148	1	01-6500-0-4200-102-5750-1110-019-000	NN F	3,069.80	3,069.80	
			TOTAL PAYMENT AMOUNT			3,069.80 *	3,069.80	
017313/00	XEROX							
208 PO-200198	10/17/2019	503449179	1	01-0000-0-5600-116-0000-7200-007-000	NN P	281.32	281.32	
886 PO-201051	10/18/2019	098008325	1	01-6512-0-5620-102-5001-3110-019-122	NN P	79.77	79.77	
886 PO-201051	10/18/2019	097709362	1	01-6512-0-5620-102-5001-3110-019-122	NN P	62.95	62.95	
			TOTAL PAYMENT AMOUNT			424.04 *	424.04	
			TOTAL FUND PAYMENT			265,949.42 **	265,949.42	
			TOTAL USE TAX AMOUNT			132.85		

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	Liq Amt	Net Amount			

011205/00	CULTURE SHOCK	YOGURT						
165 PO-200152	10/17/2019	8830	1 13-5310-0-4700-108-0000-3700-020-000 NN P	225.00	225.00			
TOTAL PAYMENT AMOUNT				225.00 *				
011602/00	DANIELSEN CO.,	THE						
146 PO-200132	10/17/2019	208179	1 13-5310-0-4700-108-0000-3700-020-000 N P	824.45	824.45			
146 PO-200132	10/17/2019	208179	2 13-5310-0-4300-108-0000-3700-020-000 N P	8.00	8.00			
TOTAL PAYMENT AMOUNT				832.45 *				
017342/00	EKON-O-PAC	LLC						
173 PO-200160	10/17/2019	94020	1 13-5310-0-4300-108-0000-3700-020-000 NN P	255.60	255.60			
TOTAL PAYMENT AMOUNT				255.60 *				
014098/00	JEW, JEANNENE							
1060 PO-201083	10/17/2019	REIMB FOOD PURCHASE	1 13-5310-0-4700-108-0000-3700-020-000 NN F	29.95	29.95			
TOTAL PAYMENT AMOUNT				29.95 *				
016279/00	P&R PAPER	SUPPLY						
152 PO-200141	10/17/2019	30279553-01	1 13-5310-0-4300-108-0000-3700-020-000 NN P	275.73	275.73			
152 PO-200141	10/17/2019	30280855-00	1 13-5310-0-4300-108-0000-3700-020-000 NN P	235.73	235.73			
152 PO-200141	10/17/2019	30279553-00	1 13-5310-0-4300-108-0000-3700-020-000 NN P	2,768.78	2,768.78			
TOTAL PAYMENT AMOUNT				3,280.24 *				
021194/00	PRUDENTIAL OVERALL	SUPPLY INC						
168 PO-200155	10/17/2019	180348709	1 13-5310-0-5800-108-0000-3700-020-000 NN P	77.75	77.75			
TOTAL PAYMENT AMOUNT				77.75 *				
017334/00	SEVEN UP BOTTLING	CO. OF S.F.						
166 PO-200153	10/17/2019	3596407986	1 13-5310-0-4700-108-0000-3700-020-000 NN P	465.60	465.60			
TOTAL PAYMENT AMOUNT				465.60 *				

081 CENTER UNIFIED SCHOOL DISTRICT J24568
10-17-19

ACCOUNTS PAYABLE PRELIST
BATCH: 0017 10-17-19
FUND : 13 CAFETERIA FUND

APY500 L.00.15 10/17/19 10:53 PAGE 12
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef					
Req Reference	Date	Description	FD	RESO	P	OBJE	SIT	GOAL	FUNC	RES	DEP	T9MPS	Liq Amt	Net Amount

016043/00	SHELTONS UNLIMITED MECHANICAL													
156 PO-200143	10/17/2019	19-23133	1	13-5310-0-5600-108-0000-3700-020-000	NN	P							136.80	136.80
TOTAL PAYMENT AMOUNT										136.80	*			136.80
018967/00	SPRINT CUSTOMER SERVICE													
170 PO-200157	10/17/2019	811116315-215	1	13-5310-0-5930-108-0000-3700-020-000	NN	P							71.01	71.01
TOTAL PAYMENT AMOUNT										71.01	*			71.01
011422/00	SYSCO OF SAN FRANCISCO													
148 PO-200140	10/17/2019	231494529	1	13-5310-0-4700-108-0000-3700-020-000	NN	P							624.67	624.67
148 PO-200140	10/17/2019	231494529	2	13-5310-0-4300-108-0000-3700-020-000	NN	P							221.64	221.64
TOTAL PAYMENT AMOUNT										846.31	*			846.31
017313/00	XEROX													
209 PO-200199	10/17/2019	098282215	1	13-5310-0-4300-108-0000-3700-020-000	NN	P							35.85	35.85
TOTAL PAYMENT AMOUNT										35.85	*			35.85
TOTAL FUND PAYMENT										6,256.56	**			6,256.56

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL	FUNC RES DEP T9MPS	Liq Amt	Net Amount		
019750/00	CAPITAL PROGRAM MGMT INC							
225 PO-200212	10/17/2019 #39			2 21-0000-0-5800-106-9175-8100-007-000	NN P	2,419.63		2,419.63
TOTAL PAYMENT AMOUNT				2,419.63 *				2,419.63
TOTAL FUND PAYMENT				2,419.63 **				2,419.63
TOTAL BATCH PAYMENT				274,625.61 ***	0.00			274,625.61
TOTAL USE TAX AMOUNT				132.85				
TOTAL DISTRICT PAYMENT				274,625.61 ****	0.00			274,625.61
TOTAL USE TAX AMOUNT				132.85				
TOTAL FOR ALL DISTRICTS:				274,625.61 ****	0.00			274,625.61
TOTAL USE TAX AMOUNT				132.85				

Number of checks to be printed: 76, not counting voids due to stub overflows.

Batch status: A All

From batch: 0019

To batch: 0019

Include Revolving Cash: Y

Include Address: N

Include Object Desc: N

Include Vendor TIN: N

Include Audit Date and Time in Sort: N

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
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.							
93	PO-200084	10/23/2019	02P466260	1 01-0740-0-4300-112-0000-3600-022-302	NN P		50.05	50.05
93	PO-200084	10/23/2019	02P466309	1 01-0740-0-4300-112-0000-3600-022-302	NN P		529.04	529.04
TOTAL PAYMENT AMOUNT							579.09 *	579.09
010002/00	ALDAR ACADEMY							
1099	PO-201128	10/23/2019	SEPT 2019	1 01-6500-0-5800-102-5750-1180-019-000	NN P		7,062.11	7,062.11
TOTAL PAYMENT AMOUNT							7,062.11 *	7,062.11
010669/00	ALHAMBRA & SIERRA SPRINGS							
15	PO-200018	10/23/2019	27045104780794	1 01-0000-0-4300-110-0000-7200-004-000	NN P		29.97	29.97
15	PO-200018	10/23/2019	27045104780794	2 01-0000-0-5600-110-0000-7200-004-000	NN P		7.50	7.50
81	PO-200072	10/23/2019	27053384782453	1 01-8150-0-4300-106-0000-8110-007-000	NN P		59.92	59.92
81	PO-200072	10/23/2019	27053384782453	2 01-8150-0-5600-106-0000-8110-007-000	NN P		30.00	30.00
82	PO-200073	10/23/2019	27047404781257	2 01-0740-0-5600-112-0000-3600-022-302	NN P		7.99	7.99
82	PO-200073	10/23/2019	27047404781257	1 01-0740-0-4300-112-0000-3600-022-302	NN P		83.88	83.88
385	PO-200367	10/23/2019	27050334781839	2 01-0740-0-5600-475-3200-2700-015-106	NN P		7.99	7.99
385	PO-200367	10/23/2019	27050334781839	1 01-0740-0-4300-475-3200-2700-015-106	NN P		41.95	41.95
TOTAL PAYMENT AMOUNT							269.20 *	269.20
013985/00	ALL DIESEL ELECTRIC INC.							
1139	PO-201109	10/23/2019	13539	1 01-0740-0-4300-112-0000-3600-022-302	NN F		484.88	484.88
TOTAL PAYMENT AMOUNT							484.88 *	484.88
010564/00	APPLE COMPUTER							
888	PO-200844	10/23/2019	AB02056253	1 01-6500-0-4300-102-5001-3120-019-000	NN F		1,739.69	1,739.69
1092	PO-201064	10/23/2019	AB04380959	1 01-0000-0-4400-115-0000-7700-021-000	NN F		1,184.18	1,189.17
1092	PO-201064	10/23/2019	AB04681860	2 01-0000-0-4300-115-0000-7700-021-000	NN F		363.11	363.11
TOTAL PAYMENT AMOUNT							3,291.97 *	3,291.97
016216/00	BORASI, CHRIS							
1151	PO-201121	10/23/2019	reimb food	1 01-0000-0-4300-371-1110-1000-012-996	NN F		112.77	112.77
TOTAL PAYMENT AMOUNT							112.77 *	112.77

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESO P	OBJE SIT GOAL	FUNC RES DEP T9MPS	Liq Amt	Net Amount	

022282/00	BRIGHT START THERAPIES							
934 PO-200953	10/23/2019	CUEH0915.19	1 01-6500-0-5800-102-5750-1180-019-000	NN P		375.00	375.00	
934 PO-200953	10/23/2019	CUAH0915.19	1 01-6500-0-5800-102-5750-1180-019-000	NN P		375.00	375.00	
TOTAL PAYMENT AMOUNT						750.00 *	750.00	
013988/00	BUTTES/CENTER STATE PIPE &							
24 PO-200025	10/23/2019	S010997378.001	1 01-8150-0-4300-106-0000-8110-007-000	NN P		337.74	337.74	
24 PO-200025	10/23/2019	S011001691.001	1 01-8150-0-4300-106-0000-8110-007-000	NN P		24.43	24.43	
24 PO-200025	10/23/2019	S011008223.001	1 01-8150-0-4300-106-0000-8110-007-000	NN P		103.20	103.20	
TOTAL PAYMENT AMOUNT						465.37 *	465.37	
017639/00	CDT INC.							
6 PO-200010	10/23/2019	47251	1 01-0000-0-5800-110-0000-7200-004-000	NN P		285.00	285.00	
TOTAL PAYMENT AMOUNT						285.00 *	285.00	
020305/00	CDW GOVERNMENT INC.							
815 PO-200780	10/23/2019	vfm9827	1 01-0740-0-4300-475-3200-2700-015-106	NN P		108.95	108.95	
815 PO-200780	10/23/2019	TXR6746	1 01-0740-0-4300-475-3200-2700-015-106	NN P		228.49	228.50	
TOTAL PAYMENT AMOUNT						337.45 *	337.45	
013928/00	CINTAS LOCATION 622							
135 PO-200122	10/23/2019	4032704750	1 01-0000-0-5800-111-0000-8200-007-000	NN P		6.12	6.12	
135 PO-200122	10/23/2019	4032704779	1 01-0000-0-5800-111-0000-8200-007-000	NN P		65.31	65.31	
135 PO-200122	10/23/2019	4032704822	1 01-0000-0-5800-111-0000-8200-007-000	NN P		27.71	27.71	
135 PO-200122	10/23/2019	4032704834	1 01-0000-0-5800-111-0000-8200-007-000	NN P		11.20	11.20	
135 PO-200122	10/23/2019	4032704840	1 01-0000-0-5800-111-0000-8200-007-000	NN P		25.73	25.73	
135 PO-200122	10/23/2019	4032704854	1 01-0000-0-5800-111-0000-8200-007-000	NN P		58.06	58.06	
135 PO-200122	10/23/2019	40327044877	1 01-0000-0-5800-111-0000-8200-007-000	NN P		24.28	24.28	
135 PO-200122	10/23/2019	40327044918	1 01-0000-0-5800-111-0000-8200-007-000	NN P		9.99	9.99	
TOTAL PAYMENT AMOUNT						228.40 *	228.40	
021813/00	CONSOLIDATED COMMUNICATIONS							
83 PO-200074	10/23/2019	916-773-4131/0	1 01-0000-0-5900-106-0000-8110-007-000	NN P		1,521.03	1,521.03	
TOTAL PAYMENT AMOUNT						1,521.03 *	1,521.03	

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESO P	OBJE SIT	GOAL FUNC RES DEP	T9MPS	Liq Amt	Net Amount

017662/00	DEASON, STUART							
1150 PO-201120	10/23/2019	reimb purchase	1	01-0000-0-4300-371-1110-1000-012-996	NN F		150.53	150.53
			TOTAL PAYMENT AMOUNT					150.53
021610/00	EATON INTERPRETING SERVICES							
322 PO-200315	10/23/2019	309373	1	01-0740-0-5800-103-4760-1000-019-304	NN P		108.00	108.00
			TOTAL PAYMENT AMOUNT					108.00
020232/00	ENCORE GRAPHICS INC							
1034 PO-200991	10/23/2019	21432	1	01-0000-0-5800-106-0000-8110-007-000	NN F		156.24	172.96
			TOTAL PAYMENT AMOUNT					172.96
011132/00	FEDEX							
137 PO-200124	10/23/2019	1119-5563-8	1	01-8150-0-5920-106-0000-8110-007-000	NN P		44.07	44.07
			TOTAL PAYMENT AMOUNT					44.07
015904/00	GATE WRX							
1175 PO-201140	10/23/2019	1012	1	01-8150-0-5600-106-0000-8110-007-000	NY F		359.75	359.75
			TOTAL PAYMENT AMOUNT					359.75
017681/00	GEARY PACIFIC SUPPLY							
617 PO-200584	10/23/2019	4119745	1	01-8150-0-4300-106-0000-8110-007-000	NN P		1,206.26	1,206.26
			TOTAL PAYMENT AMOUNT					1,206.26
017618/00	GOPHER SPORT							
913 PO-200883	10/23/2019	9650275	1	01-0000-0-4300-371-1110-1000-012-000	NN F		1,258.46	1,216.09
1064 PO-201054	10/23/2019	9656788	1	01-6300-0-4300-371-1110-1000-012-000	NN F		1,012.88	1,018.86
			TOTAL PAYMENT AMOUNT					2,234.95

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	FD RESO P	OBJE SIT GOAL	FUNC RES DEP T9MPS	Liq Amt	Net Amount		

010355/00	KAISER FOUNDATION HEALTH PLAN								
	PV-200029	10/22/2019	NOVEMBER 2019	01-0000-0-3401-100-1110-1000-000-000	NN			73,627.60	
	PV-200029	10/22/2019	NOVEMBER 2019	01-0000-0-3402-100-1110-1000-000-000	NN			49,051.36	
	PV-200029	10/22/2019	NOVEMBER 2019	01-0000-0-3701-100-1110-1000-000-000	NN			15,978.85	
	PV-200029	10/22/2019	NOVEMBER 2019	01-0000-0-3702-100-1110-1000-000-000	NN			5,962.00	
	TOTAL PAYMENT AMOUNT							144,619.81 *	144,619.81
010212/00	LAKESHORE LEARNING MATERIALS								
	1045 PO-201039	10/23/2019	2520681019	1 01-6500-0-4300-102-5770-1191-019-000	NN F	182.09		180.38	
	TOTAL PAYMENT AMOUNT							180.38 *	180.38
021914/00	LOY MATTISON ENTERPRISES								
	235 PO-200219	10/23/2019	080919093019	1 01-0000-0-5800-106-0000-8110-007-000	NY P	1,875.00		1,875.00	
	TOTAL PAYMENT AMOUNT							1,875.00 *	1,875.00
022230/00	MANAGED HEALTH NETWORK								
	196 PO-200176	10/23/2019	PRM-045195	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								
	631 PO-200632	10/23/2019	6860090262	1 01-6500-0-5800-102-5750-1180-019-000	NN P	1,758.00		1,758.00	
	636 PO-200634	10/23/2019	6860090262	1 01-0740-0-5800-104-0000-3140-019-128	NN P	3,125.00		3,125.00	
	TOTAL PAYMENT AMOUNT							4,883.00 *	4,883.00
021058/00	MULDOON, CARRIE								
	1121 PO-201114	10/23/2019	MILEAGE	1 01-0000-0-5200-472-1110-1000-014-000	NN F	20.65		20.65	
	TOTAL PAYMENT AMOUNT							20.65 *	20.65
022090/00	NASCO								
	651 PO-200641	10/23/2019	582329	1 01-6300-0-4300-371-1110-1000-012-000	NN F	89.48		30.89	
	TOTAL PAYMENT AMOUNT							30.89 *	30.89

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Req Reference	Date	Description	FD RESO P	OBJE	SIT GOAL	FUNC	RES DEP	T9MPS	Liq Amt	Net Amount

018360/00	NASN									
1076	PO-201058	10/23/2019	468131							
				1	01-0740-0-5300-104-0000-3140-019-000	NY	F		105.00	105.00
				TOTAL PAYMENT AMOUNT					105.00 *	105.00
010253/00	NCS PEARSON INC									
646	PO-200639	10/23/2019	7147286	1	01-6500-0-5800-102-5750-1110-019-000	NN	P		189.00	189.00
646	PO-200639	10/23/2019	7211618	1	01-6500-0-5800-102-5750-1110-019-000	NN	F		1,058.35	1,043.00
872	PO-200841	10/23/2019	7122371	1	01-6500-0-4300-102-5001-3120-019-000	NN	F		432.87	403.50
885	PO-200864	10/23/2019	7252368	1	01-6500-0-5800-102-5001-3120-019-000	NN	F		867.39	805.00
				TOTAL PAYMENT AMOUNT					2,440.50 *	2,440.50
015085/00	NOR-CAL ASPHALT PAVING									
1008	PO-200981	10/23/2019	4098	1	01-8150-0-5600-106-0000-8110-007-000	NN	F		6,736.00	6,736.00
1009	PO-200982	10/23/2019	4097	1	01-8150-0-5600-106-0000-8110-007-000	NN	F		6,449.00	6,449.00
				TOTAL PAYMENT AMOUNT					13,185.00 *	13,185.00
017576/00	OFFICE DEPOT									
1040	PO-201023	10/23/2019	389295156001	1	01-0000-0-4300-472-1655-1000-014-000	NN	P		216.22	216.22
1040	PO-201023	10/23/2019	389295157001	1	01-0000-0-4300-472-1655-1000-014-000	NN	P		\$.07	\$.07
1072	PO-201055	10/23/2019	389293590001	1	01-7510-0-4300-103-1110-1000-019-131	NN	F		195.31	195.31
1096	PO-201069	10/23/2019	390452843001	1	01-0740-0-4300-112-0000-7200-022-302	NN	F		150.29	150.29
				TOTAL PAYMENT AMOUNT					569.89 *	569.89
021401/00	PRACTI-CAL INC									
381	PO-200370	10/23/2019	343783	1	01-5640-0-5800-102-0000-2700-019-000	NN	P		242.09	242.09
				TOTAL PAYMENT AMOUNT					242.09 *	242.09
017736/00	PRICE, KAREN									
1065	PO-201117	10/23/2019	reimb food	1	01-0000-0-4300-371-1110-1000-012-000	NN	F		110.24	110.24
				TOTAL PAYMENT AMOUNT					110.24 *	110.24

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Req Reference	Date	Description	FD	RESO	P	OBJE	SIT	GOAL	FUNC	RES	DEP	T9MPS	Liq Amt	Net Amount

022398/00	SACRAMENTO COUNTY OFFICE OF ED													
1146	PO-201131	10/23/2019	200675			1	01-0000-0-4300-110-0000-7200-004-000	NN	F				840.00	840.00
TOTAL PAYMENT AMOUNT													840.00 *	840.00
020981/00	SAVE MART SUPERMARKETS													
121	PO-200111	10/23/2019	2295802			1	01-0000-0-4300-101-0000-7150-002-000	NN	P				26.83	26.83
TOTAL PAYMENT AMOUNT													26.83 *	26.83
017234/00	SCHIRO, BONNIE													
1119	PO-201130	10/23/2019	reimb			1	01-0000-0-4300-472-1110-1000-014-000	N	F				84.00	84.00
TOTAL PAYMENT AMOUNT													84.00 *	84.00
014786/00	SCHOOL SPECIALTY INC													
1043	PO-201005	10/23/2019	208124087702			1	01-6500-0-4300-102-5750-1110-019-000	NN	F				152.21	146.39
TOTAL PAYMENT AMOUNT													146.39 *	146.39
010373/00	SCHOOLS INSURANCE AUTHORITY													
141	PO-200128	10/23/2019	2019UST-BZ.30			1	01-0740-0-5800-112-0000-3600-022-302	NN	P				85.00	85.00
141	PO-200128	10/23/2019	2019 UST-BZ.28			1	01-0740-0-5800-112-0000-3600-022-302	NN	P				85.00	85.00
TOTAL PAYMENT AMOUNT													170.00 *	170.00
016043/00	SHELTONS UNLIMITED MECHANICAL													
901	PO-200873	10/23/2019	19-23839			1	01-8150-0-4300-106-0000-8110-007-000	NN	F				917.91	917.91
901	PO-200873	10/23/2019	19-23839			2	01-8150-0-4400-106-0000-8110-007-000	NN	F				998.49	998.49
901	PO-200873	10/23/2019	19-23839			3	01-8150-0-5600-106-0000-8110-007-000	NN	F				1,120.00	1,120.00
901	PO-200873	10/23/2019	19-23839			4	01-8150-0-5800-106-0000-8110-007-000	NN	F				65.00	65.00
902	PO-200874	10/23/2019	19-23840			1	01-8150-0-4300-106-0000-8110-007-000	NN	F				1,078.99	1,078.99
902	PO-200874	10/23/2019	19-23840			2	01-8150-0-5600-106-0000-8110-007-000	NN	F				690.00	690.00
902	PO-200874	10/23/2019	19-23840			3	01-8150-0-5800-106-0000-8110-007-000	NN	F				86.55	86.55
TOTAL PAYMENT AMOUNT													4,956.94 *	4,956.94

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESO P	OBJE SIT	GOAL FUNC RES DEP	T9MPS	Liq Amt	Net Amount
020811/00	SHRED-IT USA LLC							
517	PO-200491	10/23/2019	8128239193					
				1	01-0000-0-5800-371-0000-2700-012-000	NN P	39.57	39.57
							TOTAL PAYMENT AMOUNT	39.57 *
017265/00	SIERRA SCHOOL AT EASTERN							
938	PO-200938	10/23/2019	INV85630					
				1	01-6500-0-5800-102-5750-1180-019-000	NN P	3,116.24	3,116.24
							TOTAL PAYMENT AMOUNT	3,116.24 *
015073/00	SONOVA USA INC							
970	PO-200956	10/23/2019	5130437592					
				1	01-6500-0-4300-102-5750-1110-019-000	NN F	51.35	51.64
							TOTAL PAYMENT AMOUNT	51.64 *
017509/00	SOREN BENNIK PRODUCTIONS INC							
1156	PO-201124	10/23/2019	23540					
				1	01-9315-0-5800-601-1110-1000-017-120	NN F	3,360.00	3,360.00
							TOTAL PAYMENT AMOUNT	3,360.00 *
018370/00	STANLEY CONVERGENT SECURITY							
84	PO-200075	10/23/2019	16916667					
				1	01-8150-0-5800-106-0000-8110-007-000	NN P	846.48	846.48
							TOTAL PAYMENT AMOUNT	846.48 *
015259/00	SUNBELT RENTALS INC							
1172	PO-201137	10/23/2019	94723928					
				1	01-8150-0-5610-106-0000-8110-007-000	NN F	1,928.29	1,928.29
							TOTAL PAYMENT AMOUNT	1,928.29 *
018066/00	SUPER DUPER INC.							
1047	PO-201040	10/23/2019	2474831A					
				1	01-6500-0-4300-102-5770-1191-019-000	NN F	420.93	420.92
							TOTAL PAYMENT AMOUNT	420.92 *
016354/00	SUPERIOR VISION INSURANCE INC							
	PV-200028	10/22/2019	NOVEMBER 2019					
					01-0000-0-3401-100-1110-1000-000-000	NN		3,272.40
	PV-200028	10/22/2019	NOVEMBER 2019					
					01-0000-0-3402-100-1110-1000-000-000	NN		3,251.62
	PV-200028	10/22/2019	NOVEMBER 2019					
					01-0000-0-3701-100-1110-1000-000-000	NN		799.60

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESO P	OBJE SIT GOAL	FUNC RES DEP T9MPS	Liq Amt	Net Amount	

016354	(CONTINUED)							
PV-200028	10/22/2019	NOVEMBER 2019		01-0000-0-3702-100-1110-1000-000-000	NN		359.82	
TOTAL PAYMENT AMOUNT						7,683.44 *	7,683.44	
019383/00	SUTTER HEALTH PLUS							
PV-200027	10/22/2019	NOVEMBER 2019		01-0000-0-3401-100-1110-1000-000-000	NN		34,480.60	
PV-200027	10/22/2019	NOVEMBER 2019		01-0000-0-3402-100-1110-1000-000-000	NN		26,754.13	
PV-200027	10/22/2019	NOVEMBER 2019		01-0000-0-3701-100-1110-1000-000-000	NN		616.82	
TOTAL PAYMENT AMOUNT						61,851.55 *	61,851.55	
010139/00	Troxell Communications Inc							
968 PO-200927	10/23/2019	201461		1 01-3010-0-4400-371-1110-1000-012-108	NN F	5,958.58	5,958.58	
TOTAL PAYMENT AMOUNT						5,958.58 *	5,958.58	
014182/00	TURNER-LLOVERAS, MARIA							
1107 PO-201089	10/23/2019	reimb supplies		1 01-0000-0-4300-238-1110-1000-010-000	NN F	286.54	286.54	
TOTAL PAYMENT AMOUNT						286.54 *	286.54	
010902/00	U.S. BANK							
110 PO-200102	10/23/2019	4866914555510632		1 01-0000-0-5800-101-0000-7150-002-000	NN P	9.99	9.99	
877 PO-200915	10/23/2019	4866914555510632		1 01-5630-0-5800-601-1421-1000-017-120	NN F	100.00	100.00	
844 PO-200931	10/23/2019	4866914555510632		1 01-5630-0-5200-601-1421-1000-017-120	NN F	127.96	127.96	
870 PO-200933	10/23/2019	4866914555510632		1 01-0000-0-4300-103-0000-2110-019-000	NN F	152.95	152.95	
996 PO-200961	10/23/2019	4866914555510632		1 01-0000-0-5800-101-0000-7150-002-000	NN F	139.95	139.95	
1058 PO-201053	10/23/2019	4866914555510632		1 01-9315-0-4300-601-1110-1000-017-308	NN F	167.07	167.07	
1074 PO-201057	10/23/2019	4866914555510632		1 01-0000-0-4300-103-0000-2110-019-000	NN F	198.72	198.72	
1077 PO-201059	10/23/2019	4866914555510632		1 01-0000-0-5800-103-0000-2110-019-000	NN F	139.95	139.95	
1102 PO-201086	10/23/2019	4866914555510632		1 01-0000-0-5200-103-0000-7200-019-000	NN P	450.00	450.00	
1161 PO-201126	10/23/2019	4866914555510632		1 01-0000-0-4300-106-0000-8110-007-000	NN F	484.40	484.40	
1169 PO-201135	10/23/2019	4866914555510632		1 01-6500-0-5800-102-5750-1110-019-000	NN F	99.00	99.00	
TOTAL PAYMENT AMOUNT						2,069.99 *	2,069.99	
010552/00	Waxie Sanitary Supply							
145 PO-200131	10/23/2019	78648889		1 01-0000-0-9320-000-0000-0000-000-000	NN P	101.37	101.37	
145 PO-200131	10/23/2019	7856798		1 01-0000-0-9320-000-0000-0000-000-000	NN P	626.46	626.46	
145 PO-200131	10/23/2019	78567398		1 01-0000-0-9320-000-0000-0000-000-000	NN M	-626.46	-626.46	

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Req Reference	Date	Description	FD RESO	P OBJE	SIT GOAL	FUNC RES DEP	T9MPS	Liq Amt	Net Amount

010552 (CONTINUED)									
145	PO-200131	10/23/2019	78648890						
				1	01-0000-0-9320-000-0000-0000-000	NN	P	0.00	0.00
	TOTAL PAYMENT AMOUNT							101.37 *	101.37
022221/00 WESTERN HEALTH ADVANTAGE									
	PV-200025	10/22/2019	NOVEMBER 2019						
					01-0000-0-3701-100-1110-1000-000-000	NN			3,828.96
	PV-200025	10/22/2019	NOVEMBER 2019						
					01-0000-0-3702-100-1110-1000-000-000	NN			1,276.32
	TOTAL PAYMENT AMOUNT							5,105.28 *	5,105.28
022221/02 WESTERN HEALTH ADVANTAGE									
	PV-200026	10/22/2019	NOVEMBER 2019						
					01-0000-0-3401-100-1110-1000-000-000	NN			44,539.06
	PV-200026	10/22/2019	NOVEMBER 2019						
					01-0000-0-3402-100-1110-1000-000-000	NN			31,588.88
	TOTAL PAYMENT AMOUNT							76,127.94 *	76,127.94
022288/00 WILDMAN, SARAH									
1149	PO-201119	10/23/2019	REIME MEDALS						
				1	01-0000-0-4300-371-1110-1000-012-996	NN	F	104.28	104.28
	TOTAL PAYMENT AMOUNT							104.28 *	104.28
014623/00 WINSOR LEARNING INC									
1044	PO-201024	10/23/2019	INV2370						
				1	01-0000-0-4300-236-1110-1000-009-000	NN	F	82.35	82.97
	TOTAL PAYMENT AMOUNT							82.97 *	82.97
017313/00 XEROX									
149	PO-200134	10/23/2019	230168829						
				1	01-0000-0-5800-116-0000-7200-007-000	NN	P	35,829.96	35,829.96
151	PO-200136	10/23/2019	2388009143						
				1	01-0000-0-4300-116-0000-7200-007-000	NN	P	10,390.68	10,390.68
153	PO-200137	10/23/2019	230168830						
				1	01-0000-0-5800-116-0000-7200-007-000	NN	P	2,524.01	2,524.01
886	PO-201051	10/23/2019	098282214						
				1	01-6512-0-5620-102-5001-3110-019-122	NN	P	84.07	84.07
	TOTAL PAYMENT AMOUNT							48,828.72 *	48,828.72
019303/00 ZONAR SYSTEMS INC									
1165	PO-201127	10/23/2019	SI429046						
				1	01-0740-0-5800-112-0000-3600-022-302	NN	F	225.00	225.00
	TOTAL PAYMENT AMOUNT							225.00 *	225.00
TOTAL FUND		PAYMENT						413,322.26 **	413,322.26

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef					
Req Reference	Date	Description	FD	RESO	P	OBJE	SIT	GOAL	FUNC	RES	DEP	T9MPS	Liq Amt	Net Amount

011424/00	ATHENS BAKING COMPANY INC													
1128 PO-201104	10/23/2019	93019				1	13-5310-0-4300-108-0000-3700-020-000	NN	F				50.00	50.00
												TOTAL PAYMENT AMOUNT	50.00 *	50.00
011256/00	BERNARD FOOD INDUSTRIES INC													
1127 PO-201103	10/23/2019	00837525				1	13-5310-0-4700-108-0000-3700-020-000	NN	F				1,048.32	1,048.32
												TOTAL PAYMENT AMOUNT	1,048.32 *	1,048.32
017740/00	COMMERCIAL APPLIANCE													
1129 PO-201105	10/23/2019	0157121				1	13-5310-0-5600-108-0000-3700-020-000	NN	F				429.01	429.01
												TOTAL PAYMENT AMOUNT	429.01 *	429.01
011205/00	CULTURE SHOCK YOGURT													
165 PO-200152	10/23/2019	8917				1	13-5310-0-4700-108-0000-3700-020-000	NN	P				225.00	225.00
												TOTAL PAYMENT AMOUNT	225.00 *	225.00
011602/00	DANIELSEN CO., THE													
146 PO-200132	10/23/2019	209637				1	13-5310-0-4700-108-0000-3700-020-000	N	P				2,239.10	2,239.10
146 PO-200132	10/23/2019	209637				2	13-5310-0-4300-108-0000-3700-020-000	N	P				8.00	8.00
												TOTAL PAYMENT AMOUNT	2,247.10 *	2,247.10
017051/00	DAVIS, LAURA													
1157 PO-201133	10/23/2019	reimb shredding & food				1	13-5310-0-5800-108-0000-3700-020-000	NN	F				183.00	183.00
1157 PO-201133	10/23/2019	reimb				2	13-5310-0-4300-108-0000-3700-020-000	NN	F				28.55	28.55
1157 PO-201133	10/23/2019	reimb				3	13-5310-0-4700-108-0000-3700-020-000	NN	F				5.00	5.00
												TOTAL PAYMENT AMOUNT	216.55 *	216.55
018438/00	ECO-LAB INSTITUTIONAL													
1168 PO-201134	10/23/2019	6251981469				1	13-5310-0-5600-108-0000-3700-020-000	NN	F				223.08	223.08
												TOTAL PAYMENT AMOUNT	223.08 *	223.08

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL	FUNC RES DEP T9MPS	Liq Amt	Net Amount			

019867/00	PAPA MURPHY'S								
928 PO-200894	10/23/2019	2006	1 13-5310-0-4700-108-0000-3700-020-000	NY P	245.00	245.00			
928 PO-200894	10/23/2019	2007	1 13-5310-0-4700-108-0000-3700-020-000	NY P	252.00	252.00			
			TOTAL PAYMENT AMOUNT	497.00 *		497.00			
021194/00	PRUDENTIAL OVERALL SUPPLY INC								
168 PO-200155	10/23/2019	180349822	1 13-5310-0-5800-108-0000-3700-020-000	NN P	77.75	77.75			
			TOTAL PAYMENT AMOUNT	77.75 *		77.75			
011422/00	SYSCO OF SAN FRANCISCO								
148 PO-200140	10/23/2019	231513752	1 13-5310-0-4700-108-0000-3700-020-000	NN P	853.45	853.45			
			TOTAL PAYMENT AMOUNT	853.45 *		853.45			
010902/00	U.S. BANK								
880 PO-200843	10/23/2019	4866914555510632	1 13-5310-0-4300-108-0000-3700-020-000	NN F	13.23	13.23			
			TOTAL PAYMENT AMOUNT	13.23 *		13.23			
			TOTAL FUND PAYMENT	5,880.49 **		5,880.49			

081 CENTER UNIFIED SCHOOL DISTRICT J24732
 10-23-19

ACCOUNTS PAYABLE PRELIST
 BATCH: 0019 10-23-19
 FUND : 25 CAPITAL FACILITIES FUND

APY500 L.00.15 10/23/19 11:41 PAGE 12
 << Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESO P	OBJE SIT	GOAL FUNC RES DEP	T9MPS	Liq Amt	Net Amount
019627/00	NACHT & LEWIS ARCHITECTS							
1133	PO-201097	10/23/2019	00001					
				1 25-9010-0-5800-472-0000-8500-007-629	NN P		1,875.00	1,875.00
			TOTAL PAYMENT AMOUNT					1,875.00
			TOTAL FUND PAYMENT					1,875.00
			TOTAL BATCH PAYMENT		421,077.75 ***		0.00	421,077.75
			TOTAL DISTRICT PAYMENT		421,077.75 ****		0.00	421,077.75
			TOTAL FOR ALL DISTRICTS:		421,077.75 ****		0.00	421,077.75

Number of checks to be printed: 69, 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	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	Liq Amt	Net Amount			

019553/00	ACORN ARBORICULTURAL SERVICES							
1211 PO-201184	10/30/2019	20611	1 01-0000-0-5800-106-0000-8110-007-000 NN F	840.00	840.00			
TOTAL PAYMENT AMOUNT				840.00 *	840.00			
021794/00	AERIES SOFTWARE							
503 PO-200483	10/30/2019	CONF-19193	1 01-0000-0-5200-105-0000-7200-005-000 NN F	525.00	525.00			
568 PO-200560	10/30/2019	CONF-19194	1 01-0000-0-5800-472-0000-2700-014-000 NN F	700.00	700.00			
TOTAL PAYMENT AMOUNT				1,225.00 *	1,225.00			
010002/00	ALDAR ACADEMY							
1099 PO-201128	10/30/2019	JUNE	1 01-6500-0-5800-102-5750-1180-019-000 NN P	3,679.62	3,679.62			
1099 PO-201128	10/30/2019	JULY	1 01-6500-0-5800-102-5750-1180-019-000 NN P	3,504.40	3,504.40			
1099 PO-201128	10/30/2019	AUGUST	1 01-6500-0-5800-102-5750-1180-019-000 NN P	1,844.28	1,844.28			
TOTAL PAYMENT AMOUNT				9,028.30 *	9,028.30			
013985/00	ALL DIESEL ELECTRIC INC.							
1209 PO-201183	10/30/2019	13542	1 01-0740-0-4300-112-0000-3600-022-302 NN F	484.44	484.44			
TOTAL PAYMENT AMOUNT				484.44 *	484.44			
018649/00	ASCD							
1183 PO-201158	10/30/2019	000001426824	1 01-0000-0-5300-101-0000-7150-002-000 NN F	89.00	89.00			
TOTAL PAYMENT AMOUNT				89.00 *	89.00			
015226/00	ATI ARCHITECTS & ENGINEERS							
1193 PO-201164	10/30/2019	1502006	1 01-0201-0-6201-106-0000-8500-007-000 NN P	8,936.60	8,936.60			
TOTAL PAYMENT AMOUNT				8,936.60 *	8,936.60			
018533/00	ATKINSON ANDELSON LOYA RUDD							
696 PO-200671	10/30/2019	579590	1 01-0000-0-5880-105-0000-7200-005-000 NE P	14,649.65	14,649.65			
TOTAL PAYMENT AMOUNT				14,649.65 *	14,649.65			

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	FD RESO P	OBJE SIT	GOAL FUNC	RES DEP	T9MPS	Liq Amt	Net Amount

017561/00	BAIONI, KIM								
1217 PO-201198	10/30/2019	REIMB TREATS+PRIZES	1	01-3182-0-4300-475-3200-1000-015-130	NN F			242.03	242.03
1218 PO-201199	10/30/2019	MILEAGE	1	01-3182-0-5210-475-3200-1000-015-130	NN F			46.40	46.40
TOTAL PAYMENT AMOUNT								288.43 *	288.43
021669/00	BAIONI, RON								
1205 PO-201182	10/30/2019	mileage	1	01-0740-0-5210-601-1110-1000-017-120	NN F			2.90	2.90
TOTAL PAYMENT AMOUNT								2.90 *	2.90
010549/00	BEACON ROOFING SUPPLY								
1223 PO-201193	10/30/2019	DZ82074	1	01-8150-0-4300-106-0000-8110-007-000	NN F			311.16	311.16
1224 PO-201194	10/30/2019	DV04104	1	01-8150-0-4300-106-0000-8110-007-000	NN P			311.16	311.16
TOTAL PAYMENT AMOUNT								622.32 *	622.32
013988/00	BUTTRES/CENTER STATE PIPE &								
24 PO-200025	10/29/2019	S011017148.001	1	01-8150-0-4300-106-0000-8110-007-000	NN P			531.11	531.11
TOTAL PAYMENT AMOUNT								531.11 *	531.11
020088/00	CAMARENA, MAURICIO								
1158 PO-201146	10/30/2019	REIMB FOOD	1	01-0000-0-4300-472-1110-1000-014-854	NN F			104.79	104.79
TOTAL PAYMENT AMOUNT								104.79 *	104.79
010575/00	CAPITOL CLUTCH & BRAKE INC.								
984 PO-200947	10/30/2019	1587165	1	01-0740-0-4300-112-0000-3600-022-302	NN P			620.45	620.45
984 PO-200947	10/30/2019	1587681	1	01-0740-0-4300-112-0000-3600-022-302	NN P			117.38	117.38
TOTAL PAYMENT AMOUNT								737.83 *	737.83
016082/00	CARMAZZI GLOBAL SOLUTIONS								
313 PO-200312	10/30/2019	19-23834	1	01-0740-0-5800-103-4760-1000-019-304	NN P			78.30	78.30
TOTAL PAYMENT AMOUNT								78.30 *	78.30

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	Liq Amt	Net Amount			

018337/00	CAST INC							
783 PO-201035	10/30/2019	5484918	1 01-0000-0-4200-371-1110-1000-012-000 NN F			1,562.28		1,454.59
TOTAL PAYMENT AMOUNT								1,454.59
020305/00	CDW GOVERNMENT INC.							
988 PO-200950	10/30/2019	VLB8625	1 01-0000-0-4300-371-1110-1000-012-000 NN P			177.42		177.42
988 PO-200950	10/30/2019	VFH7643	1 01-0000-0-4300-371-1110-1000-012-000 NN F			266.13		266.13
911 PO-200952	10/30/2019	VDR1155	1 01-0000-0-4300-472-1260-1000-014-000 NN F			362.89		362.89
1027 PO-201003	10/30/2019	VJT1409	1 01-0000-0-4300-103-4760-1000-019-116 NN F			228.00		228.00
1041 PO-201038	10/30/2019	VKZ9385	1 01-6500-0-5800-102-5001-3120-019-000 NN F			91.59		80.24
TOTAL PAYMENT AMOUNT								1,114.68
021979/00	COUNTY OF SACRAMENTO							
1221 PO-201191	10/30/2019	SERIES 1997C	1 01-0000-0-5800-105-0000-7200-005-000 NN P			216.36		216.36
1221 PO-201191	10/30/2019	SERIES 2007D	1 01-0000-0-5800-105-0000-7200-005-000 NN P			184.30		184.30
1221 PO-201191	10/30/2019	SERIES 2016E	1 01-0000-0-5800-105-0000-7200-005-000 NN F			184.30		184.30
TOTAL PAYMENT AMOUNT								584.96
021626/00	DELTA WIRELESS INC							
724 PO-200721	10/30/2019	154000956-1	1 01-6512-0-4400-102-5001-3110-019-122 NN F			1,214.44		1,214.44
1180 PO-201155	10/30/2019	145005041	1 01-0740-0-5600-475-3200-1000-015-106 NN F			35.00		35.00
TOTAL PAYMENT AMOUNT								1,249.44
010481/00	DEMCO INC							
1075 PO-201047	10/30/2019	6702820	1 01-0409-0-4300-371-0000-2420-012-000 NN F			357.71		358.40
1126 PO-201094	10/30/2019	6706407	1 01-0000-0-4300-234-1110-1000-008-000 NN F			54.93		65.65
TOTAL PAYMENT AMOUNT								424.05
014222/00	E3 DIAGNOSTICS							
1162 PO-201148	10/30/2019	1294227	1 01-0740-0-5800-104-0000-3140-019-128 NN F			630.00		630.00
TOTAL PAYMENT AMOUNT								630.00

Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
					FD RESO P OBJE SIT GOAL	FUNC RES DEP T9MPS		Liq Amt	Net Amount
011507/00	ELLEVIATION LLC		453576035						
1159 PO-201147	10/30/2019	4842			1 01-4203-0-5800-103-4760-1000-019-000	NY F		9,780.00	9,780.00
					TOTAL PAYMENT AMOUNT			9,780.00 *	9,780.00
014514/00	ELLIS & ELLIS SIGN SYSTEMS								
PO-192735	10/30/2019	RETENTION			1 01-9181-0-6200-106-0000-8500-007-621	NN F		2,085.13	2,426.88
					TOTAL PAYMENT AMOUNT			2,426.88 *	2,426.88
015172/00	FRENCH, DAVID L.								
1219 PO-201200	10/30/2019	REIMB FOOD			1 01-3182-0-4300-475-3200-1000-015-130	NN F		12.74	12.74
					TOTAL PAYMENT AMOUNT			12.74 *	12.74
010191/00	GRAINGER								
26 PO-200027	10/30/2019	9326761351			1 01-8150-0-4300-106-0000-8110-007-000	NN P		55.01	55.01
					TOTAL PAYMENT AMOUNT			55.01 *	55.01
017609/00	GUERGUY, CARLA								
1215 PO-201197	10/30/2019	REIMB POSTAGE			1 01-0740-0-5920-475-3200-2700-015-106	NN F		71.49	71.49
					TOTAL PAYMENT AMOUNT			71.49 *	71.49
010992/00	HARBOR FREIGHT TOOLS USA INC								
138 PO-200125	10/30/2019	899441			1 01-0000-0-4300-111-0000-8200-007-000	NN P		814.00	814.00
					TOTAL PAYMENT AMOUNT			814.00 *	814.00
016486/00	HDS WHITE CAP CONST.SUPPLY								
38 PO-200051	10/30/2019	10011380791			1 01-8150-0-4300-106-0000-8110-007-000	NN P		223.65	223.65
					TOTAL PAYMENT AMOUNT			223.65 *	223.65
017472/00	INDUSTRIAL PLUMBING SUPPLY LLC								
28 PO-200029	10/30/2019	82761			1 01-8150-0-4300-106-0000-8110-007-000	NN P		78.63	78.63
28 PO-200029	10/30/2019	82721			1 01-8150-0-4300-106-0000-8110-007-000	NN P		256.82	256.82
28 PO-200029	10/30/2019	OVPYT			1 01-8150-0-4300-106-0000-8110-007-000	NN M		0.00	-34.26

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL	FUNC RES DEP T9MPS	Liq Amt	Net Amount		

017472	(CONTINUED)							
28	PO-200029	10/30/2019	82689	1 01-8150-0-4300-106-0000-8110-007-000	NN F	357.22		612.96
				TOTAL PAYMENT AMOUNT	914.15 *			914.15
018343/00	JBEILY, TAMI							
1170	PO-201152	10/30/2019	FOOD - REIMB	1 01-4203-0-4300-103-0000-7200-019-000	NN F	42.54		42.54
				TOTAL PAYMENT AMOUNT	42.54 *			42.54
015912/00	JOHNSON, STEPHEN							
1206	PO-201170	10/30/2019	TRIP 2232	1 01-0740-0-5800-112-0000-3600-007-302	NN P	13.74		13.74
1206	PO-201170	10/30/2019	TRIP	1 01-0740-0-5800-112-0000-3600-007-302	NN P	10.20		10.20
				TOTAL PAYMENT AMOUNT	23.94 *			23.94
017726/00	LOS ANGELES FREIGHTLINER							
86	PO-200077	10/30/2019	XA400030322:01	1 01-0740-0-4300-112-0000-3600-022-302	NN P	133.18		133.18
				TOTAL PAYMENT AMOUNT	133.18 *			133.18
019087/00	MCCARTY, MELADEE							
639	PO-200647	10/30/2019	SEPT	1 01-6500-0-5800-102-5750-1180-019-000	NY P	1,700.00		1,700.00
				TOTAL PAYMENT AMOUNT	1,700.00 *			1,700.00
016087/00	MICHAEL'S TRANSPORTATION SERV.							
855	PO-200808	10/30/2019	112295	1 01-0740-0-5800-112-0000-3600-022-302	NN P	4,050.00		4,050.00
				TOTAL PAYMENT AMOUNT	4,050.00 *			4,050.00
019828/00	MIRANDA, RYAN							
1179	PO-201173	10/30/2019	reimb food-supplies	1 01-9315-0-4300-601-1110-1000-017-308	NN F	188.06		188.06
				TOTAL PAYMENT AMOUNT	188.06 *			188.06

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL	FUNC RES DEP T9MPS	Liq Amt	Net Amount			

014353/00	MOBILE ONE WINDSHIELD REPAIR								
90	PO-200081	10/30/2019	25358	1	01-0740-0-5800-112-0000-3600-022-302	NY	P	60.00	60.00
1208	PO-201172	10/30/2019	25357	1	01-0000-0-5800-106-0000-8110-007-000	NY	P	50.00	50.00
TOTAL PAYMENT AMOUNT						110.00	*		110.00
018419/00	NCPS								
638	PO-200636	10/30/2019	NCPS4083	1	01-6500-0-5800-102-5750-1180-019-000	NN	P	756.80	756.80
TOTAL PAYMENT AMOUNT						756.80	*		756.80
021483/00	OCC GATE CONFERENCE								
1185	PO-201160	10/30/2019	OCCGATE#270	1	01-0036-0-5200-371-1110-1000-012-113	NN	P	90.00	90.00
TOTAL PAYMENT AMOUNT						90.00	*		90.00
017576/00	OFFICE DEPOT								
1026	PO-201016	10/30/2019	389292070001	1	01-0000-0-4300-472-0000-2700-014-000	NN	P	144.45	144.45
1026	PO-201016	10/30/2019	389292071001	1	01-0000-0-4300-472-0000-2700-014-000	NN	F	129.29	129.29
1026	PO-201016	10/30/2019	389292072001	2	01-0000-0-5800-472-0000-2700-014-000	NN	F	29.08	30.16
1059	PO-201028	10/30/2019	389292804001	1	01-0000-0-4300-238-1110-1000-010-000	NN	P	17.72	17.72
1059	PO-201028	10/30/2019	389292805001	1	01-0000-0-4300-238-1110-1000-010-000	NN	F	45.84	45.84
1130	PO-201095	10/30/2019	391801554001	1	01-6300-0-4300-236-1110-1000-009-000	NN	F	57.94	57.94
1130	PO-201095	10/30/2019	391801554001	2	01-0000-0-4300-236-1110-1000-009-000	NN	F	9.18	9.18
1152	PO-201122	10/30/2019	393691002001	1	01-0000-0-4300-240-0000-2700-011-000	NN	F	103.07	103.07
TOTAL PAYMENT AMOUNT						537.65	*		537.65
020940/00	PARSHALL, LORETTA								
1207	PO-201171	10/30/2019	TRIP2217	1	01-0740-0-5800-112-0000-3600-007-302	NN	P	5.70	5.70
TOTAL PAYMENT AMOUNT						5.70	*		5.70
014069/00	PLATT ELECTRIC SUPPLY INC								
37	PO-200050	10/30/2019	X459006	1	01-8150-0-4300-106-0000-8110-007-000	NN	P	657.85	657.85
TOTAL PAYMENT AMOUNT						657.85	*		657.85

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESO P	OBJE SIT	GOAL FUNC RES DEP	T9MPS	Liq Amt	Net Amount

021194/00	PRUDENTIAL OVERALL SUPPLY INC							
55	PO-200041	10/30/2019	180349823		1 01-0740-0-5800-112-0000-3600-022-302	NN P	59.21	59.21
			TOTAL PAYMENT AMOUNT				59.21 *	59.21
011238/00	RELIABLE TIRE							
189	PO-200167	10/30/2019	181501		1 01-0740-0-4300-112-0000-3600-022-302	NN P	634.19	634.19
			TOTAL PAYMENT AMOUNT				634.19 *	634.19
010627/00	RIVERVIEW INTERNATIONAL TRUCKS							
57	PO-200042	10/30/2019	10912		1 01-0740-0-4300-112-0000-3600-022-302	NN P	308.62	308.62
57	PO-200042	10/30/2019	11352		1 01-0740-0-4300-112-0000-3600-022-302	NN P	454.10	454.10
57	PO-200042	10/30/2019	11355		1 01-0740-0-4300-112-0000-3600-022-302	NN P	57.42	57.42
57	PO-200042	10/30/2019	10443		1 01-0740-0-4300-112-0000-3600-022-302	NN P	116.56	116.56
			TOTAL PAYMENT AMOUNT				936.70 *	936.70
010049/00	SACRAMENTO CO OFFICE OF ED							
1181	PO-201156	10/30/2019	201056		1 01-4035-0-5800-103-0000-2110-019-104	NN F	18,000.00	18,000.00
			TOTAL PAYMENT AMOUNT				18,000.00 *	18,000.00
010266/00	SACRAMENTO COUNTY UTILITIES							
77	PO-200068	10/30/2019	50000878546		1 01-0000-0-5520-106-0000-8110-007-000	N P	721.03	721.03
77	PO-200068	10/30/2019	50006974207		1 01-0000-0-5520-106-0000-8110-007-000	N P	1,724.99	1,724.99
77	PO-200068	10/30/2019	50000878608		1 01-0000-0-5520-106-0000-8110-007-000	N P	262.77	262.77
			TOTAL PAYMENT AMOUNT				2,708.79 *	2,708.79
014493/00	SACRAMENTO EDUCATIONAL CABLE							
1187	PO-201175	10/30/2019	1099		1 01-0000-0-5800-371-1110-1000-012-000	NN F	120.00	120.00
			TOTAL PAYMENT AMOUNT				120.00 *	120.00
018912/00	SAFETY-KLEEN CORPORATION							
1220	PO-201190	10/30/2019	81139679		1 01-0740-0-4300-112-0000-3600-022-302	NN F	764.94	764.94
			TOTAL PAYMENT AMOUNT				764.94 *	764.94

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL	FUNC RES DEP T9MPS	Liq Amt	Net Amount		

022436/00	SCHOOL INNOVATIONS &							
1202 PO-201168	10/30/2019	0138090-CA0034010	1 01-0000-0-5800-105-0000-7200-005-000	NN F	3,600.00	3,600.00		
			TOTAL PAYMENT AMOUNT	3,600.00 *		3,600.00		
020811/00	SHRED-IT USA LLC							
162 PO-200183	10/30/2019	8128426326	1 01-0000-0-5800-103-0000-7200-019-000	NN P	84.68	84.68		
			TOTAL PAYMENT AMOUNT	84.68 *		84.68		
020983/00	SIERRA PACIFIC TURF SUPPLY							
52 PO-200058	10/30/2019	0561866-IN	1 01-0000-0-4300-106-0000-8110-007-000	NN P	363.37	363.37		
52 PO-200058	10/30/2019	0561859-IN	1 01-0000-0-4300-106-0000-8110-007-000	NN P	377.13	377.13		
			TOTAL PAYMENT AMOUNT	740.50 *		740.50		
020371/00	SUMNER, SHERYL							
1144 PO-201145	10/30/2019	MILEAGE	1 01-0000-0-5210-103-1110-1004-019-000	NN F	10.09	10.09		
			TOTAL PAYMENT AMOUNT	10.09 *		10.09		
010519/00	TIM'S MUSIC							
915 PO-200885	10/30/2019	368317	1 01-6300-0-4400-371-1110-1000-012-000	NN F	854.46	854.46		
			TOTAL PAYMENT AMOUNT	854.46 *		854.46		
010139/00	TROXELL COMMUNICATIONS INC							
894 PO-200853	10/30/2019	204343	2 01-0370-0-5800-115-1110-1000-007-000	NN F	5,600.00	5,600.00		
			TOTAL PAYMENT AMOUNT	5,600.00 *		5,600.00		
010552/00	WAXIE SANITARY SUPPLY							
145 PO-200131	10/30/2019	78654479	1 01-0000-0-9320-000-0000-0000-000-000	NN P	101.37	101.37		
			TOTAL PAYMENT AMOUNT	101.37 *		101.37		

081 CENTER UNIFIED SCHOOL DISTRICT J24898
 10-30-19

ACCOUNTS PAYABLE PRELIST
 BATCH: 0020 10-30-19
 FUND : 01 GENERAL FUND

APY500 L.00.15 10/30/19 11:26 PAGE 9
 << Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef					
Req Reference	Date	Description	FD	RESO	P	OBJE	SIT	GOAL	FUNC	RES	DEP	T9MPS	Liq Amt	Net Amount

020026/00	WORTHINGTON DIRECT													
1069	PO-201044	10/30/2019	INV346718CEN134	1	01-3010-0-4300-371-1110-1000-012-108	NN	F						693.21	691.52
TOTAL PAYMENT AMOUNT													691.52 *	691.52
TOTAL FUND PAYMENT													100,576.48 **	100,576.48

081 CENTER UNIFIED SCHOOL DISTRICT J24898
10-30-19

ACCOUNTS PAYABLE PRELIST
BATCH: 0020 10-30-19
FUND : 11 ADULT EDUCATION FUND

APY500 L.00.15 10/30/19 11:26 PAGE 10
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef					
Req Reference	Date	Description	FD	RESO	P	OBJE	SIT	GOAL	FUNC	RES	DEP	T9MPS	Liq Amt	Net Amount

020305/00	CDW GOVERNMENT INC.													
965	PO-200954	10/30/2019	VDR9324			1	11-6391-0-4300-600-4130-1000-015-890	NN	F				967.06	967.06
TOTAL PAYMENT AMOUNT													967.06 *	967.06
018951/00	DELL													
1098	PO-201071	10/30/2019	10347256304			1	11-0030-0-4400-600-4130-1000-015-890	NN	F				20,112.89	19,612.21
TOTAL PAYMENT AMOUNT													19,612.21 *	19,612.21
020252/00	STAPLES BUSINESS CREDIT													
1106	PO-201078	10/30/2019	178538894-0-3			1	11-6391-0-4300-600-4130-1000-015-000	NN	P				9.85	9.85
1106	PO-201078	10/30/2019	178538894-0-4			1	11-6391-0-4300-600-4130-1000-015-000	NN	F				44.93	44.17
TOTAL PAYMENT AMOUNT													54.02 *	54.02
TOTAL FUND PAYMENT													20,633.29 **	20,633.29

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MPS	Liq Amt	Net Amount			

011205/00	CULTURE SHOCK	YOGURT						
165 PO-200152	10/30/2019	8965	1 13-5310-0-4700-108-0000-3700-020-000 NN P	218.00	218.00			
TOTAL PAYMENT AMOUNT				218.00 *				
016279/00	P&R PAPER	SUPPLY						
152 PO-200141	10/30/2019	30283502-00	1 13-5310-0-4300-108-0000-3700-020-000 NN P	3,596.61	3,596.61			
TOTAL PAYMENT AMOUNT				3,596.61 *				
019867/00	PAPA MURPHY'S							
928 PO-200894	10/30/2019	2008	1 13-5310-0-4700-108-0000-3700-020-000 NY P	168.00	168.00			
TOTAL PAYMENT AMOUNT				168.00 *				
021194/00	PRUDENTIAL OVERALL	SUPPLY INC						
168 PO-200155	10/30/2019	180350327	1 13-5310-0-5800-108-0000-3700-020-000 NN P	77.75	77.75			
TOTAL PAYMENT AMOUNT				77.75 *				
011422/00	SYSCO OF SAN FRANCISCO							
148 PO-200140	10/30/2019	231523778	1 13-5310-0-4700-108-0000-3700-020-000 NN P	1,134.09	1,134.09			
148 PO-200140	10/30/2019	231515174	1 13-5310-0-4700-108-0000-3700-020-000 NN M	-28.61	-28.61			
148 PO-200140	10/30/2019	231523778	2 13-5310-0-4300-108-0000-3700-020-000 NN P	259.82	259.82			
TOTAL PAYMENT AMOUNT				1,365.30 *				
TOTAL FUND PAYMENT				5,425.66 **				
TOTAL BATCH PAYMENT				126,635.43 ***	0.00	126,635.43		
TOTAL DISTRICT PAYMENT				126,635.43 ****	0.00	126,635.43		
TOTAL FOR ALL DISTRICTS:				126,635.43 ****	0.00	126,635.43		

Number of checks to be printed: 63, not counting voids due to stub overflows.

Center Joint Unified School District

		AGENDA REQUEST FOR:
Dept./Site:	Superintendent's Office	Action Item <u> X </u>
To:	Board of Trustees	Information Item <u> </u>
Date:	November 20, 2019	# Attached Pages <u> 3 </u>
From:	Scott A. Loehr, Superintendent	
Principal/Administrator Initials:	<u> </u>	

SUBJECT: Schedule Annual Organizational Meeting of the Board

Education Code §35143 requires governing boards to set an annual organizational meeting "within a 15-day period that commences with the date upon which a governing board member elected at that election takes office. Organizational meetings in years in which no such regular election for governing board members is conducted shall be held during the same 15-day period on the calendar." (Board members are seated the *first Friday* of December following the November election [Education Code §5017]) That 15-day period for 2019 is December 13-27.

It is recommended that this be scheduled during our Regular Board Meeting on Wednesday, December 18, 2019 at 6:00 p.m. in Room 503- District Board Room, located at Wilson C. Riles Middle School.

RECOMMENDATION: The Center Joint Unified School District Board of Trustees approve the scheduling of the Annual Organizational Meeting of the Board to occur on Wednesday, December 18, 2019 at 6:00 p.m. in the District Board Room (Room 503), located at Wilson C. Riles Middle School.

Sacramento Office of Education County

10474 Mather Boulevard
P.O. Box 269003
Sacramento, CA 95826-9003
(916) 228-2500

www.scoe.net

Memorandum

TO: District Superintendents

FROM: David W. Gordon, County Superintendent 

DATE: October 4, 2019

SUBJECT: **ANNUAL ORGANIZATIONAL MEETING FOR GOVERNING BOARDS**

Under the provisions of Education Code section 35143, your governing board is required to set an annual organizational meeting "within a 15-day period that commences with the date upon which a governing board member elected at that election takes office. Organizational meetings in years in which no such regular election for governing board members is conducted shall be held during the same 15-day period on the calendar." (Board members are seated the *first Friday* of December following the November election [Education Code § 5017])

**The 15-day period for 2019
is: December 13 – 27**

The day and time of the annual meeting are to be selected by your governing board at its regular meeting held (in November) *immediately prior to the first day of such 15-day period*, and the board shall notify the County Superintendent of Schools of the day and time selected.

Following your regular meeting held immediately prior to December 1, please complete and return the enclosed form, notifying us of the date and time of your organizational meeting.

NOTE: Education Code section 35143 requires the County Superintendent of Schools to designate the date and time for the annual organizational meeting if your Board fails to do so. Therefore, it is important that we receive this form no later than 5:00 p.m. on November 21, 2019. If necessary, please send the form to us via fax at 916.228.2403.

After your organizational meeting has been held, please have the enclosed "Certificate of Election of Board President, Clerk, and Board Representative" (**yellow form**) completed, signed, and forwarded to this office. If you have any questions, please call Carla Miller at 916.228.2410.

Enclosures

SCHEDULING OF ANNUAL ORGANIZATIONAL MEETING

TO: David W. Gordon, County Superintendent
Sacramento County Office of Education
P.O. Box 269003
Sacramento, CA 95826-9003

FROM: _____ District

The annual organizational meeting of this district has been set for:

Date: _____

Time: _____

Place: _____

This action was taken during the regular meeting *immediately preceding* December 1, 2019.

I hereby certify that 15 days prior to this date, all members and members-elect will be notified in writing of the time and place of the annual organizational meeting.

Signed: _____

Title: _____

Date: _____

PLEASE NOTE: If this form is not received by the County Superintendent of Schools by 5:00 p.m. on November 21, 2019, the County Superintendent shall set the date and time of the annual organizational meeting as required by Education Code section 35143.

Education Code Section 35143

The governing board of each school district shall hold an annual **organizational meeting**. In a year in which a regular election for governing board members is conducted, the meeting shall be held on a day within a 15-day period that commences with the date upon which a governing board member elected at that election takes office.

Organizational meetings in years in which no such regular election for governing board members is conducted shall be held during the same 15-day period on the calendar. Unless otherwise provided by rule of the governing board, the day and time of the annual meeting shall be selected by the board at its regular meeting held immediately prior to the first day of such 15-day period, and the board shall notify the county superintendent of schools of the day and time selected. The clerk of the board shall, within 15 days prior to the date of the annual meeting, notify in writing all members and members-elect of the date and time selected for the meeting.

If the board fails to select a day and time for the meeting, the county superintendent of schools having jurisdiction over the district shall, prior to the first day of such 15-day period and after the regular meeting of the board held immediately prior to the first day of such 15-day period, designate the day and time of the annual meeting. The day designated shall be within the 15-day period. He shall notify in writing all members and members-elect of the date and time.

At the annual meeting the governing board of each high school district, union high school district, and joint union high school district shall organize by electing a president from its members and a clerk.

At the annual meeting each city board of education shall organize by electing a president from its members.

At the annual meeting the governing board of each other type of school district, except a community college district, shall elect one of its members clerk of the district.

As an alternative to the procedures set forth in this section, a city board of education whose members are elected in accordance with a city charter for terms of office commencing in December, may hold its annual organizational meeting required in this section between December 15 and January 14, inclusive, as provided in rules and regulations which shall be adopted by such board. At the annual meeting the city board of education shall organize by electing a president and vice president from its members who shall serve in such office during the period January 15 next to the following January 14, unless removed from such office by majority vote of all members of the city board of education.

Education Code Section 5017

Each person elected at a regular biennial governing board member election shall hold office for a term of four years commencing on the second Friday in December next succeeding his or her election. Any member of the governing board of a school district or community college district whose term has expired shall continue to discharge the duties of the office until his or her successor has qualified. The term of the successor shall begin upon the expiration of the term of his or her predecessor.

Center Joint Unified School District

		AGENDA REQUEST FOR:
Dept./Site: Superintendent's Office		Action Item <u> X </u>
To: Board of Trustees		Information Item <u> </u>
Date: November 20, 2019		# Attached Pages <u> </u>
From: Scott A. Loehr, Superintendent		
Principal/Administrator Initials: _____		

SUBJECT: Second Reading: Board Policies/Regulations/Exhibits	
Replace BP 1112 Replace AR 3320 Replace BP/AR 3551 Replace AR 4117.7/4317.7 Replace BP 5123 Replace BP/AR 5136 Replace BP/AR 6142.2 Replace AR 6145.2 Replace BP/AR 6145.6 Delete E 6146.1 Replace BP/AR 6174 Replace BP 6179 Replace BB 9321 Add E(1&2) 9321 Delete BB 9321.1	Media Relations Claims and Actions Against the District Food Service Operations/Cafeteria Fund Employment Status Reports Promotion/Acceleration/Retention Gangs World Language Instruction Athletic Competition International Exchange High School Graduation Requirements Education for English Learners Supplemental Instruction Closed Session Closed Session Closed Session Actions and Reports
RECOMMENDATION: CJUSD Board of Trustees approve the second reading of presented policies/regulations/exhibits.	

CSBA Sample Board Policy

Community Relations

BP 1112(a)

MEDIA RELATIONS

Note: The following optional policy may be revised to reflect district practice.

As part of building positive media relations, the district may consider presenting awards to media representatives who have helped support district goals and programs. See BP 1150 - Commendations and Awards. The district may also nominate journalists for CSBA's Golden Quill Award, which recognizes fair, insightful, and accurate reporting of the objectives, operations, accomplishments, challenges, and opportunities related to public schools.

The Governing Board respects the public's **desire for and** right to information and recognizes that the media significantly influence the community's understanding of school programs, **student achievement, and school safety**. In order to develop and maintain positive media relations, the Board and the Superintendent ~~desire to~~ **shall** reasonably accommodate media requests for information and ~~to~~ provide accurate, reliable, and timely information.

In conjunction with the Superintendent or designee, the Board shall periodically establish priorities and key messages for proactively communicating with the media regarding current district issues, activities, or needs.

(cf. 0400 - Comprehensive Plans)
(cf. 0450 - Comprehensive Safety Plan)
(cf. 0460 - Local Control and Accountability Plan)
(cf. 0510 - School Accountability Report Card)
(cf. 1100 - Communication with the Public)
(cf. 1160 - Political Processes)

Media representatives are welcome at all **public** Board meetings and shall receive meeting agendas upon request in accordance with Board policy.

(cf. 9321 - Closed Session)
(cf. 9322 - Agenda/Meeting Materials)

Note: Penal Code 627.2 requires all "outsiders" to register upon entering school grounds during school hours. Pursuant to Penal Code 627.1, media representatives are not defined as "outsiders." However, ~~an~~ **the Attorney General has opined** ~~opinion~~ (95 79 Ops.Cal.Atty.Gen. 509 58 (1996)) ~~has opined that, pursuant to Education Code 32212, and 35160 direct school authorities to prevent interference with the orderly educational activities of the school and authorize them to~~ **districts are authorized to prevent interference with the orderly educational activities of the school, which may include** restricting media representatives in the same manner that access by the general public may be limited (e.g., registration or accompaniment by a staff member when on school grounds). ~~Therefore, if~~ **According to the Attorney General opinion, a district that** has developed a policy requiring all members of the general public, both visitors and outsiders, to register upon entering school grounds, ~~only then may~~ **similarly require** media representatives ~~also be~~

MEDIA RELATIONS (continued)

~~required~~ to register **before coming on campus**. Although Attorney General opinions are not binding on the courts, they are generally afforded deference when there is no specific statutory or case law to the contrary. See BP/AR 1250 - Visitors/Outsiders for options regarding registration.

~~Although Attorney General opinions are not binding on the courts, they are generally afforded deference in the court when there is no specific statutory or case law to the contrary.~~ The following **optional** paragraph is only for use ~~only~~ by districts that require all visitors to register upon entering school grounds, **and does not apply to districts that only require outsiders to register. Districts should ensure consistency with this paragraph and see BP 1250 - Visitors/Outsiders.**

Media representatives, like all other visitors, shall register immediately upon entering any school building or grounds when school is in session.

(cf. 1250 - Visitors/Outsiders)

(cf. 3515.2 - Disruptions)

Staff may provide the media with student directory information, ~~including, but not limited to, the name of a student, school of attendance, grade level, honors, and activities,~~ **as identified in AR 5125.1 - Release of Directory Information**, unless the student's parent/guardian has submitted a written request that such information not be disclosed. The district shall not release **other student records or personally identifiable student** information that is private or confidential as required by law, Board policy, or administrative regulation. ~~No other access to student records or personally identifiable student information may be provided without written parent/guardian permission.~~

(cf. 1340 - Access to District Records)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

(cf. 5125 - Student Records)

(cf. 5125.1 - Release of Directory Information)

(cf. 9010 - Public Statements)

~~*(cf. 9321.1 - Closed Session Actions and Reports)*~~

(cf. 9324 - Minutes and Recordings)

Interviewing and Photographing Students

Note: In 95 79 Ops.Cal.Atty.Gen. 509 58 (1996), the Attorney General stated that, because students have a constitutional right to free speech, school administrators may not require prior written parental permission before allowing media representatives to interview particular students on campus. However, **Education Code 48907 and 48950 and case law has held that clarify that the district may adopt reasonable provisions for the time, place, and manner in which free expression may occur within the district's jurisdiction. students may exercise that right unless the "conduct by the student, in class or out of it, which for any reason — whether it stems from time, place or type of behavior — materially disrupts school or involves substantial disorder or invasion of the rights of others."** Therefore, in some circumstances (e.g., interviews during class time or interviews that identify other students by name), it may be appropriate to limit the student's ability to talk with the media on campus. Because this is a complex area of law, districts should consult with legal counsel before adopting a policy or practice that may limit students' constitutional rights.

MEDIA RELATIONS (continued)

Neither the Attorney General opinion nor case law considers the rights of media to photograph students on school grounds. However, the same concerns raised with regard to student interviews, such as a **substantial material disruption to the orderly operation** of school or a **substantial disorder-invasion of the rights of others, including privacy rights**, may exist with regard to photos. Furthermore, ~~it's clear that,~~ in some cases, the publishing of a photo may affect student safety, ~~or privacy rights (e.g., such as when a student's whose attendance is concealed from a parent due to a domestic violence restraining order).~~ Districts should consult with legal counsel before adopting a policy or practice that may limit the photographing of students by the media.

The following **optional** paragraph should be revised to reflect district practice.

The district shall not impose restraints on students' right to speak freely with media representatives ~~at those times which do not disrupt a student's educational program.~~ However, **interviewing and photographing** of students ~~may~~ **shall** not create **substantial disorder disruption to the orderly operation of the school** or impinge on the rights of ~~others or safety of students.~~ Therefore, ~~in order to minimize possible disruption,~~ **the district shall encourage** media representatives who wish to interview **or photograph** students at school ~~are strongly encouraged~~ to make prior arrangements with the principal. At ~~their discretion, parents/guardians may instruct their children not to communicate with media representatives.~~

(cf. 5145.2 - Freedom of Speech/Expression)

Note: ~~Neither the Attorney General opinion nor case law considers the rights of media to photograph students on school grounds. However, the same concerns raised with regard to student interviews, such as a material disruption of school or a substantial disorder, may exist with regard to photos. Furthermore, it's clear that, in some cases, the publishing of a photo may affect student safety or privacy rights (e.g., a student whose attendance is concealed from a parent due to a domestic violence restraining order). Districts should consult with legal counsel before adopting a policy or practice that may limit the photographing of students by the media.~~

The following **optional** paragraph should be modified to reflect district practice.

~~In order to protect the privacy and safety of students, a media representative who wishes to photograph students on school grounds should make arrangements with the principal or designee.~~

~~When interviewing or photographing a special education student, he/she shall not be identified as a special education student without prior, written parent/guardian permission.~~

Media Communication Plan Contacts/Spokespersons

Note: The following section should be revised to reflect district practice.

~~In order to help develop strong relations with the media, the Superintendent or designee shall develop a proactive media communications plan. This plan may include, but not be limited~~

MEDIA RELATIONS (continued)

~~to, information related to district programs and needs, student awards, school accomplishments and events of special interest.~~

~~(cf. 0510 - School Accountability Report Card)~~

~~(cf. 1100 - Communication with the Public)~~

~~(cf. 1160 - Political Processes)~~

The ~~plan shall specify~~ **Superintendent or designee shall identify** the district's and/or site's primary media contact to whom all media inquiries shall be routed. Spokespersons designated to speak to the media on behalf of the district include the Board president, Superintendent, ~~and~~ public information officer, **or district communications director**. Other Board members and/or staff may be asked by the Superintendent or designee to speak to the media on a case-by-case basis, depending on their expertise on an issue **or appropriateness given a particular situation**.

The Superintendent or designee shall provide training on effective media relations to all designated spokespersons.

~~(cf. 9240 - Board Training)~~

Crisis Communications Plan

Note: The following **optional** section may be revised to reflect district practice. CSBA recommends that districts develop a crisis communications plan to help ensure that accurate and timely information is provided to **students**, parents/guardians, the community, and the media during a crisis **or natural disaster**. This crisis plan may be a separate document or may be incorporated into other safety plans such as the district's comprehensive safety plan (see AR 0450 - Comprehensive Safety Plan) and/or emergency and disaster preparedness plan (see AR 3516 - Emergencies and Disaster Preparedness Plan).

~~The following **optional** section should be modified to reflect district practice.~~

~~During a disturbance or crisis situation, the first priority of school staff is to assure the safety of students and staff. However, the Board recognizes the need~~ **The Superintendent or designee shall develop strategies for working with the media** to provide timely and accurate information to **students**, parents/guardians, and the community during a crisis **or natural disaster**. ~~The Board also recognizes that the media have an important role to play in relaying this information to the public. In order to help ensure that the media and district work together effectively, the Superintendent or designee shall develop a crisis communications plan to identify communication strategies to be taken in the event of a crisis.~~ The crisis communications plan may include, but not be limited to, identification of a media center location, **strategies for press conference logistics, and development and integration** of both internal and external notification systems, **including public address systems, social media, web site postings, and text alerts.** ~~and strategies for press conference logistics.~~

MEDIA RELATIONS (continued)

(cf. 0450 - Comprehensive Safety Plan)
(cf. 1113 - District and School Web Sites)
(cf. 1114 - District-Sponsored Social Media)
(cf. 3516 - Emergencies and Disaster Preparedness Plan)

~~The crisis communications plan may include but not be limited to identification of a media center location, development of both internal and external notification systems, and strategies for press conference logistics.~~

The Superintendent or designee shall include local law enforcement, ~~and~~ media representatives, **and district technology personnel** in the crisis planning process.

Legal Reference:

EDUCATION CODE

32210-32212 *Willful disturbance of public school or meeting*

35144 *Special meetings*

35145 *Public meetings*

35160 *Authority of governing boards*

35172 *Promotional activities*

48907 *Freedom of speech and press*

48950 *Prohibition against disciplinary action for first amendment speech*

49061 *Definition of directory information*

49073 *Directory information*

EVIDENCE CODE

1070 *Refusal to disclose news source*

PENAL CODE

627-627.10 *Access to school premises*

UNITED STATES CODE, TITLE 20

1232g *Family educational and privacy rights*

CODE OF FEDERAL REGULATIONS, TITLE 34

99.3 *Definition of directory information*

COURT DECISIONS

Lopez v. Tulare Joint Union High School District, (1995) 34 Cal.App.4th 1302

ATTORNEY GENERAL OPINIONS

95 79 Ops.Cal.Atty.Gen. 509 58 (1996)

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>

(10/96 7/01) 7/19

Policy Reference UPDATE Service

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Center Unified SD

Board Policy

Media Relations

BP 1112

Community Relations

The Governing Board respects the public's right to information and recognizes that the media significantly influence the community's understanding of school programs. In order to develop and maintain positive media relations, the Board and the Superintendent desire to reasonably accommodate media requests for information and to provide accurate, reliable and timely information.

Media representatives are welcome at all Board meetings and shall receive meeting agendas upon request in accordance with Board policy.

(cf. 9322 - Agenda/Meeting Materials)

Media representatives, like all other visitors, shall register immediately upon entering any school building or grounds when school is in session.

(cf. 1250 - Visitors/Outsiders)

(cf. 3515.2 - Disruptions)

Staff may provide the media with pupil directory information, including, but not limited to, the name of a pupil, school of attendance, grade level, honors, and activities, unless the pupil's parent/guardian has submitted a written request that such information not be disclosed. The district shall not release information that is private or confidential as required by law, Board policy or administrative regulation. No other access to pupil records or personally identifiable pupil information may be provided without written parent/guardian permission.

(cf. 1340 - Access to District Records)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

(cf. 5125 - Pupil Records)

(cf. 5125.1 - Release of Directory Information)

(cf. 9010 - Public Statements)

(cf. 9321.1 - Closed Session Actions and Reports)

Interviewing and Photographing Pupils

The district shall not impose restraints on pupils' right to speak freely with media representatives at those times which do not disrupt a pupil's educational program.

However, interviews of pupils may not create substantial disorder or impinge on the rights of others. Therefore, in order to minimize possible disruption, media representatives who wish to interview pupils at school are strongly encouraged to make prior arrangements with the principal. At their discretion, parents/guardians may instruct their children not to communicate with media representatives.

(cf. 5145.2 - Freedom of Speech/Expression: Publications Code)

In order to protect the privacy and safety of pupils, a media representative who wishes to photograph pupils on school grounds should first make arrangements with the principal or designee.

When interviewing or photographing a special education pupil, he/she shall not be identified as a special education pupil without prior, written parent/guardian permission.

Media Communications Plan

In order to help develop strong relations with the media, the Superintendent or designee shall develop a proactive media communications plan. This plan may include, but not be limited to, information related to district programs and needs, pupil awards, school accomplishments and events of special interest.

(cf. 0510 - School Accountability Report Card)

(cf. 1100 - Communication with the Public)

(cf. 1160 - Political Processes)

The plan shall specify the district's and/or site's primary media contact to whom all media inquiries shall be routed. Spokespersons designated to speak to the media on behalf of the district include the Board president, Superintendent and public information officer. Other Board members and staff may be asked by the Superintendent or designee to speak to the media on a case-by-case basis, depending on their expertise on an issue.

The Superintendent or designee shall provide training on effective media relations to all designated spokespersons.

(cf. 9240 - Board Development)

Crisis Communications Plan

During a disturbance or crisis situation, the first priority of school staff is to assure the safety of pupils and staff. However, the Board recognizes the need to provide timely and accurate information to parents/guardians and the community during a crisis. The Board also recognizes that the media have an important role to play in relaying this information to the public. In order to help ensure that the media and district work together effectively, the Superintendent or designee shall develop a crisis communications plan to identify communication strategies to be taken in the event of a crisis.

(cf. 0450 - Comprehensive Safety Plan)
(cf. 3516 - Emergency and Disaster Preparedness Plan)

The crisis communications plan may include but not be limited to identification of a media center location, development of both internal and external notification systems, and strategies for press conference logistics.

The Superintendent or designee shall include local law enforcement and media representatives in the crisis planning process.

Legal Reference:

EDUCATION CODE

32210-32212 Willful disturbance of public school or meeting

35144 Special meetings

35145 Public meetings

35160 Authority of governing boards

35172 Promotional activities

EVIDENCE CODE

1070 Refusal to disclose news source

PENAL CODE

627-627.10 Access to school premises

COURT DECISIONS

Lopez v. Tulare Joint Union High School District, (1995) 34 Cal.App.4th 1302

ATTORNEY GENERAL OPINIONS

95 Ops.Cal.Atty.Gen. 509 (1996)

Management Resources:

CSBA PUBLICATIONS

911: A Manual for Schools and the Media During a Campus Crisis, 2001

WEB SITES

CSBA: <http://www.csba.org>

CSBA Sample Administrative Regulation

Business and Noninstructional Operations

AR 3320(a)

CLAIMS AND ACTIONS AGAINST THE DISTRICT

Note: The Government Claims Act (Government Code 810-996.6) sets forth prelitigation requirements and deadlines for claims against public entities, including school districts. In City of Stockton v. Superior Court, the California Supreme Court held that the claim requirements in Government Code 900-915.4 also apply to claims for breach of contract.

Because a district's insurance carrier or joint powers authority (JPA) may require the district to comply with certain claims management conditions as part of the district's contractual coverage obligation, it is strongly recommended that this administrative regulation be reviewed for consistency with any applicable conditions of coverage. A district's failure to follow those contractual conditions may result in a loss of coverage benefits. The district's risk manager and legal counsel should also be consulted, as appropriate.

Pursuant to Government Code 935, district claims procedures may include a requirement that a claim be presented and acted upon in accordance with those procedures as a prerequisite to a lawsuit. Failure to include such a requirement may subject the district to increased liability.

Unless otherwise provided by law, prior to filing a lawsuit against the district for money or damages, a written claim shall be filed in accordance with the following administrative regulation.

Time Limitations

Note: Items #1-4 below list timelines for claims pursuant to the Government Claims Act and other applicable statutes. ~~As amended by SB 1053 (Ch. 153, Statutes of 2018), Pursuant to Government Code 935, the district's authority clarifies that the authority of a district to adopt local claims presentation procedures for causes of action which are excepted from the Government Claims Act by Government Code 905 and are not governed is not applicable to those excepted causes of action which have their claims presentation procedures specified in by other statutes or regulations, such as does not apply to childhood sexual abuse. Rather, claims for childhood sexual abuse are governed by the timelines and procedures specified in Code of Civil Procedure 340.1.~~

The following time limitations apply to claims against the district:

1. Claims for money or damages relating to childhood sexual abuse or any **other** cause of action ~~which is~~ specifically excepted from the Government Claims Act by Government Code 905 **and for which governed by a statute or regulation provides a claims presentation procedure, including childhood sexual abuse, and other causes of action specifically excepted from the Government Claims Act by Government Code 905** shall be filed in accordance with the **applicable** governing statute or regulation. (Government Code 905, 935)

(cf. 4157.1/4257.1/4357.1 - Work-Related Injuries)
(cf. 5141.4 - Child Abuse Prevention and Reporting)

CLAIMS AND ACTIONS AGAINST THE DISTRICT (continued)

Note: Pursuant to Government Code 935, a district may establish its own procedure for the presentation of those claims which are excluded from the Government Claims Act as specified in Government Code 905 **and which are not governed by any other applicable statutes or regulations.** Optional item #2 below is for use by any district whose board has chosen to exercise the authority to establish district procedures for such claims; see the accompanying Board policy. Item #2 provides six months as the time limitation for filing such claims, which is consistent with the requirement in Government Code 935 that the district's procedure not require a shorter time for presentation of a claim than the time specified in Government Code 911.2. However, the Governing Board has the discretion to adopt a more flexible time limitation and may increase the amount of time allowed for filing such claims. If the Board adopts a more flexible time limitation, item #2 should be revised accordingly.

If a claimant misses a deadline for a claim required to be submitted in accordance with item #2 or #3 below, ~~he/she~~ **the claimant** may present an application to present a late claim pursuant to Government Code 911.4; see section below entitled "Late Claims."

2. In accordance with the **Governing** Board's authority pursuant to Government Code 935, claims for money or damages which relate to any cause of action specifically excepted from the Government Claims Act by Government Code 905 ~~but~~ **and** which are not governed by any other claims presentation statute or regulation shall be filed not later than six months after the accrual of the cause of action. (Government Code 905, 935)
3. Claims for money or damages relating to a cause of action for death or for injury to person, personal property, or growing crops shall be presented to the **Governing** Board not later than six months after the accrual of the cause of action. (Government Code 911.2)
4. Claims for money or damages relating to any other cause of action shall be filed not later than one year after the accrual of the cause of action. (Government Code 911.2)

Receipt of Claims

A claim, any amendment thereto, or an application to present a late claim shall be deemed presented and received when delivered to the district office or deposited in a post office, mailbox, sub-post office, substation, mail chute, or other similar facility maintained by the U.S. government, in a sealed envelope properly addressed to the district office with postage paid, or when otherwise actually received in the district office or by the Board secretary or clerk. (Government Code 915, 915.2)

Note: In most circumstances, a district's insurance provider or JPA is responsible for claims management, including investigating, defending, and managing a district's response to a claim presented under the Government Claims Act. The following paragraph requires the Superintendent or designee to immediately forward any claims received to the district's JPA or insurance provider in order to help ensure compliance with any conditions of coverage.

CLAIMS AND ACTIONS AGAINST THE DISTRICT (continued)

Upon receipt of a claim against the district pursuant to the Government Claims Act, the Superintendent or designee shall promptly provide written notice to the district's joint powers authority or insurance carrier in accordance with the applicable conditions of coverage.

Review of Contents of the Claim

Note: Most JPAs and insurance carriers provide a claim form. The person submitting the claim need not use the claim form provided by the district but, pursuant to Government Code 910 and 910.2, the claim must contain a signature and all the information listed below.

The Superintendent or designee shall review any claim received to ensure that the claim contains all of the following information as specified in Government Code 910 and 910.2:

1. The name and post office address of the claimant
2. The post office address to which the person presenting the claim desires notices to be sent
3. The date, place, and other circumstances of the occurrence or transaction which gave rise to the claim asserted
4. A general description of the indebtedness, obligation, injury, damage, or loss incurred insofar as it may be known at the time of presentation of the claim
5. The name(s) of the district employee(s) causing the injury, damage, or loss, if known
6. The amount claimed if it totals less than \$10,000, including the estimated amount of any prospective injury, damage, or loss, insofar as it may be known at the time of the claim, together with the basis of computation of the amount claimed. If the amount claimed exceeds \$10,000, the dollar amount shall not be included in the claim and the claimant shall indicate whether the claim is a limited civil case of **\$25,000 or less**.
7. The signature of the claimant or the person acting on ~~his~~**her** the claimant's behalf

Notice of Claim Insufficiency

Note: Pursuant to Government Code 911, if the district, or the JPA or insurance carrier acting on the district's behalf, fails to give notice that the claim is insufficient, as specified below, then the district may not later raise that issue as a defense to the claim.

If a claim is found insufficient or not to satisfy the form requirements under Government Code 910 and 910.2, the Board or its designee shall, within 20 days of receipt of the claim, personally deliver or mail to the claimant, at the address stated in the claim or application, a notice that states the particular defects or omission in the claim. (Government Code 910.8, 915.4)

CLAIMS AND ACTIONS AGAINST THE DISTRICT (continued)

Note: Districts should be cautious before rejecting a claim because of insufficiency of information and consult legal counsel and/or the district's JPA or insurance provider, as appropriate. Courts have held that a claim is sufficient as long as enough information is disclosed to allow the district to adequately conduct an investigation of the claim's merits.

The Board shall not act upon the claim until at least 15 days after such notice is given. (Government Code 910.8)

Amendment to Claims

Within the time limits provided in the section "Time Limitations" above or prior to final action by the Board, whichever is later, a claim may be amended if, as amended, it relates to the same transaction or occurrence which gave rise to the original claim. (Government Code 910.6)

Late Claims

Note: The reference to item #2 in the following paragraph should be deleted if the district has not established district procedures pursuant to Government Code 935 for claims that are specifically exempted in Government Code 905 or adopted a time limitation that is not less than one year (see the accompanying Board policy and item #2 in the section "Time Limitations" above).

For claims under items #2 and #3 in the section "Time Limitations" above, any person who presents a claim later than six months after the accrual of the cause of action shall present, along with the claim, an application to present a late claim. Such claim and the application to present a late claim shall be presented not later than one year after the accrual of the cause of action. (Government Code 905, 911.4)

Note: If the claim is presented late and is not accompanied by an application to present a late claim, the Board or its agent should notify the claimant that "no action" was taken because the claim was presented late. If the Board were to state that the claim was "rejected," this would indicate that the Board had accepted the filing of the late claim and taken action to reject it.

If the claim is presented late and is not accompanied by an application to present a late claim, the Board or its designee may, within 45 days, give written notice that the claim was not presented timely and that it is being returned without further action. (Government Code 911.3)

The Board shall grant or deny the application to present a late claim within 45 days after it is presented. This 45-day period may be extended by written agreement of the claimant and the Board provided that such agreement is made before the expiration of the 45-day period. (Government Code 911.6)

CLAIMS AND ACTIONS AGAINST THE DISTRICT (continued)

The Board shall grant the application to present a late claim where one or more of the following conditions are applicable: (Government Code 911.6)

1. The failure to present the claim was through mistake, inadvertence, surprise, or excusable neglect and the district was not prejudiced in its defense regarding the claim by the claimant's failure to present the claim within the time limit.
2. The person who sustained the alleged injury, damage, or loss was a minor during all of the time specified for presentation of the claim.
3. The person who sustained the alleged injury, damage, or loss was physically or mentally incapacitated during all of the time specified for presentation of the claim and the disability was the reason ~~he/she~~ **the person** failed to present the claim.
4. The person who sustained the alleged injury, damage, or loss died before the expiration of the time specified for the presentation of the claim.

If the application to present a late claim is denied, the claimant shall be given notice in substantially the same form as set forth in Government Code 911.8. (Government Code 911.8)

If the Board does not take action on the application to present a late claim within 45 days, the application shall be deemed to have been denied on the 45th day unless the time period has been extended, in which case it shall be denied on the last day of the period specified in the extension agreement. (Government Code 911.6)

Action on Claims

Note: Pursuant to Government Code 945.6, if ~~if~~ the Board formally acts to reject a claim and provides notice of such rejection, the claimant has only six months from the rejection to initiate a lawsuit. If the Board takes no action **or fails to provide written notice rejecting the claim**, ~~the claim is considered to be rejected, but~~ the claimant then has two years to initiate a suit against the district. The notice of rejection must comply with the notification requirements of Government Code 913 unless the claim has no address on it.

Although the Board takes final action on claims as specified below, such action is based on the evaluation of the claim by the district's insurance provider or JPA.

Within 45 days after the presentation or amendment of a claim, the Board shall take action on the claim. This time limit may be extended by written agreement between the district and the claimant before the expiration of the 45-day period. If the 45-day period has expired, the time limit may be extended if legal action has not commenced or been barred by legal limitations. (Government Code 912.4)

CLAIMS AND ACTIONS AGAINST THE DISTRICT (continued)

The Board may act on the claim in one of the following ways: (Government Code 912.4, 912.6)

1. If the Board finds that the claim is not a proper charge against the district, the claim shall be rejected.
2. If the Board finds that the claim is a proper charge against the district and is for an amount justly due, the claim shall be allowed.
3. If the Board finds that the claim is a proper charge against the district but is for an amount greater than is justly due, the Board shall either reject the claim or allow it in the amount justly due and reject it as to the balance.
4. If legal liability of the district or the amount justly due is disputed, the Board may reject or compromise the claim.
5. If the Board takes no action on the claim, the claim shall be deemed rejected.

If the Board allows the claim in whole or in part or compromises the claim and the claimant accepts the amount allowed or offered to settle the claim, the Board may require the claimant to accept it in settlement of the entire claim. (Government Code 912.6)

The Board or its designee shall transmit to the claimant written notice of action taken or of inaction which is deemed rejection. The notice shall be in the form set forth in Government Code 913 and shall either be personally delivered or mailed to the address stated in the claim or application. (Government Code 913, 915.4)

(7/18 10/18) 7/19

Center Unified SD

Administrative Regulation

Claims And Actions Against The District

AR 3320

Business and Noninstructional Operations

Time Limitations

The following time limitations apply to claims against the district:

1. Claims for money or damages relating to any cause of action which is governed by a statute or regulation, including childhood sexual abuse and other causes of action specifically excepted from the Government Claims Act by Government Code 905, shall be filed in accordance with the governing statute or regulation. (Government Code 905, 935)
2. In accordance with the Board's authority pursuant to Government Code 935, claims for money or damages which relate to any cause of action specifically excepted from the Government Claims Act by Government Code 905 but which are not governed by any other claims presentation statute or regulation shall be filed not later than six months after the accrual of the cause of action. (Government Code 905, 935)
3. Claims for money or damages relating to a cause of action for death or for injury to person, personal property, or growing crops shall be presented to the Governing Board not later than six months after the accrual of the cause of action. (Government Code 911.2)
4. Claims for money or damages relating to any other cause of action shall be filed not later than one year after the accrual of the cause of action. (Government Code 911.2)

Receipt of Claims

A claim, any amendment thereto, or an application to present a late claim shall be deemed presented and received when delivered to the district office or deposited in a post office, mailbox, sub-post office, substation, mail chute, or other similar facility maintained by the U.S. government, in a sealed envelope properly addressed to the district office with postage paid, or when otherwise actually received in the district office or by the Board secretary or clerk. (Government Code 915, 915.2)

Upon receipt of a claim against the district pursuant to the Government Claims Act, the Superintendent or designee shall promptly provide written notice to the district's joint

CLAIMS AND ACTIONS AGAINST THE DISTRICT (continued)

powers authority or insurance carrier in accordance with the applicable conditions of coverage.

Review of Contents of the Claim

The Superintendent or designee shall review any claim received to ensure that the claim contains all of the following information as specified in Government Code 910 and 910.2:

1. The name and post office address of the claimant
2. The post office address to which the person presenting the claim desires notices to be sent
3. The date, place, and other circumstances of the occurrence or transaction which gave rise to the claim asserted
4. A general description of the indebtedness, obligation, injury, damage, or loss incurred insofar as it may be known at the time of presentation of the claim
5. The name(s) of the district employee(s) causing the injury, damage, or loss if known
6. The amount claimed if it totals less than \$10,000, including the estimated amount of any prospective injury, damage, or loss, insofar as it may be known at the time of the claim, together with the basis of computation of the amount claimed. If the amount claimed exceeds \$10,000, the dollar amount shall not be included in the claim and the claimant shall indicate whether the claim is a limited civil case.
7. The signature of the claimant or the person acting on his/her behalf

Notice of Claim Insufficiency

If a claim is found insufficient or not to satisfy the form requirements under Government Code 910 and 910.2, the Board or its designee shall, within 20 days of receipt of the claim, personally deliver or mail to the claimant, at the address stated in the claim or application, a notice that states the particular defects or omission in the claim. (Government Code 910.8, 915.4)

The Board shall not act upon the claim until at least 15 days after such notice is given. (Government Code 910.8)

CLAIMS AND ACTIONS AGAINST THE DISTRICT (continued)

Amendment to Claims

Within the time limits provided in the section "Time Limitations" above or prior to final action by the Board, whichever is later, a claim may be amended if, as amended, it relates to the same transaction or occurrence which gave rise to the original claim. (Government Code 910.6)

Late Claims

For claims under items #2 and #3 in the section "Time Limitations" above, any person who presents a claim later than six months after the accrual of the cause of action shall present, along with the claim, an application to present a late claim. Such claim and the application to present a late claim shall be presented not later than one year after the accrual of the cause of action. (Government Code 905, 911.4)

If the claim is presented late and is not accompanied by an application to present a late claim, the Board or its designee may, within 45 days, give written notice that the claim was not presented timely and that it is being returned without further action. (Government Code 911.3)

The Board shall grant or deny the application to present a late claim within 45 days after it is presented. This 45-day period may be extended by written agreement of the claimant and the Board provided that such agreement is made before the expiration of the 45-day period. (Government Code 911.6)

The Board shall grant the application to present a late claim where one or more of the following conditions are applicable: (Government Code 911.6)

1. The failure to present the claim was through mistake, inadvertence, surprise, or excusable neglect and the district was not prejudiced in its defense regarding the claim by the claimant's failure to present the claim within the time limit.
2. The person who sustained the alleged injury, damage, or loss was a minor during all of the time specified for presentation of the claim.
3. The person who sustained the alleged injury, damage, or loss was physically or mentally incapacitated during all of the time specified for presentation of the claim and the disability was the reason he/she failed to present the claim.
4. The person who sustained the alleged injury, damage, or loss died before the expiration of the time specified for the presentation of the claim.

CLAIMS AND ACTIONS AGAINST THE DISTRICT (continued)

If the application to present a late claim is denied, the claimant shall be given notice in substantially the same form as set forth in Government Code 911.8. (Government Code 911.8)

If the Board does not take action on the application to present a late claim within 45 days, the application shall be deemed to have been denied on the 45th day unless the time period has been extended, in which case it shall be denied on the last day of the period specified in the extension agreement. (Government Code 911.6)

Action on Claims

Within 45 days after the presentation or amendment of a claim, the Board shall take action on the claim. This time limit may be extended by written agreement between the district and the claimant before the expiration of the 45-day period. If the 45-day period has expired, the time limit may be extended if legal action has not commenced or been barred by legal limitations. (Government Code 912.4)

The Board may act on the claim in one of the following ways: (Government Code 912.4, 912.6)

1. If the Board finds that the claim is not a proper charge against the district, the claim shall be rejected.
2. If the Board finds that the claim is a proper charge against the district and is for an amount justly due, the claim shall be allowed.
3. If the Board finds that the claim is a proper charge against the district but is for an amount greater than is justly due, the Board shall either reject the claim or allow it in the amount justly due and reject it as to the balance.
4. If legal liability of the district or the amount justly due is disputed, the Board may reject or compromise the claim.
5. If the Board takes no action on the claim, the claim shall be deemed rejected.

If the Board allows the claim in whole or in part or compromises the claim and the claimant accepts the amount allowed or offered to settle the claim, the Board may require the claimant to accept it in settlement of the entire claim. (Government Code 912.6)

CLAIMS AND ACTIONS AGAINST THE DISTRICT (continued)

The Board or its designee shall transmit to the claimant written notice of action taken or of inaction which is deemed rejection. The notice shall be in the form set forth in Government Code 913 and shall either be personally delivered or mailed to the address stated in the claim or application. (Government Code 913, 915.4)

CSBA Sample Board Policy

Business and Noninstructional Operations

BP 3551(a)

FOOD SERVICE OPERATIONS/CAFETERIA FUND

Note: The following policy may be revised to reflect district practice. Pursuant to U.S. Department of Agriculture (USDA) Memorandum SP 46-2016, districts participating in the National School Lunch and/or Breakfast Program (42 USC 1751-1769j, 1773) are **mandated** to adopt policy addressing delinquent meal charges; see the section "Meal Sales" below and the accompanying administrative regulation.

Pursuant to 7 CFR 210.9, 210.14, and 220.7, districts participating in the National School Lunch and/or Breakfast program must maintain a nonprofit school food service program. Revenues received through the program may be used for the operation or improvement of the food service program, but not to construct buildings. Revenues also may not be used to purchase land or buildings, unless otherwise approved by the USDA. Authorized expenditures are **specified in Education Code 38101 and** defined in the California Department of Education's (CDE) California School Accounting Manual.

The Governing Board intends that school food services shall be a self-supporting, nonprofit program. To ensure program quality and increase cost effectiveness, the Superintendent or designee shall centralize and direct the purchasing of foods and supplies, the planning of menus, and the auditing of all food service accounts for the district.

(cf. 3100 - Budget)

(cf. 3300 - Expenditures and Purchases)

(cf. 3311 - Bids)

(cf. 3550 - Food Service/Child Nutrition Program)

(cf. 3552 - Summer Meal Program)

(cf. 5030 - Student Wellness)

Note: **The following paragraph is for use by districts that participate in the National School Lunch and/or Breakfast Program and may be adapted for use by other districts.** Pursuant to 42 USC 1776 and 7 CFR 210.30, as amended by 84 Fed. Reg. 8247, the USDA has established minimum professional standards for food service ~~personnel directors and granted CDE the authority to adopt more flexible standards for districts with average daily attendance of less than 2,500. With approval from the CDE, more flexible standards may be used in districts with average daily attendance of less than 500 or in districts of any size when hiring a new acting food services director.~~ For more information about professional standards for food service directors, see CDE's Nutrition Services Division Management Bulletin SNP 17-2016. See CDE's Nutrition Services Division Management Bulletin 10-2019 for information about state hiring standards.

The Superintendent or designee shall ensure that all ~~food service personnel director(s)~~ possess the ~~required~~ **required** qualifications **required by 7 CFR 210.30 and California Department of Education (CDE) standards.** and ~~receive ongoing professional development related to the effective management and implementation of the district's food service program in accordance with law.~~

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

FOOD SERVICE OPERATIONS/CAFETERIA FUND (continued)

Note: The following paragraph is for use by districts participating in the National School Lunch and/or Breakfast Program. Pursuant to 42 USC 1776, such districts must ensure that food service personnel and other appropriate personnel who conduct or oversee administrative procedures receive training on administrative practices (i.e., training in application, certification, verification, meal counting, and meal claiming procedures) at least once each year. In addition, all food service personnel are required to receive annual training that (1) is designed to improve the accuracy of approvals for free and reduced-price meals and the identification of reimbursable meals at the point of service and (2) includes modules on nutrition, health and food safety standards and methodologies, and any other appropriate topics as determined by the U.S. Secretary of Agriculture. The CDE provides online training that meets these requirements; see the CDE's web site.

At least once each year, food service administrators, other appropriate personnel who conduct or oversee administrative procedures, and other food service personnel shall receive training provided by the ~~California Department of Education (CDE)~~. (42 USC 1776)

Meal Sales

Note: The following section may be revised by districts that have one or more high-poverty schools that operate under the federal universal meal service provision (42 USC 1759a), which provides breakfast and/or lunch free of charge to all students at the school. For further information, see BP/AR-3553 - Free and Reduced Price Meals.

Meals may be sold to students, district employees, Board members, and employees or members of the fund or association maintaining the cafeteria. (Education Code 38082)

Note: Pursuant to Education Code 38082, the Governing Board may adopt a resolution to authorize serving meals to additional persons other than those listed above. CDE's Nutrition Services Division Management Bulletin No. 00-111 states that the Board's policy or resolution must specify the means for serving those persons and indicates that using funds from the National School Lunch or Breakfast Program to serve any nonstudent would be contrary to program goals. The following **optional** paragraph is for districts that have adopted such a resolution and should be revised to reflect district practice.

In addition, meals may be sold to nonstudents, including parents/guardians, volunteers, students' siblings, or other individuals, who are on campus for a legitimate purpose. Any meals served to nonstudents shall not be subsidized by federal or state reimbursements, food service revenues, or U.S. Department of Agriculture (USDA) foods.

Note: Pursuant to Education Code 38084, the district may determine meal prices consistent with the goal of paying the costs of maintaining the cafeterias (exclusive of the costs of housing and equipping cafeterias or other costs determined by Board resolution, **which are paid from district funds other than the cafeteria fund**, pursuant to Education Code 38100).

Students who meet federal eligibility criteria for the reduced-price meal program cannot be charged more than the amounts listed in 42 USC 1758 and 1773; see AR 3553 - Free and Reduced Price Meals. For information about setting prices for full-price meals, see 42 USC 1760 and CDE's Nutrition Services Division Management Bulletin ~~USDA-SNP-16-2012~~ **12-2018**.

FOOD SERVICE OPERATIONS/CAFETERIA FUND (continued)

Meal prices, as recommended by the Superintendent or designee and approved by the Board, shall be based on the costs of providing food services and consistent with Education Code 38084 and 42 USC 1760. Students who are enrolled in the free or reduced-price meal program shall receive meals free of charge or at a reduced price in accordance with law, Board policy, and administrative regulation.

(cf. 3553 - Free and Reduced Price Meals)

Note: Pursuant to USDA Memorandum SP 46-2016, districts participating in the National School Lunch and/or Breakfast Program are **mandated** to have a written and clearly communicated meal charge policy which includes, but is not limited to, policy on the collection of delinquent meal charge debt. See the accompanying administrative regulation for additional language fulfilling this mandate. ~~Pursuant to Education Code 49557.5, as added by SB 250 (Ch. 726, Statutes of 2017), districts must make the meal charge policy public.~~

The Superintendent or designee shall establish strategies and procedures for the collection of meal payments, including delinquent meal payments. Such procedures shall conform with **BP/AR 3553 - Free and Reduced Price Meals**, 2 CFR 200.426, and any applicable CDE guidance. The Superintendent or designee shall clearly communicate these procedures to students and parents/guardians, and shall make this policy and the accompanying administrative regulation available to the public **pursuant to Education Code 49557.5**.

Note: **Education Code 49557.5 requires any district that participates in the National School Lunch and/or Breakfast Program to ensure that students with unpaid meal fees are not shamed or treated differently than other students. For further information, see Pursuant to CDE's Nutrition Services Division Management Bulletin SNP-03-2017, the district's unpaid meals policy must ensure that students with unrecovered or delinquent debt are not overtly identified. In addition, Education Code 49557.5, as added by SB 250 (Ch. 726, Statutes of 2017), requires any district that participates in the National School Lunch and/or Breakfast Program to ensure that students with unpaid meal fees are not shamed or treated differently than other students.**

In addition, Education Code 49557 requires the Board to approve a plan that ensures students eligible to receive free or reduced-price meals are not treated differently from other students, including, but not limited to, assurance that eligible students will not be overtly identified by the use of special tokens, tickets, or any other means. For additional language addressing this requirement, see BP/AR 3553 - Free and Reduced Price Meals.

The Superintendent or designee shall ensure that a student whose parent/guardian has unpaid school meal fees **or a student who is enrolled in the free or reduced-price meal program is not overtly identified; by the use of special tokens, tickets, or other means and is not shamed, treated differently, or served a meal that differs from the meal served to other students. (Education Code 49557, 49557.5)**

~~Note: Education Code 49557 requires the Board to approve a plan that ensures students eligible to receive free or reduced price meals are not treated differently from other students, including, but not limited to, assurance that eligible students will not be overtly identified by the use of special tokens, tickets, or any other means. For additional language addressing this requirement, see BP/AR 3553 - Free and Reduced Price Meals.~~

FOOD SERVICE OPERATIONS/CAFETERIA FUND (continued)

~~Students who are enrolled in the free or reduced price meal program shall receive meals free of charge or at a reduced price in accordance with law, Board policy, and administrative regulation. Such students shall not be overtly identified or treated differently from other students.~~

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 0415 - Equity)

Cafeteria Fund

Note: Pursuant to Education Code 38090, money received for the sale of food or for any services performed by the cafeterias may be paid into the county treasury to the credit of a "cafeteria fund" for the district.

The Superintendent or designee shall establish a cafeteria fund independent of the district's general fund.

Note: Education Code 38103 allows the Board, at its discretion and with the approval of the County Superintendent of Schools who is responsible for a countywide payroll/retirement system under Education Code 42646, to have wages, salaries, and benefits of food service employees paid either from the district's general fund (Option 1 below) or from the district's cafeteria fund (Option 2).

~~**OPTION 1:** The wages, salaries, and benefits of food service employees shall be paid from the district's general fund. At any time, the Board may order reimbursement from the district's cafeteria fund for these payments in amounts prescribed by the Board and not exceeding the costs actually incurred. (Education Code 38103)~~

OPTION 2: The wages, salaries, and benefits of food service employees shall be paid from the cafeteria fund. (Education Code 38103)

Note: The following optional paragraph may be revised to reflect district practice. 2 CFR Part 200, Appendix VII and USDA guidance, Indirect Costs: Guidance for State Agencies and School Food Authorities, provide information regarding allowable indirect costs that may be charged to the nonprofit school food service account. Also see the accompanying administrative regulation.

The Superintendent or designee shall ensure that state and federal funds provided through school meal programs are allocated only for purposes related to the operation or improvement of food services and reasonable and necessary indirect program costs as allowed by law.

(cf. 3230 - Federal Grant Funds)

(cf. 3400 - Management of District Assets/Accounts)

(cf. 3460 - Financial Reports and Accountability)

FOOD SERVICE OPERATIONS/CAFETERIA FUND (continued)

Contracts with Outside Services

Note: The following section is **optional**. Pursuant to Education Code 45103.5, the district is authorized to contract for consulting services related to food service management. 42 USC 1758, 7 CFR 210.16, and Education Code 45103.5 authorize a district, under specified conditions and with approval of the CDE, to contract with a food service management company to manage its food service operation in one or more of its schools. See the accompanying administrative regulation for related requirements.

With Board approval, the district may enter into a contract for food service consulting services or management services in one or more district schools. (Education Code 45103.5; 42 USC 1758; 7 CFR 210.16)

(cf. 3312 - Contracts)

(cf. 3600 - Consultants)

Procurement of Foods, Equipment and Supplies

Note: The following two paragraphs reflect requirements for districts participating in the National School Lunch and/or Breakfast Program. Pursuant to 7 CFR 210.21, districts are required to comply with all requirements for purchasing commercial food products served in the school meal programs, including those outlined in the Buy American provision. ~~This provision indicates~~ **USDA Memorandum SP 38-2017 clarifies** that a district participating in the National School Lunch and/or Breakfast Program or any entity purchasing food on its behalf must, to the maximum extent practicable, purchase domestically grown and processed foods, as defined. According to ~~USDA the Memorandum SP 24-2016~~, a domestic commodity or product is deemed to be "substantially using" domestic agricultural commodities when over 51 percent of the final processed product consists of agricultural commodities produced in the United States.

Limited exceptions to the Buy American requirement are described in USDA Memorandum SP 38-2017. If the district is using one of these exceptions, it must maintain documentation justifying the exception(s).

Pursuant to Education Code 49563, ~~as added by SB 730 (Ch. 571, Statutes of 2017)~~, the CDE is required to make resources, requirements, and best practices related to the Buy American provision available on its web site and to provide districts with related USDA guidance or regulations as updates are issued.

To the maximum extent practicable, foods purchased for use in school meals by the district or by any entity purchasing food on its behalf shall be domestic commodities or products. *Domestic commodity or product* means an agricultural commodity that is produced in the United States and a food product that is processed in the United States substantially using agricultural commodities that are produced in the United States. (42 USC 1760; 7 CFR 210.21)

A nondomestic food product may be purchased for use in the district's food service program only as a last resort when the product is not produced or manufactured in the United States in sufficient and reasonable quantities of a satisfactory quality, or when competitive bids reveal

FOOD SERVICE OPERATIONS/CAFETERIA FUND (continued)

the costs of a United States product are significantly higher than the nondomestic product. In such cases, the Superintendent or designee shall retain documentation justifying the use of the exception.

~~Note: Pursuant to Food and Agriculture Code 58595, as added by AB 822 (Ch. 785, Statutes of 2017), a district that solicits bids for the purchase of an agricultural product must give preference for California-grown agricultural products, with certain conditions, as provided below.~~

Furthermore, the district ~~shall~~ **may** accept a bid or price for an agricultural product grown in California before accepting a bid or price for an agricultural product grown outside the state, if the quality of the California-grown product is comparable and the bid or price does not exceed the lowest bid or price of a product produced outside the state. (Food and Agriculture Code 58595)

~~Note: Pursuant to Public Contract Code 20111, as amended by SB 544 (Ch. 395, Statutes of 2017), districts participating in a federally funded child nutrition program, such as the National School Lunch and/or Breakfast Program, must comply with the federal procurement standards of 2 CFR 200.318-200.326 in regard to bid solicitations and awards. Also see BP/AR 3230 - Federal Grant Funds. Districts that do not participate in such a program may revise the following paragraph.~~

Bid solicitations and awards for purchases of equipment, materials, or supplies in support of the district's child nutrition program, or for contracts awarded pursuant to Public Contract Code 2000, shall be consistent with the federal procurement standards in 2 CFR 200.318-200.326. Awards shall be let to the most responsive and responsible party. Price shall be the primary consideration, but not the only determining factor, in making such an award. (Public Contract Code 20111)

Program Monitoring and Evaluation

The Superintendent or designee shall present to the Board, at least annually, financial reports regarding revenues and expenditures related to the food service program.

~~Note: The following paragraph is for use by districts that have one or more schools participating in the National School Lunch Program, School Breakfast Program, Seamless Summer Feeding Option, and/or other federal meal program. The state monitoring process (the Administrative Review) includes a review of district compliance with requirements for federal meal programs, including a review of resource management in the food service program as provided in the following paragraph. Each district is reviewed at least once every three years. See the CDE's nutrition services web site for a current list of documents that may be requested for the review.~~

~~During the Administrative Review, CDE will review district policies on charge accounts, alternate meals, unpaid meal charges, and guidelines for continually notifying parents/guardians of these policies.~~

The Superintendent or designee shall provide all necessary documentation required for the Administrative Review conducted by the CDE to ensure compliance of the district's food

FOOD SERVICE OPERATIONS/CAFETERIA FUND (continued)

service program with federal requirements related to maintenance of the nonprofit school food service account, meal charges, paid lunch equity, revenue from nonprogram goods, indirect costs, and USDA foods.

(cf. 3555 - Nutrition Program Compliance)

Legal Reference:

EDUCATION CODE

38080-38086.1 Cafeteria, establishment and use
38090-38095 Cafeterias, funds and accounts
38100-38103 Cafeterias, allocation of charges
42646 Alternate payroll procedure
45103.5 Contracts for management consulting services; restrictions
49490-49493 School breakfast and lunch programs
49500-49505 School meals
49554 Contract for services
49550-49564.5 Meals for needy students, especially:

49550.5 Universal breakfast

49554 Contract for services
49580-49581 Food recovery program

FOOD AND AGRICULTURE CODE

58595 Preference for California-grown agricultural products

HEALTH AND SAFETY CODE

113700-114437 California Retail Food Code

PUBLIC CONTRACT CODE

2000-2002 Responsive bidders

20111 Contracts

CODE OF REGULATIONS, TITLE 5

15550-15565 School lunch and breakfast programs

UNITED STATES CODE, TITLE 42

1751-1769j School lunch programs

1771-1791 Child nutrition, including:

1773 School breakfast program

CODE OF FEDERAL REGULATIONS, TITLE 2

200.56 Indirect costs, definition

200.318317-200.326 Procurement standards

200.400-200.475 Cost principles

200 Appendix VII Indirect cost proposals

CODE OF FEDERAL REGULATIONS, TITLE 7

210.1-210.31 National School Lunch Program

220.1-220.21 National School Breakfast Program

250.1-250.70 USDA foods

Management Resources: (see next page)

FOOD SERVICE OPERATIONS/CAFETERIA FUND (continued)*Management Resources:*CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS*California School Accounting Manual**Food Distribution Program Administrative Manual**Professional Standards in the SNP and New Hiring Flexibility, NSD Management Bulletin, SNP-10-2019, April 2019**Paid Lunch Equity Requirement and Calculation Tool, NSD Management Bulletin, SNP-12-2018, May 2018**Clarification for the Use of Alternate Meals in the National School Lunch and School Breakfast Programs, and Additional Guidance on the Handling of Unpaid Meal Charges, NSD Management Bulletin, SNP-03-2018, February 2018**Storage and Inventory Management of U.S. Department of Agriculture Foods, NSD Management Bulletin, FDP-01-2018, January 2018**Unpaid Meal Charges: Local Meal Charge Policies, Clarification on Collection of Delinquent Meal Payments, and Excess Student Account Balances, NSD Management Bulletin, SNP-03-2017, April 2017**Procuring and Monitoring of Food Service Management Contracts, NSD Management Bulletin, SNP-13-2015**Clarification for the Use of Alternate Meals in the National School Lunch and School Breakfast Programs, Bad Debt Policies, and the Handling of Unpaid Meal Charges, NSD Management Bulletin, USDA SNP-06-2015, May 2015**Cafeteria Funds--Allowable Uses, NSD Management Bulletin, NSD-SNP-07-2013, May 2013**Paid Lunch Equity Requirement, NSD Management Bulletin, USDA SNP-16-2012, October 2012**Adult and Sibling Meals in the National School Lunch and School Breakfast Programs, NSD Management Bulletin, 00-111, July 2000*U.S. DEPARTMENT OF AGRICULTURE PUBLICATIONS*FAQs About School Meals**Compliance with and Enforcement of the Buy American Provision in the National School Lunch Program, SP 38-2017, June 2017**Overcoming the Unpaid Meal Challenge: Proven Strategies from Our Nation's Schools, September 2016**Unpaid Meal Charges: Guidance and Q&A, SP 23-2017, March 2017**Indirect Costs: Guidance for State Agencies and School Food Authorities SP 60-2016, September 2016**Overcoming the Unpaid Meal Challenge: Proven Strategies from Our Nation's Schools, September 2016**Unpaid Meal Charges: Local Meal Charge Policies, SP 46-2016, July 2016**Compliance with and Enforcement of the Buy American Provision in the National School Lunch Program, SP 24-2016, February 2016**Discretionary Elimination of Reduced Price Charges in the School Meal Programs, SP 17-2014, January 2014*WEB SITES*California Department of Education, Nutrition Services Division: <http://www.cde.ca.gov/ls/nu>**California School Nutrition Association: <http://www.calsna.org>**U.S. Department of Agriculture, Food and Nutrition Service: <http://www.fns.usda.gov/cnd>*

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Center Unified SD

Board Policy

Food Service Operations/Cafeteria Fund

BP 3551

Business and Noninstructional Operations

The Governing Board intends that school food services shall be a self-supporting, nonprofit program. To ensure program quality and increase cost effectiveness, the Superintendent or designee shall centralize and direct the purchasing of foods and supplies, the planning of menus, and the auditing of all food service accounts for the district.

(cf. 3100 - Budget)

(cf. 3300 - Expenditures and Purchases)

(cf. 3311 - Bids)

(cf. 3550 - Food Service/Child Nutrition Program)

(cf. 3552 - Summer Meal Program)

(cf. 5030 - Student Wellness)

The Superintendent or designee shall ensure that all food service personnel possess the required qualifications and receive ongoing professional development related to the effective management and implementation of the district's food service program in accordance with law.

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

At least once each year, food service administrators, other appropriate personnel who conduct or oversee administrative procedures, and other food service personnel shall receive training provided by the California Department of Education (CDE). (42 USC 1776)

Meal Sales

Meals may be sold to students, district employees, Board members, and employees or members of the fund or association maintaining the cafeteria. (Education Code 38082)

In addition, meals may be sold to nonstudents, including parents/guardians, volunteers, students' siblings, or other individuals, who are on campus for a legitimate purpose. Any meals served to nonstudents shall not be subsidized by federal or state reimbursements, food service revenues, or U.S. Department of Agriculture (USDA) foods.

Meal prices, as recommended by the Superintendent or designee and approved by the

Board, shall be based on the costs of providing food services and consistent with Education Code 38084 and 42 USC 1760.

The Superintendent or designee shall establish strategies and procedures for the collection of meal payments, including delinquent meal payments. Such procedures shall conform with 2 CFR 200.426 and any applicable CDE guidance. The Superintendent or designee shall clearly communicate these procedures to students and parents/guardians, and shall make this policy and the accompanying administrative regulation available to the public.

The Superintendent or designee shall ensure that a student whose parent/guardian has unpaid school meal fees is not overtly identified, shamed, treated differently, or served a meal that differs from the meal served to other students. (Education Code 49557.5)

Students who are enrolled in the free or reduced-price meal program shall receive meals free of charge or at a reduced price in accordance with law, Board policy, and administrative regulation. Such students shall not be overtly identified or treated differently from other students.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 3553 - Free and Reduced Price Meals)

Cafeteria Fund

The Superintendent or designee shall establish a cafeteria fund independent of the district's general fund.

The wages, salaries, and benefits of food service employees shall be paid from the cafeteria fund. (Education Code 38103)

The Superintendent or designee shall ensure that state and federal funds provided through school meal programs are allocated only for purposes related to the operation or improvement of food services and reasonable and necessary indirect program costs as allowed by law.

(cf. 3230 - Federal Grant Funds)
(cf. 3400 - Management of District Assets/Accounts)
(cf. 3460 - Financial Reports and Accountability)

Contracts with Outside Services

With Board approval, the district may enter into a contract for food service consulting services or management services in one or more district schools. (Education Code 45103.5; 42 USC 1758; 7 CFR 210.16)

(cf. 3312 - Contracts)

(cf. 3600 - Consultants)

Procurement of Foods, Equipment and Supplies

To the maximum extent practicable, foods purchased for use in school meals by the district or by any entity purchasing food on its behalf shall be domestic commodities or products. Domestic commodity or product means an agricultural commodity that is produced in the United States and a food product that is processed in the United States substantially using agricultural commodities that are produced in the United States. (42 USC 1760; 7 CFR 210.21)

A nondomestic food product may be purchased for use in the district's food service program only as a last resort when the product is not produced or manufactured in the United States in sufficient and reasonable quantities of a satisfactory quality, or when competitive bids reveal the costs of a United States product are significantly higher than the nondomestic product. In such cases, the Superintendent or designee shall retain documentation justifying the use of the exception.

Furthermore, the district shall accept a bid or price for an agricultural product grown in California before accepting a bid or price for an agricultural product grown outside the state, if the quality of the California-grown product is comparable and the bid or price does not exceed the lowest bid or price of a product produced outside the state. (Food and Agriculture Code 58595)

Bid solicitations and awards for purchases of equipment, materials, or supplies in support of the district's child nutrition program, or for contracts awarded pursuant to Public Contract Code 2000, shall be consistent with the federal procurement standards in 2 CFR 200.318-200.326. Awards shall be let to the most responsive and responsible party. Price shall be the primary consideration, but not the only determining factor, in making such an award. (Public Contract Code 20111)

Program Monitoring and Evaluation

The Superintendent or designee shall present to the Board, at least annually, financial reports regarding revenues and expenditures related to the food service program.

The Superintendent or designee shall provide all necessary documentation required for the Administrative Review conducted by the CDE to ensure compliance of the district's food service program with federal requirements related to maintenance of the nonprofit school food service account, meal charges, paid lunch equity, revenue from nonprogram goods, indirect costs, and USDA foods.

(cf. 3555 - Nutrition Program Compliance)

Legal Reference:

EDUCATION CODE

38080-38086 Cafeteria, establishment and use
38090-38095 Cafeterias, funds and accounts
38100-38103 Cafeterias, allocation of charges
42646 Alternate payroll procedure
45103.5 Contracts for management consulting services; restrictions
49490-49493 School breakfast and lunch programs
49500-49505 School meals
49554 Contract for services
49550-49564.5 Meals for needy students
49580-49581 Food recovery program

FOOD AND AGRICULTURE CODE

58595 Preference for California-grown agricultural products

HEALTH AND SAFETY CODE

113700-114437 California Retail Food Code

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1751-1769j School lunch programs

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200 Appendix VII Indirect cost proposals

CODE OF FEDERAL REGULATIONS, TITLE 7

210.1-210.31 National School Lunch Program

220.1-220.21 National School Breakfast Program

250.1-250.70 USDA foods

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California School Accounting Manual

Food Distribution Program Administrative Manual

Storage and Inventory Management of U.S. Department of Agriculture Foods, NSD

Management Bulletin, FDP-01-2018, January 2018

Unpaid Meal Charges: Local Meal Charge Policies, Clarification on Collection of

Delinquent Meal Payments, and Excess Student Account Balances, NSD Management

Bulletin, SNP-03-2017, April 2017

Clarification for the Use of Alternate Meals in the National School Lunch and School
Breakfast Programs, Bad Debt Policies, and the Handling of Unpaid Meal Charges, NSD

Management Bulletin, USDA-SNP-06-2015, May 2015
Cafeteria Funds--Allowable Uses, NSD Management Bulletin, NSD-SNP-07-2013, May 2013
Paid Lunch Equity Requirement, NSD Management Bulletin, USDA-SNP-16-2012, October 2012
Adult and Sibling Meals in the National School Lunch and School Breakfast Programs, NSD Management Bulletin 00-111, July 2000
U.S. DEPARTMENT OF AGRICULTURE PUBLICATIONS
FAQs About School Meals
Unpaid Meal Charges: Guidance and Q&A, SP 23-2017, March 2017
Indirect Costs: Guidance for State Agencies and School Food Authorities SP 60-201 6, September 2016
Overcoming the Unpaid Meal Challenge: Proven Strategies from Our Nation's Schools, September 2016
Unpaid Meal Charges: Local Meal Charge Policies, SP 46-2016, July 2016
Compliance with and Enforcement of the Buy American Provision in the National School Lunch Program, SP 24-2016, February 2016
Discretionary Elimination of Reduced Price Charges in the School Meal Programs, SP 17-2014, January 2014
WEB SITES
California Department of Education, Nutrition Services Division:
<http://www.cde.ca.gov/ls/nu>
California School Nutrition Association: <http://www.calsna.org>
U.S. Department of Agriculture, Food and Nutrition Service:
<http://www.fns.usda.gov/cnd>

CSBA Sample Administrative Regulation

Business and Noninstructional Operations

AR 3551(a)

FOOD SERVICE OPERATIONS/CAFETERIA FUND

Note: Districts that have one or more high poverty schools operating under the federal universal meal service provision (42 USC 1759a), which provides breakfast and/or lunch free of charge to all students at the school (i.e., "universal meal service") at one or more schools pursuant to 42 USC 1759a or Education Code 49550.5 should revise the following administrative regulation accordingly. Also see BP/AR 3553 - Free and Reduced Price Meals.

Payments for Meals

Note: State and federal law (Education Code 49550; 42 USC 1758, 1773) require that all students eligible for free and reduced-price meals receive a reimbursable meal during each school day, which must be the same meal choice offered to noneligible students; see BP/AR 3553 - Free and Reduced Price Meals. California Department of Education (CDE) Nutrition Services Division Management Bulletin SNP-06-201503-2018 clarifies that districts therefore cannot serve an alternate meal (i.e., a meal that is different than the day's advertised meal) to a student eligible for reduced-price meals who does not have the ability to pay or who fails to provide a meal ticket or other medium of exchange on a given day.

In addition to providing meals at no cost to students who are eligible, the district may offer meals at no cost to students who qualify for reduced-price benefits. Districts that choose to eliminate reduced-price meal charges may still claim the meals at the reduced-price rate, but the cost difference between the reduced-price meal and the no-cost meal must be covered by the district's cafeteria fund. ~~Districts that choose to do so may modify the following paragraph accordingly.~~ For more information, see the U.S. Department of Agriculture's (USDA) Memorandum SP 17-2014.

The following section includes recommendations of the CDE's Nutrition Services Division Management Bulletin and the USDA's "FAQs About School Meals" on the USDA's web site and may be revised to reflect district practice.

With the exception of students who are eligible to receive meals at no cost, students may pay on a per-meal basis or may submit payments in advance. The Superintendent or designee shall maintain a system for accurately recording payments received and tracking meals provided to each student.

(cf. 3550 - Food Service/Child Nutrition Program)

(cf. 3552 - Summer Meal Program)

(cf. 3553 - Free and Reduced Price Meals)

(cf. 3555 - Nutrition Program Compliance)

Note: CDE's program monitoring process (the Administrative Review) requires districts to continually notify parents/guardians of district policies regarding meal payments, including charge accounts and alternate meals if applicable. Districts should, at a minimum, inform parents/guardians at the beginning of the school year and on an ongoing basis of district practices for students who have lost or forgotten their meal payment. In addition, districts should set up a system for notifying parents/guardians when a student's meal payment account has a low or negative balance.

FOOD SERVICE OPERATIONS/CAFETERIA FUND (continued)

According to USDA's Memorandum SP-23-2017, the district's policy on delinquent meal payments must be communicated in writing to all households at the start of each school year and to households transferring to the school during the school year. CDE's Nutrition Services Division Management Bulletin SNP-03-2017 states that, at a minimum, districts should use the methods specified below to communicate the district's meal policy.

At the beginning of the school year, and whenever a student enrolls during the school year, parents/guardians shall be notified of the district's meal payment policies and be encouraged to prepay for meals whenever possible. The Superintendent or designee shall communicate the district's meal payment policies through multiple methods, including, but not limited to:

1. Explaining the meal charge policy within registration materials provided to parents/guardians at the start of the school year
2. Including the policy in print versions of student handbooks, if provided to parents/guardians annually
3. Providing the policy whenever parents/guardians are notified regarding the application process for free and reduced-price meals, such as in the distribution of applications at the start of the school year
4. Posting the policy on the district's web site
5. Establishing a system to notify parents/guardians when a student's meal payment account has a low or negative balance

(cf. 1113 - District and School Web Sites)

(cf. 5145.6 - Parental Notifications)

Note: The following **optional** paragraph may be revised to reflect district practice. According to the USDA's "FAQs About School Meals," any district that participates in the National School Lunch and/or Breakfast Program and has one or more schools which use a system of meal tickets (or tokens, cards, or other similar medium of exchange) may limit the number of lost or stolen tickets it will replace for students each school year, as long as the limit is set at three or more. However, such a limit may only be established if the school (1) advises students and parents/guardians of the district's rules regarding replacement tickets at the beginning of the school year and/or when applications for free and reduced-price meals are distributed or approved; **(2) maintains a list of students who have reported lost and stolen tickets and the number of occurrences for each student;** ~~(2)~~ **(3)** issues at least one advance warning to the student or ~~his/her~~ **the student's** parent/guardian prior to refusing to issue a replacement ticket; and ~~(3)~~ **(4)** does not deny meals to prekindergarten or younger primary students or students with disabilities who may be unable to take full responsibility for their meal tickets. Although these requirements apply only to students who qualify for free or reduced-price meals, the USDA recommends that districts apply the same limits for students who pay full price for their meals in order to ensure that needy students are not overtly identified because of a disparate ticket replacement policy.

FOOD SERVICE OPERATIONS/CAFETERIA FUND (continued)

~~In any school that uses a system of meal tickets or other similar medium of exchange rather than an electronic point of sale system, the Superintendent or designee shall develop a process for providing replacement tickets to any student who reports his/her a tickets as lost or stolen. However, whenever any student reports an excessive number of lost or stolen tickets, the Superintendent or designee shall notify the parent/guardian and may provide an alternative method of tracking meal usage for that student.~~

In order to avoid potential misuse of a student's food service account by someone other than the student in whose name the account has been established, the Superintendent or designee shall verify a student's identity when setting up the account and when charging any meal to the account. The Superintendent or designee shall investigate any claim that a bill does not belong to a student or is inaccurate, ~~shall not require a student to pay a bill that appears to be the result of identity theft,~~ and shall open a new account **as appropriate with a new account number** for a student whose **account appears to have been misused be the subject of identity theft.**

(cf. 1340 - Access to District Records)
(cf. 3580 - District Records)

Note: Pursuant to CDE's Nutrition Services Division Management Bulletin SNP-03-2017, districts must ensure that students who are approved for reduced-price meals receive all meals that are paid for. Any excess payments must be either carried over or refunded to the parents/guardians. The following paragraph extends this provision to also apply to students paying for full-price meals.

Any payments made to a student's food service account shall, if not used within the school year, be carried over into the next school year or be refunded to the student's parents/guardians.

Unpaid and Delinquent Meal Charges

Note: The following section reflects requirements applicable to districts participating in the National School Lunch and/or Breakfast Program and may also be used by districts that do not participate in the program. Pursuant to USDA Memorandum SP 46-2016, districts participating in the National School Lunch and/or Breakfast Program are **mandated** to have a written and clearly communicated meal charge policy which includes, but is not limited to, policy on the collection of delinquent meal charge debt. Such policy may be consistent for all students or vary by grade level. The following section may be revised to reflect district practice.

~~Pursuant to Education Code 49557.5, as added by SB 250 (Ch. 726, Statutes of 2017), the district must notify parents/guardians within 10 days of a negative balance in their child's school meal account. Prior to sending the notification to the parent/guardian, the district must exhaust all options and methods to certify the student for free or reduced price meals. The district is required to reimburse meal fees paid by the parent/guardian during any time that the student would have been eligible for free or reduced price meals, to the extent that the expense is reimbursable under the National School Lunch Program.~~

FOOD SERVICE OPERATIONS/CAFETERIA FUND (continued)

At its discretion, the district may choose to also notify parents/guardians before the student's meal account reaches a negative balance. The following paragraph may be modified to reflect district practice.

No later than 10 days after a student's school meal account has reached a negative balance, the Superintendent or designee shall so notify the student's parent/guardian. Before sending this notification, the district shall exhaust all options and methods to directly certify the student for free or reduced-price meals. If the district is not able to directly certify the student, the notice to the parent/guardian shall include a paper copy of, or an electronic link to, an application for free or reduced-price meals and the Superintendent or designee shall contact the parent/guardian to encourage submission of the application. (Education Code 49557.5)

~~Note: Education Code 49557.5, as added by SB 250 (Ch. 726, Statutes of 2017), prohibits the use of a debt collector to collect unpaid school meal fees.~~

The district may attempt to collect unpaid school meal fees from a parent/guardian, but shall not use a debt collector. (Education Code 49557.5)

Note: The following optional paragraph reflects CDE guidance in its Nutrition Services Division Management Bulletin SNP-03-2017.

The Superintendent or designee may enter into an agreement with a student's parent/guardian for payment of the student's unpaid meal charge balance over a period of time. As necessary, the repayment plan may allow the unrecovered or delinquent debt to carry over into the next fiscal year.

The district shall not direct any action toward a student to collect unpaid school meal fees. (Education Code 49557.5)

Note: CDE's Nutrition Services Division Management Bulletin SNP-03-2017 requires that the district's unpaid meal policy conform with the cost principles set forth in 2 CFR 200.426, as provided below.

The district's efforts to collect debt shall be consistent with district policies and procedures, California Department of Education (CDE) guidance, and 2 CFR 200.426. The district shall not spend more than the actual debt owed in efforts to recover unpaid meal charges.

Note: Pursuant to CDE's Nutrition Services Division Management Bulletins ~~SNP-06-2015 and SNP-03-2017~~, delinquent debt must be reclassified as bad debt and written off as an operating loss if it is not paid by the end of the fiscal year in which the debt was incurred, unless the district enters into a repayment plan with the parent/guardian prior to the end of the fiscal year or the debt occurs fewer than 90 days prior to the end of the fiscal year. Federal funds are not available to reimburse the district for bad debt. Districts are required to maintain related records in accordance with 7 CFR 210.9 and 210.15.

FOOD SERVICE OPERATIONS/CAFETERIA FUND (continued)

The Superintendent or designee shall maintain records of the efforts made to collect unpaid meal charges and, if applicable, financial documentation showing when the unpaid meal balance has become an operating loss.

Reimbursement Claims

Note: To streamline administration of state and federal meal programs, CDE has developed an online Child Nutrition Information and Payment System which must be used to submit reimbursement claims and to submit and track the status of applications and USDA food requests.

The Superintendent or designee shall maintain records of the number of meals served each day by school site and by category of free, reduced-price, and full-price meals. The Superintendent or designee shall submit reimbursement claims for school meals to CDE using the online Child Nutrition Information and Payment System.

Donation of Leftover Food

Note: The following section is ~~optional~~ and may be revised to reflect district practice. Health and Safety Code 114079, as amended by SB 557 (Ch. 285, Statutes of 2017), authorizes districts to provide "sharing tables" where food service staff, students, and faculty may return appropriate food items which may then be shared with other students or donated to a food bank or any other nonprofit charitable organization.

To minimize waste and reduce food insecurity, the district may provide sharing tables where students and staff may return appropriate unused cafeteria food items to be made available to students during the course of a regular school meal time. If food on the sharing tables is not taken by a student, the school cafeteria may donate the food to a food bank or any other nonprofit charitable organization. (Health and Safety Code 114079)

(cf. 3510 - Green School Operations)

Food that may be donated includes prepackaged, nonpotentially hazardous food with the packaging still intact and in good condition, whole uncut produce, whole unopened bags of sliced fruit, unopened containers of milk that are immediately stored in a cooling bin maintained at 41 degrees Fahrenheit or below, and perishable prepackaged food if it is placed in a proper temperature-controlled environment. The preparation, safety, and donation of food shall be consistent with Health and Safety Code 113980. (Health and Safety Code 114079)

Cafeteria Fund

Note: Education Code ~~38091~~ 38093 authorizes the Governing Board to establish one or more cafeteria revolving accounts to be treated as revolving cash accounts of the cafeteria fund.

FOOD SERVICE OPERATIONS/CAFETERIA FUND (continued)

All proceeds from food sales and other services offered by the cafeteria shall be deposited in the cafeteria fund as provided by law. The income and expenditures of any cafeteria revolving account established by the Governing Board shall be recorded as income and expenditures of the cafeteria fund. (Education Code 38090, ~~38091~~ **38093**)

(cf. 3100 - Budget)

(cf. 3300 - Expenditures and Purchases)

Note: Education Code 38101, as amended by AB 3043 (Ch. 593, Statutes of 2018), permits a district, with approval from CDE, to utilize cafeteria funds to pay for the purchase of a mobile food facility. However, if the district uses federal reimbursements from any of the federal child nutrition programs for such purchase, the mobile food facility shall only be used to support the administration of those federal programs. Mobile food facilities used for any purposes other than to support the administration of federal child nutrition programs shall not be purchased with cafeteria funds.

The cafeteria fund shall be used only for those expenditures authorized by the Board as necessary for the operation of school cafeterias in accordance with Education Code 38100-38103, 2 CFR Part 200 Appendix VII, and the California School Accounting Manual.

Note: The following optional paragraph is for use by districts that choose to provide universal breakfast (free of charge to all students) at one or more schools. Pursuant to Education Code 49550.5, as added by AB 3043, districts may use cafeteria funds to supplement the cost of providing universal breakfast provided they submit the required certification to CDE. The requirement to submit certification does not apply to any district that provides universal breakfast pursuant to a federally authorized provision (e.g., Provision 1, 2, or 3 or the Community Eligibility Provision of the National School Lunch Act).

With CDE approval, the district may use cafeteria funds to supplement the provision of universal breakfast. On or before July 1 of each year, the district shall submit to CDE a Board-signed application certifying that breakfast will be provided to all students at no charge and that any cost above the amount provided in federal reimbursement will be covered by the district with nonfederal funds. (Education Code 49550.5)

Any charges to, or transfers from, a food service program shall be dated and accompanied by a written explanation of the expenditure's purpose and basis. (Education Code 38101)

(cf. 3110 - Transfer of Funds)

Note: The following optional paragraph may be revised to reflect district practice. 2 CFR Part 200 Appendix VII and USDA guidance SP 60-2016, Indirect Costs: Guidance for State Agencies and School Food Authorities, provide information regarding allowable indirect costs that may be charged to the nonprofit school food service account. Indirect costs are those that are incurred for the benefit of multiple programs or objectives and typically support administrative overhead functions (e.g., accounting, payroll, purchasing, utilities, janitorial services). Each program or objective that benefits from the indirect cost bears a commensurate portion of the cost. Costs may be charged to the nonprofit food service account only if properly documented.

FOOD SERVICE OPERATIONS/CAFETERIA FUND (continued)

Indirect costs charged to the food service program shall be based on either the district's prior year indirect cost rate **as approved by CDE** or the statewide average approved indirect cost rate for the second prior fiscal year, whichever is less. (Education Code 38101)

Note: Pursuant to 7 CFR 210.7 **210.14** and 220.14 **220.7**, net cash resources (i.e., all monies that have accrued to the nonprofit school food service at any given time, less cash payable) should not exceed three months average expenditures. If there is a surplus, then according to USDA guidance, Indirect Costs: Guidance for State Agencies and School Food Authorities, the district must lower the price of paid lunches, improve food quality, or make other improvements to school meal operations. **CDE's Nutrition Services Division Management Bulletin NSD-SNP-07-2013 provides that the** ~~The~~ spending plan developed by the district under such circumstances must be approved by the CDE.

Net cash resources in the nonprofit school food service shall not exceed three months average expenditures. (~~2 CFR 220.14~~)(**7 CFR 210.14, 220.7**)

U.S. Department of Agriculture Foods

Note: The following **optional** section is for use by districts that participate in the National School Lunch Program and receive foods from the USDA pursuant to 42 USC 1755 and 7 CFR 250.1-250.70. CDE is responsible for ordering and distributing USDA foods for use in California schools. Pursuant to 42 USC 1758, USDA must ensure that foods offered through this program reflect the most recent Dietary Guidelines for Americans.

The district shall provide facilities for the storage and control of foods received through the U.S. Department of Agriculture (USDA) that protect against theft, spoilage, damage, or other loss. Such storage facilities shall maintain donated foods in sanitary conditions, at the proper temperature and humidity, and with adequate air circulation. The district shall comply with all federal, state, or local requirements related to food safety and health and procedures for responding to a food recall, as applicable, and shall obtain all required health inspections. (7 CFR 250.14)

~~The Superintendent or designee shall ensure that foods received through the U.S. Department of Agriculture (USDA) are handled, stored, and distributed in facilities which: (7 CFR 250.14)~~

1. ~~Are sanitary and free from rodent, bird, insect, and other animal infestation~~
2. ~~Safeguard foods against theft, spoilage, and other loss~~
3. ~~Maintain foods at proper storage temperatures~~
4. ~~Store foods off the floor in a manner to allow for adequate ventilation~~
5. ~~Take other protective measures as may be necessary~~

FOOD SERVICE OPERATIONS/CAFETERIA FUND (continued)

The Superintendent or designee shall maintain inventories of USDA foods in accordance with 7 CFR 250.59 and CDE procedures, and shall ensure that foods are used before their expiration dates.

USDA donated foods ~~shall~~ **may** be used in school lunches as far as practicable. USDA foods also may be used in other nonprofit food service activities, including, but not limited to, school breakfasts or other meals, a la carte foods sold to students, meals served to adults directly involved in the operation and administration of the food service and to other school staff, and training in nutrition, health, food service, or general home economics instruction for students, provided that any revenues from such activities accrue to the district's nonprofit food service account. (7 CFR 250.59)

Contracts with Outside Services

Note: The following **optional** section is for use by districts that contract for food service management services pursuant to Education Code 49554, 42 USC 1758, or 7 CFR 210.16 or consulting services pursuant to Education Code 45103.5, and should be modified to reflect the type(s) of contracts ~~in~~ the district **maintains**; see the accompanying Board policy.

The term of any contract for food service management or consulting services shall not exceed one year. Any renewal of the contract or further requests for proposals to provide such services shall be considered on a year-to-year basis. (Education Code 45103.5; 7 CFR 210.16)

Any contract for management of the food service operation shall be approved by CDE and comply with the conditions in Education Code 49554 and 7 CFR 210.16 as applicable. The district shall retain control of the quality, extent, and general nature of its food services, including prices to be charged to students for meals, and shall monitor the food service operation through periodic on-site visits. The district shall not enter into a contract with a food service company to provide a la carte food services only, unless the company agrees to offer free, reduced-price, and full-price reimbursable meals to all eligible students. (Education Code 49554; 42 USC 1758; 7 CFR 210.16)

Any contract for consulting services shall not result in the supervision of food service classified staff by the management consultant, nor shall it result in the elimination of any food service classified staff or position or have any adverse effect on the wages, benefits, or other terms and conditions of employment of classified food service staff or positions. All persons providing consulting services shall be subject to applicable employment conditions related to health and safety as listed in Education Code 45103.5. (Education Code 45103.5)

(cf. 3312 - Contracts)

(cf. 3515.6 - Criminal Background Checks for Contractors)

(cf. 3600 - Consultants)

FOOD SERVICE OPERATIONS/CAFETERIA FUND (continued)

(cf. 4112.4/4212.4/4312.4 - Health Examinations)

(cf. 4212 - Appointments and Conditions of Employment)

(5/17 3/18) 7/19

Center Unified SD

Administrative Regulation

Food Service Operations/Cafeteria Fund

AR 3551

Business and Noninstructional Operations

Payments for Meals

With the exception of students who are eligible to receive meals at no cost, students may pay on a per-meal basis or may submit payments in advance. The Superintendent or designee shall maintain a system for accurately recording payments received and tracking meals provided to each student.

(cf. 3550 - Food Service/Child Nutrition Program)

(cf. 3552 - Summer Meal Program)

(cf. 3553 - Free and Reduced Price Meals)

(cf. 3555 - Nutrition Program Compliance)

At the beginning of the school year, and whenever a student enrolls during the school year, parents/guardians shall be notified of the district's meal payment policies and be encouraged to prepay for meals whenever possible. The Superintendent or designee shall communicate the district's meal payment policies through multiple methods, including, but not limited to:

1. Explaining the meal charge policy within registration materials provided to parents/guardians at the start of the school year
2. Including the policy in print versions of student handbooks, if provided to parents/guardians annually
3. Providing the policy whenever parents/guardians are notified regarding the application process for free and reduced-price meals, such as in the distribution of applications at the start of the school year
4. Posting the policy on the district's web site
5. Establishing a system to notify parents/guardians when a student's meal payment account has a low or negative balance

(cf. 1113 - District and School Web Sites)

(cf. 5145.6 - Parental Notifications)

In any school that uses a system of meal tickets or other similar medium of exchange

rather than an electronic point-of-sale system, the Superintendent or designee shall develop a process for providing replacement tickets to any student who reports his/her tickets as lost or stolen. However, whenever any student reports an excessive number of lost or stolen tickets, the Superintendent or designee shall notify the parent/guardian and may provide an alternative method of tracking meal usage for that student.

In order to avoid potential misuse of a student's food service account by someone other than the student in whose name the account has been established, the Superintendent or designee shall verify a student's identity when setting up the account and when charging any meal to the account. The Superintendent or designee shall investigate any claim that a bill does not belong to a student or is inaccurate, shall not require a student to pay a bill that appears to be the result of identity theft, and shall open a new account with a new account number for a student who appears to be the subject of identity theft.

(cf. 1340 - Access to District Records)
(cf. 3580 - District Records)

Any payments made to a student's food service account shall, if not used within the school year, be carried over into the next school year or be refunded to the student's parents/guardians.

Unpaid and Delinquent Meal Charges

No later than 10 days after a student's school meal account has reached a negative balance, the Superintendent or designee shall so notify the student's parent/guardian. Before sending this notification, the district shall exhaust all options and methods to directly certify the student for free or reduced-price meals. If the district is not able to directly certify the student, the notice to the parent/guardian shall include a paper copy of, or an electronic link to, an application for free or reduced-price meals and the Superintendent or designee shall contact the parent/guardian to encourage submission of the application. (Education Code 49557.5)

The district may attempt to collect unpaid school meal fees from a parent/guardian, but shall not use a debt collector. (Education Code 49557.5)

The Superintendent or designee may enter into an agreement with a student's parent/guardian for payment of the student's unpaid meal charge balance over a period of time. As necessary, the repayment plan may allow the unrecovered or delinquent debt to carry over into the next fiscal year.

The district shall not direct any action toward a student to collect unpaid school meal fees. (Education Code 49557.5)

The district's efforts to collect debt shall be consistent with district policies and procedures, California Department of Education (CDE) guidance, and 2 CFR 200.426. The district shall not spend more than the actual debt owed in efforts to recover unpaid

meal charges.

The Superintendent or designee shall maintain records of the efforts made to collect unpaid meal charges and, if applicable, financial documentation showing when the unpaid meal balance has become an operating loss.

Reimbursement Claims

The Superintendent or designee shall maintain records of the number of meals served each day by school site and by category of free, reduced-price, and full-price meals. The Superintendent or designee shall submit reimbursement claims for school meals to CDE using the online Child Nutrition Information and Payment System.

Donation of Leftover Food

To minimize waste and reduce food insecurity, the district may provide sharing tables where students and staff may return appropriate unused cafeteria food items to be made available to students during the course of a regular school meal time. If food on the sharing tables is not taken by a student, the school cafeteria may donate the food to a food bank or any other nonprofit charitable organization. (Health and Safety Code 114079)

Food that may be donated includes prepackaged, nonpotentially hazardous food with the packaging still intact and in good condition, whole uncut produce, unopened bags of sliced fruit, unopened containers of milk that are immediately stored in a cooling bin maintained at 41 degrees Fahrenheit or below, and perishable prepackaged food if it is placed in a proper temperature-controlled environment. The preparation, safety, and donation of food shall be consistent with Health and Safety Code 113980. (Health and Safety Code 114079)

Cafeteria Fund

All proceeds from food sales and other services offered by the cafeteria shall be deposited in the cafeteria fund as provided by law. The income and expenditures of any cafeteria revolving account established by the Governing Board shall be recorded as income and expenditures of the cafeteria fund. (Education Code 38090, 38091)

(cf. 3100 - Budget)

(cf. 3300 - Expenditures and Purchases)

The cafeteria fund shall be used only for those expenditures authorized by the Board as necessary for the operation of school cafeterias in accordance with Education Code 38100-38103, 2 CFR Part 200 Appendix VII, and the California School Accounting Manual.

Any charges to, or transfers from, a food service program shall be dated and accompanied by a written explanation of the expenditure's purpose and basis. (Education Code 38101)

(cf. 3110 - Transfer of Funds)

Indirect costs charged to the food service program shall be based on either the district's prior year indirect cost rate or the statewide average approved indirect cost rate for the second prior fiscal year, whichever is less. (Education Code 38101)

Net cash resources in the nonprofit school food service shall not exceed three months average expenditures. (2 CFR 220.14)

U.S. Department of Agriculture Foods

The Superintendent or designee shall ensure that foods received through the U.S. Department of Agriculture (USDA) are handled, stored, and distributed in facilities which: (7 CFR 250.14)

1. Are sanitary and free from rodent, bird, insect, and other animal infestation
2. Safeguard foods against theft, spoilage, and other loss
3. Maintain foods at proper storage temperatures
4. Store foods off the floor in a manner to allow for adequate ventilation
5. Take other protective measures as may be necessary

The Superintendent or designee shall maintain inventories of USDA foods in accordance with 7 CFR 250.59 and CDE procedures, and shall ensure that foods are used before their expiration dates.

USDA donated foods shall be used in school lunches as far as practicable. USDA foods also may be used in other nonprofit food service activities, including, but not limited to, school breakfasts or other meals, a la carte foods sold to students, meals served to adults directly involved in the operation and administration of the food service and to other school staff, and training in nutrition, health, food service, or general home economics instruction for students, provided that any revenues from such activities accrue to the district's nonprofit food service account. (7 CFR 250.59)

Contracts with Outside Services

The term of any contract for food service management or consulting services shall not exceed one year. Any renewal of the contract or further requests for proposals to provide such services shall be considered on a year-to-year basis. (Education Code 45103.5; 7 CFR 210.16)

Any contract for management of the food service operation shall be approved by CDE

and comply with the conditions in Education Code 49554 and 7 CFR 210.16 as applicable. The district shall retain control of the quality, extent, and general nature of its food services, including prices to be charged to students for meals, and shall monitor the food service operation through periodic on-site visits. The district shall not enter into a contract with a food service company to provide a la carte food services only, unless the company agrees to offer free, reduced-price, and full-price reimbursable meals to all eligible students. (Education Code 49554; 42 USC 1758; 7 CFR 210.16)

Any contract for consulting services shall not result in the supervision of food service classified staff by the management consultant, nor shall it result in the elimination of any food service classified staff or position or have any adverse effect on the wages, benefits, or other terms and conditions of employment of classified food service staff or positions. All persons providing consulting services shall be subject to applicable employment conditions related to health and safety as listed in Education Code 45103.5. (Education Code 45103.5)

(cf. 3312 - Contracts)

(cf. 3515.6 - Criminal Background Checks for Contractors)

(cf. 3600 - Consultants)

(cf. 4112.4/4212.4/4312.4 - Health Examinations)

(cf. 4212 - Appointments and Conditions of Employment)

CSBA Sample Administrative Regulation

Certificated Personnel

AR 4117.7(a)
4317.7

EMPLOYMENT STATUS REPORTS

Note: Education Code 44030.5 and 44242.5, ~~as added and amended by AB 449 (Ch. 232, Statutes of 2013), and 5 CCR 80303, as amended by Register 2014, No. 14,~~ require the Superintendent to make a report to the Commission on Teacher Credentialing (CTC) when the employment status of a certificated employee has been changed as a result of alleged misconduct or while an allegation of misconduct is pending. Upon notification by the district or other specified agencies, the CTC may conduct a review and take an adverse action against the certificated employee, including, but not limited to, suspension or revocation of the credential.

Pursuant to 5 CCR 80303, the report must be made regardless of any proposed or actual agreement, settlement, or stipulation between the district and the employee not to make such a report. The report must also be made if the allegations are withdrawn in consideration of the employee's resignation, retirement, or other failure to contest the truth of the allegations.

Pursuant to Education Code 44030.5 and 5 CCR 80303, as amended, the Superintendent's failure to make the report of the change in employment status or to notify the affected employee of the contents of 5 CCR 80303 would be considered unprofessional conduct and, if it is determined that the Superintendent refused or willfully neglected to make the report, ~~he/she~~ **the Superintendent** may be found guilty of a misdemeanor and fined.

The Superintendent shall report to the Commission on Teacher Credentialing (CTC) any change in the employment status of a certificated employee who, while working in a position requiring a credential and as a result of an allegation of misconduct or while an allegation of misconduct is pending: (Education Code 44030.5, 44242.5; 5 CCR 80303)

1. Is dismissed or nonreelected

(cf. 4116 - Probationary/Permanent Status)

(cf. 4117.6 - Decision Not to Rehire)

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

2. Resigns

(cf. 4117.2/4217.2/4317.2 - Resignation)

3. Is suspended or placed on unpaid administrative leave for more than 10 days as a final adverse employment action

4. Retires

5. Is otherwise terminated by a decision not to employ or reemploy

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

EMPLOYMENT STATUS REPORTS (continued)

(cf. 5141.4 - Child Abuse Prevention and Reporting)

Note: Pursuant to Education Code 44030.5 and 44242.5, as added and amended by AB 449 (Ch. 232, Statutes of 2013), a change in employment status due solely to unsatisfactory performance or a reduction in force does not require a report to the CTC.

This report is not required when the change in employment status is due solely to unsatisfactory performance pursuant to Education Code 44932 or a reduction in force pursuant to Education Code 44955-44958. (Education Code 44030.5, 44242.5; 5 CCR 80303)

(cf. 4115 - Evaluation/Supervision)
(cf. 4117.3 - Personnel Reduction)

Note: Education Code 44030.5 requires the Superintendent to submit the report to the CTC within 30 days of the change in employment status. 5 CCR 80303, as amended by Register 2014, No. 14, requires the CTC to acknowledge receipt of the report within 30 days of receipt.

5 CCR 80303, as amended, describes the contents that must be included in the report. The report should be made using a notification form available on the CTC's web site and attaching relevant documents, evidence, and materials related to the district's investigation of the misconduct.

When required, the report of a change in employment status shall be submitted not later than 30 days after the employment action. The report shall be made using a form provided by the CTC and shall include all known information about each alleged act of misconduct by the employee. The report shall contain the name and current address of the certificated employee, name of the district, last school or district assignment, an explanation of the allegation of misconduct or pending allegation of misconduct, current contact information for all persons who may have information relating to the alleged misconduct, and any and all documentation related to the case. (Education Code 44030.5; 5 CCR 80303)

Upon a change in employment status as a result of alleged misconduct or while an allegation of misconduct is pending, the Superintendent shall, in writing, inform the employee of the contents of 5 CCR 80303. (5 CCR 80303)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

Additional Reports of Employee Misconduct

Note: Notification forms for the reports specified in items #1-2 below are available on the CTC's web site.

The Superintendent or designee shall submit a report to the CTC, using a form provided by the CTC and attaching all relevant documents, whenever:

EMPLOYMENT STATUS REPORTS (continued)

Note: Pursuant to Education Code 44940, the district must notify ~~the~~ CTC when an employee has been charged in court with a "mandatory leave of absence offense," defined as a sex or drug offense specified in Education Code 44940 **or a violation or attempted violation of Penal Code 187 (murder)**. Also see ~~BP~~AR 4118 - Dismissal/Suspension/Disciplinary Action. Upon receiving notification from the district regarding any such offense, ~~the~~ CTC will automatically suspend the employee's credential. Education Code 44423.5 also requires ~~the~~ CTC to suspend an individual's credential upon receiving notice that another state has taken final action to revoke the individual's credential.

1. An employee, by complaint, information, or indictment filed in court, is charged with a "mandatory leave of absence offense," defined as a sex or drug offense specified in Education Code 44940 **or violation or attempted violation of Penal Code 187 (murder)**. (Education Code 44242.5, 44940, 44940.5)

Not later than 10 days after receipt of such a complaint, information, or indictment regarding an employee, the Superintendent or designee shall forward a copy of the received documents to ~~the~~ CTC. In addition, ~~he/she~~ **the Superintendent or designee** shall report to ~~the~~ CTC any action taken in connection with extending the employee's mandatory leave beyond the initial period. (Education Code 44940, 44940.5)

Note: According to ~~the~~ CTC's notification form, submission of this notification to ~~the~~ CTC does not relieve the district of the obligation to also submit an employment status report of the same misconduct when the district takes disciplinary action resulting in a change in employment status.

If the offense results in a change in employment status, the Superintendent shall submit an employment status report in addition to the report of the mandatory leave of absence offense.

2. An employee refuses, without good cause, to fulfill a valid employment contract, or departs from district service without the consent of the Superintendent or Governing Board. (Education Code 44242.5, 44420)

Note: Education Code 44242.5 gives ~~the~~ CTC authority to review any of the violations described in items #1-3 below upon receiving notice from a district. Since the law does not require districts to report these violations to ~~the~~ CTC, the district should revise the following list to identify the types of violations that it will report and then ensure consistent implementation.

As appropriate, the Superintendent or designee also shall notify ~~the~~ CTC of any of the following:

Note: Pursuant to Education Code 44242.5, ~~the~~ CTC will not consider action on the basis of alleged sexual misconduct (item #1 below) unless there is evidence in the form of a written or oral declaration under penalty of perjury that confirms the personal knowledge of the declarant regarding the acts alleged to constitute misconduct.

EMPLOYMENT STATUS REPORTS (continued)

1. A complaint filed with the district regarding a certificated employee's alleged sexual misconduct (Education Code 44242.5)

(cf. 4119.24/4219.24/4319.24 - Maintaining Appropriate Adult-Student Interactions)

The notice to the CTC shall contain all of the following information: (5 CCR 80304)

- a. Name of the employee alleged to have engaged in the sexual misconduct
- b. Name, age, and address of each victim of the alleged sexual misconduct
- c. A summary of all information known to the district regarding the alleged sexual misconduct
- d. A summary of the action, if any, taken at the district level in response to the complaint of sexual misconduct

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

(cf. 5145.7 - Sexual Harassment)

2. An employee's knowing and willful use of school records of student data in connection with, or in implicit or explicit attempts to recruit a student to be a customer for, any business owned by the certificated employee or in which the certificated employee is an employee (Education Code 44242.5, 44421.1)

(cf. 5125 - Student Records)

3. An employee's knowing and willful reporting of false fiscal expenditure data relative to the conduct of any educational program (Education Code 44242.5, 44421.5)
4. An employee's subversion or attempt to subvert any licensing examination or the administration of an examination (Education Code 44242.5, 44439)

Legal Reference: (see next page)

EMPLOYMENT STATUS REPORTS (continued)

Legal Reference:

EDUCATION CODE

- 44009 Conviction of specified crimes
- 44010 Sex offense, definitions
- 44011 Controlled substance offense, definitions
- 44030.5 Employment status reports
- 44225 Powers and duties of the CTC
- 44242.5 Reports and review of alleged misconduct
- 44420-44440 Adverse actions by CTC against credential holder
- 44932 Causes for dismissal
- 44940 Sex offenses and narcotic offenses; compulsory leave of absence
- 44940.5 Compulsory leave of absence
- 44955-44958 Reduction in force

PENAL CODE

187 Murder

CODE OF REGULATIONS, TITLE 5

- 80303 Reports of change in employment status, alleged misconduct
- 80304 Notice of sexual misconduct

Management Resources:

COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS

California's Laws and Rules Pertaining to the Discipline of Professional Certificated Personnel, 2013
2019

WEB SITES

CSBA: <http://www.csba.org>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

(11/08 4/14) 7/19

Center Unified SD

Administrative Regulation

Employment Status Reports

AR 4117.7, 4317.7

Personnel

The Superintendent shall report to the Commission on Teacher Credentialing (CTC) any change in the employment status of a certificated employee who, while working in a position requiring a credential and as a result of an allegation of misconduct or while an allegation of misconduct is pending: (Education Code 44030.5, 44242.5; 5 CCR 80303)

1. Is dismissed or nonreelected

(cf. 4116 - Probationary/Permanent Status)

(cf. 4117.4 - Dismissal)

(cf. 4117.6 - Decision Not to Rehire)

2. Resigns

(cf. 4117.2 - Resignation)

3. Is suspended or placed on unpaid administrative leave for more than 10 days as a final adverse employment action

(cf. 4118 - Suspension/Disciplinary Action)

4. Retires

5. Is otherwise terminated by a decision not to employ or reemploy

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

(cf. 5141.4 - Child Abuse Prevention and Reporting)

This report is not required when the change in employment status is due solely to unsatisfactory performance pursuant to Education Code 44932 or a reduction in force pursuant to Education Code 44955-44958. (Education Code 44030.5, 44242.5; 5 CCR 80303)

(cf. 4115 - Evaluation/Supervision)

(cf. 4117.3 - Personnel Reduction)

When required, the report of a change in employment status shall be submitted not later than 30 days after the employment action. The report shall be made using a form

provided by the CTC and shall include all known information about each alleged act of misconduct by the employee. The report shall contain the name and current address of the certificated employee, name of the district, last school or district assignment, an explanation of the allegation of misconduct or pending allegation of misconduct, current contact information for all persons who may have information relating to the alleged misconduct, and any and all documentation related to the case. (Education Code 44030.5; 5 CCR 80303)

Upon a change in employment status as a result of alleged misconduct or while an allegation of misconduct is pending, the Superintendent shall, in writing, inform the employee of the contents of 5 CCR 80303. (5 CCR 80303)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

Additional Reports of Employee Misconduct

The Superintendent or designee shall submit a report to the CTC, using a form provided by the CTC and attaching all relevant documents, whenever:

1. An employee, by complaint, information, or indictment filed in court, is charged with a "mandatory leave of absence offense," defined as a sex or drug offense specified in Education Code 44940. (Education Code 44242.5, 44940, 44940.5)

Not later than 10 days after receipt of such a complaint, information, or indictment regarding an employee, the Superintendent or designee shall forward a copy of the received documents to the CTC. In addition, he/she shall report to the CTC any action taken in connection with extending the employee's mandatory leave beyond the initial period. (Education Code 44940, 44940.5)

If the offense results in a change in employment status, the Superintendent shall submit an employment status report in addition to the report of the mandatory leave of absence offense.

2. An employee refuses, without good cause, to fulfill a valid employment contract, or departs from district service without the consent of the Superintendent or Governing Board. (Education Code 44242.5, 44420)

As appropriate, the Superintendent or designee also shall notify the CTC of any of the following:

1. A complaint filed with the district regarding a certificated employee's alleged sexual misconduct (Education Code 44242.5)

The notice to the CTC shall contain all of the following information: (5 CCR 80304)

- a. Name of the employee alleged to have engaged in the sexual misconduct
- b. Name, age, and address of each victim of the alleged sexual misconduct
- c. A summary of all information known to the district regarding the alleged sexual misconduct
- d. A summary of the action, if any, taken at the district level in response to the complaint of sexual misconduct

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

(cf. 5145.7 - Sexual Harassment)

2. An employee's knowing and willful use of school records of student data in connection with, or in implicit or explicit attempts to recruit a student to be a customer for, any business owned by the certificated employee or in which the certificated employee is an employee (Education Code 44242.5, 44421.1)

(cf. 5125 - Student Records)

3. An employee's knowing and willful reporting of false fiscal expenditure data relative to the conduct of any educational program (Education Code 44242.5, 44421.5)

4. An employee's subversion or attempt to subvert any licensing examination or the administration of an examination (Education Code 44242.5, 44439)

Legal Reference:

EDUCATION CODE

44009 Conviction of specified crimes

44010 Sex offense, definitions

44011 Controlled substance offense, definitions

44030.5 Employment status reports

44225 Powers and duties of the CTC

44242.5 Reports and review of alleged misconduct

44420-44440 Adverse actions by CTC against credential holder

44932 Causes for dismissal

44940 Sex offenses and narcotic offenses; compulsory leave of absence

44940.5 Compulsory leave of absence

44955-44958 Reduction in force

CODE OF REGULATIONS, TITLE 5

80303 Reports of change in employment status, alleged misconduct

80304 Notice of sexual misconduct

Management Resources:

COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS

California's Laws and Rules Pertaining to the Discipline of Professional Certificated Personnel, 2013

WEB SITES

CSBA: <http://www.csba.org>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

CSBA Sample Board Policy

Students

BP 5123(a)

PROMOTION/ACCELERATION/RETENTION

Note: Education Code 48070 and 48070.5 **mandate** that the Governing Board adopt a policy, at a public meeting, regarding the promotion and retention of students, including, but not limited to, promotion and retention at specified grade levels and with specified provisions.

The Governing Board expects students to progress through each grade level within one school year. Toward this end, instruction shall be designed to accommodate the variety of ways that students learn and provide strategies for addressing academic deficiencies as needed.

Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement.

(cf. 6011 - Academic Standards)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.5 - Elementary/Middle School Graduation Requirements)

(cf. 6170.1 - Transitional Kindergarten)

When high academic achievement is evident, the teacher may recommend a student for acceleration to a higher grade level. The student's maturity level shall be taken into consideration in making a determination to accelerate a student.

Note: Education Code 48070.5 **mandates** that the Board's policy provide for the identification of students who should be retained and who are at risk of being retained at the end of grades 2, 3, 4, the intermediate grades (usually grade 6), and the middle school grades (usually grade 8). Items #1-5 below should be revised to reflect the grade levels offered by the district. If the Board chooses to expand these requirements to cover other grade levels, the following list should be revised accordingly.

Education Code 48070.5 further **mandates** that the Board's policy provide for students to be identified as early in the school year, and as early in their school careers, as practicable.

Teachers shall identify students who should be retained or who are at risk of being retained at their current grade level as early as possible in the school year and as early in their school careers as practicable. Such students shall be identified at the following grade levels: (Education Code 48070.5)

1. Between grades 2 and 3
2. Between grades 3 and 4
3. Between grades 4 and 5

PROMOTION/ACCELERATION/RETENTION (continued)

Note: If all the schools in the district are configured in the same manner, the district may specify the actual grade levels in items #4 and 5 below (e.g., between grades 6 and 7, between grades 8 and 9).

4. Between the end of the intermediate grades and the beginning of the middle school grades
5. Between the end of the middle school grades and the beginning of the high school grades

Note: Education Code 48070.5 mandates that the district's policy establish the basis for identifying students who should be retained and who are at risk of being retained. If a student performs below the minimum standard based on indicators established by the district, the student shall be retained, unless the teacher determines that retention is not the appropriate intervention for the student's academic deficiencies; see the accompanying administrative regulation.

Pursuant to Education Code 48070.5, the district may use either of the following: (1) the student's grades and other indicators of academic achievement designated by the district (Option 1 below) or (2) the results of state assessments administered pursuant to Education Code 60640-60649 and minimum levels of proficiency recommended by the State Board of Education (SBE) (Option 2 below). With regards to ~~special education~~ students with special needs, the determination as to the appropriate standards for promotion or retention should be made as part of the IEP individualized education program process; see BP/AR 6159 - Individualized Education Program.

Education Code 48070.5 provides that, when a district chooses to identify students on the basis of grades pursuant to Option 1, the Board shall also designate other indicators of academic achievement that will be used. These other indicators of achievement (e.g., state or district assessments, portfolios, attendance) should be specified in the blanks provided below.

OPTION 1: Students shall be identified for retention on the basis of failure to meet minimum levels of proficiency, as indicated by grades and the following additional indicators of academic achievement:

- * A combination of classroom, school, district, and/or state (when applicable) assessments, and supporting evidence of student's progress within grade level standards.

(cf. 5121 - Grades/Evaluation of Student Achievement)

Note: According to the California Department of Education's (CDE) "FAQs Pupil Promotion and Retention," student results from the California Assessment of Student Performance and Progress may be included as indicators of academic achievement for the purpose of identifying students for promotion or retention as provided in Option 2 below, but should not be the only criterion until minimum performance levels for this purpose have been established by CDE. Other indicators of achievement (e.g., grades, district assessments, portfolios, attendance) should be specified in the blanks provided below.

PROMOTION/ACCELERATION/RETENTION (continued)

~~**OPTION 2:** Students shall be identified for retention on the basis of failure to meet minimum levels of proficiency, as indicated by the results of state assessments administered pursuant to Education Code 60640-60649 and the following additional indicators of academic achievement:~~

(cf. 6162.5 - Student Assessment)
(cf. 6162.51 - State Academic Achievement Tests)

Note: The remainder of this policy is for use by all districts.

Students between grades 2 and 3 and grades 3 and 4 shall be identified primarily on the basis of their level of proficiency in reading. Proficiency in reading, English language arts, and mathematics shall be the basis for identifying students between grades 4 and 5, between intermediate and middle school grades, and between middle school grades and high school grades. (Education Code 48070.5)

(cf. 6142.91 - Reading/Language Arts Instruction)
(cf. 6142.92 - Mathematics Instruction)

Note: Education Code 48070.5 **mandates** that the district's policy specify the teacher(s) responsible for the promotion/retention decision in cases where the student does not have a single regular classroom teacher. The following paragraph should be revised to indicate the specific teacher(s) who will be responsible (e.g., teachers responsible for core subjects).

If a student does not have a single regular classroom teacher, the Superintendent or designee shall specify the teacher(s) responsible for the decision to promote or retain the student. (Education Code 48070.5)

Note: Education Code 48070.5 **mandates** that the district's policy include a process by which the teacher's decision to promote or retain a student may be appealed; see the accompanying administrative regulation.

The teacher's decision to promote or retain a student may be appealed in accordance with AR 5123 - Promotion/Acceleration/Retention.

Note: ~~Education Code 37252.2 requires districts to provide supplemental instruction to students in grades 2-9 who have been retained or recommended for retention. Education Code 37252.8 authorizes, but not does require, districts to provide supplemental instruction to students in grades 2-6 who have been identified as at risk of retention.~~ Pursuant to Education Code 48070.5, the Board must adopt policy indicating the manner in which **supplemental instruction for these purposes will be provided to students who are recommended for retention or are identified as being at risk for retention.** See BP 6179 - Supplemental Instruction for language fulfilling this mandate.

PROMOTION/ACCELERATION/RETENTION (continued)

When any student in grades 2-9 is ~~retained or~~ recommended for retention **or is identified as being at risk for retention**, the Superintendent or designee shall offer an appropriate program of remedial instruction to assist the student in meeting grade-level expectations. ~~The Superintendent or designee also may offer supplemental instruction to a student in grades 2-6 who is identified as being at risk for retention.~~ (Education Code ~~37252.2, 37252.8,~~ 48070.5)

(cf. 6176 - *Weekend/Saturday Classes*)
 (cf. 6177 - *Summer Learning Programs*)
 (cf. 6179 - *Supplemental Instruction*)

*Legal Reference:*EDUCATION CODE~~37252-37254.1~~ *Supplemental instruction*46300 *Method of computing average daily attendance*48010 *Admittance to first grade*48011 *Promotion/retention following one year of kindergarten*48070-48070.5 *Promotion and retention*56345 *Elements of individualized education ~~plan~~ program*60640-60649 *California Assessment of Student Performance and Progress*CODE OF REGULATIONS, TITLE 5200-202 *Admission and exclusion of students**Management Resources:*CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS*FAQs Promotion, Retention, and Grading (students with disabilities)**FAQs Pupil Promotion and Retention**Kindergarten Continuance Form*WEB SITESCSBA: <http://www.csba.org>California Department of Education: <http://www.cde.ca.gov>

(12/13 12/15) 7/19

Center Unified SD

Board Policy

Promotion/Acceleration/Retention

BP 5123

Students

The Governing Board expects students to progress through each grade level within one school year. Toward this end, instruction shall be designed to accommodate the variety of ways that students learn and provide strategies for addressing academic deficiencies as needed.

Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement.

(cf. 6011 - Academic Standards)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.5 - Elementary/Middle School Graduation Requirements)

(cf. 6162.52 - High School Exit Examination)

(cf. 6170.1 - Transitional Kindergarten)

When high academic achievement is evident, the teacher may recommend a student for acceleration to a higher grade level. The student's maturity level shall be taken into consideration in making a determination to accelerate a student.

Teachers shall identify students who should be retained or who are at risk of being retained at their current grade level as early as possible in the school year and as early in their school careers as practicable. Such students shall be identified at the following grade levels: (Education Code 48070.5)

1. Between grades 2 and 3
2. Between grades 3 and 4
3. Between grades 4 and 5
4. Between the end of the intermediate grades and the beginning of the middle school grades
5. Between the end of the middle school grades and the beginning of the high school grades

Students shall be identified for retention on the basis of failure to meet minimum levels of proficiency, as indicated by grades and the following additional indicators of academic

achievement:

* A combination of classroom, school, district, and/or state (when applicable) assessments, and supporting evidence of student's progress within grade level standards.

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 5149 - At-Risk Students)

Students between grades 2 and 3 and grades 3 and 4 shall be identified primarily on the basis of their level of proficiency in reading. Proficiency in reading, English language arts, and mathematics shall be the basis for identifying students between grades 4 and 5, between intermediate and middle school grades, and between middle school grades and high school grades. (Education Code 48070.5)

(cf. 6142.91 - Reading/Language Arts Instruction)

(cf. 6142.92 - Mathematics Instruction)

If a student does not have a single regular classroom teacher, the Superintendent or designee shall specify the teacher(s) responsible for the decision to promote or retain the student. (Education Code 48070.5)

The teacher's decision to promote or retain a student may be appealed in accordance with AR 5123 - Promotion/Acceleration/Retention.

When any student in grades 2-9 is retained or recommended for retention, the Superintendent or designee shall offer an appropriate program of remedial instruction to assist the student in meeting grade-level expectations. The Superintendent or designee also may offer supplemental instruction to a student in grades 2-6 who is identified as being at risk for retention. (Education Code 37252.2, 37252.8, 48070.5)

(cf. 6176 - Weekend/Saturday Classes)

(cf. 6177 - Summer Learning Programs)

(cf. 6179 - Supplemental Instruction)

Legal Reference:

EDUCATION CODE

37252-37254.1 Supplemental instruction

41505-41508 Pupil Retention Block Grant

46300 Method of computing average daily attendance

48010 Admittance to first grade

48011 Promotion/retention following one year of kindergarten

48070-48070.5 Promotion and retention

56345 Elements of individualized education plan

60640-60649 California Assessment of Student Performance and Progress

60850-60859 Exit examination
CODE OF REGULATIONS, TITLE 5
200-202 Admission and exclusion of students

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

FAQs Promotion, Retention, and Grading (students with disabilities)

FAQs Pupil Promotion and Retention

Kindergarten Continuance Form

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

Policy
adopted: March 16, 2016

CENTER UNIFIED SCHOOL DISTRICT
Antelope, California

CSBA Sample Board Policy

Students

BP 5136(a)

GANGS

Note: The following optional policy and regulation may be used as a component of a the district's comprehensive district safety plan and should be revised to reflect district circumstances-practice. See BP/AR 0450 - Comprehensive Safety Plan.

The National Gang Center, in its publication Gangs in Schools, recommends adopting policy that addresses gang-related incidents.

The Governing Board desires to keep district schools free from the threats or harmful influence of any groups or gangs which who exhibit drug use, violence or disruptive behavior disruptive to the school environment and/or the safety and well-being of students. The Board additionally desires to provide support and intervention to students who are members of gangs to enable them to successfully disengage from gang involvement and be successful in school. The Superintendent or designee shall take steps to deter gang intimidation of students and staff and confrontations between members of different gangs. He/she shall exchange information and establish mutually supportive efforts with local law enforcement authorities.

(cf. 0450 - Comprehensive Safety Plan)
(cf. 3513.4 - Drug and Alcohol Free Schools)
(cf. 5131.4 - Student Disturbances)
(cf. 5131.6 - Alcohol and Other Drugs)
(cf. 5131.7 - Weapons and Dangerous Instruments)
(cf. 5137 - Positive School Climate)

Note: Education Code 51265 urges districts to give high priority to inservice programs on gang violence and substance abuse prevention education.

The Superintendent or designee shall provide inservice training which helps staff to identify gangs and gang symbols, recognize early manifestations of disruptive activities, and respond appropriately to gang behavior. Staff shall be informed about conflict management techniques and alerted to intervention measures and community resources.

Note: The following paragraph is based on the Los Angeles Police Department's "Why Young People Join Gangs," available on its web site.

The Board realizes that students become involved in gangs for many reasons, such as peer pressure, the need for a sense of belonging, and lack of refusal skills. The Superintendent or designee shall develop strategies for gang prevention that address the reasons that students may become involved in gangs, including the identity, recognition, or status achieved as being part of a gang, protection from gang violence in the community, the need for companionship and an extended family, intimidation to join a gang, desire to

GANGS (continued)

join a gang to be in a position to intimidate others, and/or connection with criminal activity.

Note: The following paragraph reflects recommendations in the National Gang Center's Strategic Planning Tool and Gangs in Schools, both available on its web site.

~~Age-appropriate gang violence prevention education shall start with students in the early elementary grades and may start in kindergarten. Gang violence prevention shall start as early as possible and include, but not be limited to, age-appropriate education that focuses on developing emotional and social competence, increasing prosocial peer bonds, strengthening attachment and commitment to school, and enhancing cooperative learning skills. Prevention shall also include improving parent/guardian involvement in and support for their children's academic progress, as well as ongoing gang awareness education for parents/guardians, including gang identifiers.~~

(cf. 5020 - Parent Involvement)
(cf. 6164.2 - Guidance/Counseling Services)

The Superintendent or designee shall take steps to deter gang activity on school campuses, including threats and intimidation of students and staff, recruitment or intimidation of students to join gangs, bullying, fighting, criminal activities, and confrontations between members of different gangs.

(cf. 5131.2 - Bullying)

Note: Education Code 35183 authorizes the Governing Board to approve a site-initiated plan that prohibits the school's students from wearing gang-related apparel. The definition of "gang-related apparel" must be limited to apparel that reasonably could be determined to threaten the health and safety of the school environment, and the Board's approval must be based on a determination the policy is necessary for the health and safety of the school environment. In Marvin H. Jeglin et al v. San Jacinto Unified School District et al, a federal district court held that in order to justify a gang-related dress code, there must be evidence of a gang presence at a school and actual or threatened disruption or material interference with school activity. Education Code 32282 specifies that for the purpose of establishing a schoolwide dress code, gang-related apparel shall not be considered a protected form of speech pursuant to Education Code 48950. For further information, see BP/AR 5132 - Dress and Grooming.

~~To further discourage the influence of gangs,~~ **The Superintendent or designee shall ensure that school rules of conduct and any school dress code prohibiting gang-related apparel are enforced consistently. If a student exhibits signs of gang affiliation, staff shall so inform the principal or designee and the student's parent/guardian.**

(cf. 0450 - Comprehensive Safety Plan)
(cf. 5132 - Dress and Grooming)
(cf. 6164.2 - Guidance/Counseling Services)

GANGS (continued)

Note: Education Code 51265 urges districts to give high priority to in-service **training** programs on gang violence and substance abuse prevention education.

The Superintendent or designee shall provide in-service training which helps staff to identify gangs and gang symbols, recognize early manifestations of disruptive activities, and respond appropriately to gang behavior. Staff shall be informed about conflict management techniques and alerted to intervention measures and community resources. **The Superintendent or designee shall also provide staff development on social and emotional learning, classroom management, interactive teaching, and cooperative learning skills.**

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

The Superintendent or designee may consider gang activity prevention and intervention when developing programs outside of the school day.

(cf. 5148 - Child Care and Development)
(cf. 5148.2 - Preschool/Early Childhood Education)
(cf. 5148.3 - Before/After School Programs)
(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6145.2 - Athletic Competition)

The Superintendent or designee shall collaborate with child welfare services, mental health agencies, social services, and local law enforcement authorities in the prevention and intervention of gang activity.

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

Legal Reference: (see next page)

GANGS (continued)

Legal Reference:

EDUCATION CODE

32282 School safety plans

35183 Gang-related apparel

48907 Student exercise of free expression

48950 Student freedom of speech

51264 Educational inservice training; CDE guidelines

51265 Gang violence and drug and alcohol abuse prevention inservice training

51266-51266.5 Model gang and substance abuse prevention curriculum

PENAL CODE

186.22 Participation in criminal street gang

13826-13826.7 Gang violence suppression

UNITED STATES CODE, TITLE 20

7101-7122 Student Support and Academic Enrichment Grants

Management Resources:

LOS ANGELES POLICE DEPARTMENT PUBLICATIONS

Why Young People Join Gangs

NATIONAL GANG CENTER PUBLICATIONS

Strategic Planning Tool

Gangs in Schools, March 2019

Parents' Guide to Gangs, July 2015

WEB SITES

California Cities Gang Prevention Network: <http://www.ccgpn.org>

California Department of Education: <https://www.cde.ca.gov/ls/ss/sa>

Gang Resistance Education and Training: <https://www.great-online.org/GREAT-Home>

Los Angeles Police Department, Gangs:

http://www.lapdonline.org/get_informed/content_basic_view/1396

Homeboy Industries: <https://homeboyindustries.org>

National Gang Center: <https://www.nationalgangcenter.gov>

Center Unified SD

Board Policy

Gangs

BP 5136

Students

The Governing Board desires to keep district schools and students free from the threats or harmful influence of any groups or gangs which advocate drug use, violence, or disruptive behavior. The principal or designee shall maintain continual, visible supervision of school premises so as to deter gang intimidation of students and confrontations between members of different gangs.

(cf. 5131.4 - Campus Disturbances)

The Superintendent or designee shall establish open lines of communication with local law enforcement authorities so as to share information and provide mutual support in this effort.

The Superintendent or designee shall provide inservice training which helps staff to identify gangs and gang symbols, recognize early manifestations of disruptive activities, and respond appropriately to gang behavior. Staff shall be informed about conflict management techniques and alerted to intervention measures and community resources which may help our students.

Prevention Education

The Board realizes that many students become involved in gangs without understanding the consequences of gang membership. Gang violence prevention education shall start with students in the early elementary grades and may start in kindergarten.

Gang Symbols

The Board prohibits the presence of any apparel, jewelry, accessory, notebook or manner of grooming which, by virtue of its color, arrangement, trademark or any other attribute, denotes membership in gangs which advocate drug use, violence, or disruptive behavior. This policy shall be applied at the principal's discretion, after consultation with the Superintendent, as the need for it arises at individual school sites.

(cf. 6145.5 - Organizations/Associations)

Legal Reference:

EDUCATION CODE

41510-41514 School Safety Consolidated Competitive Grant

51264 Educational inservice training; CDE guidelines

51265 Gang violence and drug and alcohol abuse prevention inservice training

PENAL CODE

186.22 Participation in criminal street gang

13826-13826.7 Gang violence suppression

UNITED STATES CODE, TITLE 20

7101-7184 Safe and Drug-Free Schools and Communities Act

Policy

adopted: April 10, 1991

revised: June 19, 1996

CENTER UNIFIED SCHOOL DISTRICT

Antelope, California

CSBA Sample Administrative Regulation

Students

AR 5136(a)

GANGS

Note: The following **optional** administrative regulation may be revised to reflect district practice.

Prevention, ~~and~~ Intervention, and Suppression Measures

~~Note: The following **optional** administrative regulation may be revised to reflect district practice.~~

Districts may consider utilizing the Gang Resistance Education and Training Program (G.R.E.A.T.) for students in grades 4-7. Taught by local law enforcement, the program is designed to create stronger bonds with students and their communities and has a family component aimed at strengthening the resiliency of individual families susceptible to gang influences.

The Superintendent or designee shall become informed of the gang history in the district and community, conduct assessments of current gang activity at the school sites, and document and follow up on gang-related incidents.

In order to discourage the influence of gangs, ~~school staff shall take~~ the following measures **shall be implemented:**

1. Any student **suspected of gang affiliation based on the displaying of behavior, gestures, apparel, or paraphernalia indicative of gang affiliation** shall be referred to the principal or designee, **and the following actions taken, as appropriate:-**
 - a. The student's parent/guardian shall be contacted and may be asked to meet with school staff **in order to proactively address the concern and be included as part of the solution.**
 - b. The student may be sent home to change clothes if necessary.

(cf. 5132 - Dress and Grooming)

- c. **The student's behaviors and progress in school shall be documented, including attendance and grades.**

(cf. 5113 - Absences and Excuses)

(cf. 5113.1 - Chronic Absence and Truancy)

(cf. 5113.11 - Attendance Supervision)

(cf. 5113.12 - District School Attendance Review Board)

(cf. 6164.2 - Guidance/Counseling Services)

GANGS (continued)

- d. **Intervention techniques such as mentoring, academic support, and a system of wraparound support service shall be implemented to help the student disengage from gang involvement.**
- e. **Consistent and graduated discipline and accountability shall be implemented when appropriate and combined with positive support using conflict-resolution strategies and other restorative justice practices demonstrated to be effective with gang-involved youth.**

~~2. Staff members shall be provided with the names of known gang members.~~

~~3.~~

- f. ~~Students who seek~~ **Students shall be offered help in rejecting gang associations, including possible referral may be referred to community-based gang suppression and prevention organizations.**
- g. **Law enforcement shall be notified if the student is suspected of being involved in gangs.**

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

~~4.2.~~ **Any gang graffiti on school premises shall be removed, washed down, or painted over as soon as discovered. Graffiti shall be documented and photographed before it is removed. These photographs shall be shared with local law enforcement authorities and used in future disciplinary or criminal action against the offenders. This information can also be used to determine whether a threat or incident is imminent.**

~~a. Daily checks for graffiti shall be made throughout the campus.~~

~~b. Graffiti shall be photographed before it is removed. These photographs shall be shared with local law enforcement authorities and used in future disciplinary or criminal action against the offenders.~~

(cf. 3515 - Campus Security)

(cf. 5131.5 - Vandalism and Graffiti)

~~5.3.~~ **Classroom and after-school programs may include gang prevention lessons that are taught jointly by teachers, counselors, law enforcement, and/or other organizations that are knowledgeable about gang prevention and at each school shall may: be designed to enhance individual self-esteem, provide positive reinforcement for acceptable behavior, and foster interest in a variety of constructive activities. These programs shall also:**

GANGS (continued)

- a.** Provide **social and emotional learning** designed to enhance individual self-esteem, provide positive reinforcement for acceptable behavior, and foster interest in a variety of constructive activities
- a.b.** Explain the dangers of gang membership
- ~~b.c. Provide counseling for targeted at-risk students~~
- ~~e.d~~ **c.** Include lessons or role-playing workshops in gang avoidance skills and nonviolent conflict resolution, including communication skills, **anti-bullying**, anger management, **acceptance** ~~ethnic/cultural tolerance~~, and mediation skills

(cf. 5131.2 - Bullying)

- ~~d.e~~ **d.** Assign individual gang members to cooperative learning groups in which they may work toward common goals with students who are not members of their gang
- ~~e.f~~ **e.** Provide school-to-career instruction
- ~~f.g~~ **f.** Provide positive interaction with local law enforcement staff

(cf. 5137 - Positive School Climate)

~~Gang prevention lessons may be taught jointly by teachers and law enforcement staff.~~

- 6.4.** Staff shall actively promote membership in authorized **school clubs and** student organizations, sports and cultural activities and affiliations with the local community, and community service projects which can provide students companionship, safety, and a sense of purpose and belonging, ~~including:~~
 - ~~a. Positive sports and cultural activities and affiliations with the local community~~

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6142.4 - Service Learning/Community Service Classes)

(cf. 6145.2 - Athletic Competition)

- ~~b. Structured, goal-oriented community service projects~~

(cf. 6142.4 - Service Learning/Community Service Classes)

Parent/Guardian and Community Outreach

Note: The following optional section may be revised to reflect district practice. is offered for districts that wish to provide gang education programs for parents/guardians or the community.

GANGS (continued)

The Superintendent or designee may offer g~~G~~ang prevention classes or counseling ~~offered~~ for parents/guardians **which may shall** address the following topics:

- 1. The reasons students join gangs**
- ~~1.2.~~ **The dangers and consequences of gang membership**
- ~~2.3.~~ **Warning signs which may indicate that ~~children~~ students are at risk of becoming involved with gangs, including the use of social media for gang communication and promotion**
- ~~3.4.~~ **The nature of local gang apparel and graffiti**
- ~~4.5.~~ **Effective parenting techniques and planning family time**
- ~~5.6.~~ **Conflict resolution techniques**

In addition, the Superintendent or designee may offer c~~C~~ommunity programs ~~shall that~~ address: ~~1. The scope and nature of local gang problems and 2. Strategies by which each~~ segment of the community may alleviate gang problems.

Center Unified SD

Administrative Regulation

Gangs

AR 5136
Students

At the principal's discretion, staff may use the following techniques to discourage the influence of gangs:

1. Any student wearing or carrying overt gang paraphernalia or making gestures that symbolize gang membership shall be referred to the principal or designee. The student's parent/guardian shall be contacted and the student sent home to change clothes if necessary.
2. Any gang graffiti on school premises shall be quietly removed, washed down or painted over as soon as discovered.
 - a. Daily checks for graffiti shall be made throughout the campus, including restroom walls and doors.
 - b. Graffiti shall be photographed before it is removed. These photographs will be shared with local law enforcement authorities and used in future disciplinary or criminal action against the offenders.
3. Classroom and after-school programs at each school shall be designed to enhance individual self-esteem, provide positive reinforcement for acceptable behavior, and foster interest in a variety of wholesome activities.
4. Staff shall actively promote membership in authorized student organizations which can provide students companionship, safety, and a sense of purpose and belonging.

Gang Prevention Education

Gang prevention instruction offered in the schools shall:

1. Explain the dangers of gang membership.
2. Include lessons or role-playing workshops in nonviolent conflict resolution and gang avoidance skills.
3. Promote constructive activities available in the community.
4. Involve students in structured, goal-oriented community service projects.

5. Encourage positive school behavior.

Gang prevention lessons may be taught jointly by teachers and law enforcement staff.

Community Outreach

Gang prevention classes or counseling offered for parents/guardians shall address the following topics:

1. The dangers of gang membership.
2. The nature of local gang apparel and graffiti.
3. Ways to deal effectively with one's children.
4. Warning signs which may indicate that children are at risk of becoming involved with gangs.

Community programs offered for staff, parents/guardians, churches, city officials, business leaders and the media shall address:

1. The scope and nature of local gang problems.
2. Ways that each segment of the community can help to alleviate these problems.

Intervention Measures

Staff shall make every effort to assimilate gang-oriented students into the academic, extracurricular and social mainstream and into work experience programs. To this end:

1. Staff members shall be provided with the names of known gang members.
2. Insofar as possible, classroom teachers shall assign individual gang-oriented students to cooperative learning groups in which they may work toward common goals with students who are not members of their gang.
3. Students who seek help in rejecting gang associations may be referred to community-based gang suppression and prevention organizations.

CSBA Sample Board Policy

Instruction

BP 6142.2(a)

WORLD/~~FOREIGN~~ LANGUAGE INSTRUCTION

Note: The following **optional** policy may be revised to reflect district practice.

Education Code 51220 requires districts that serve students in grades 7-12 to offer courses in world languages. In January 2019, the State Board of Education adopted revised content standards and proficiency levels for world languages. The 2003 Foreign Language Framework for California Public Schools does not reflect current content standards and is scheduled to be updated in May 2020.

The following policy may be revised by districts that do not maintain any of grades 7-12. ~~Districts that do not maintain secondary schools may adapt this policy to reflect any elementary school K-6 programs designed to develop student's literacy in a language other than English. Education Code 51212 states legislative intent to encourage programs of world language (foreign language) instruction as early as feasible for the district.~~

~~In order to prepare students for global citizenship and to broaden their intercultural understanding and career opportunities,~~ The Governing Board shall provide students with opportunities to develop **linguistic proficiency communicative and cultural proficiency and literacy** in one or more world languages in addition to English.

Note: ~~The California Department of Education's (CDE) Foreign Language Framework for California Public Schools encourages districts to offer as many language course options as possible. Within the context of the CDE's framework,~~ The following paragraph may be revised to reflect language courses available in the district. **The revised state content standards acknowledge the need for the study of a wide variety of languages, and recognize American Sign Language-is-recognized as a foreign world language.**

~~The following paragraph may be revised to reflect language courses available in the district.~~

The Superintendent or designee ~~shall~~ **may** recommend a **variety of** world languages to be taught in the district's educational program based on student interest, community needs, and available resources. ~~He/she shall also consider providing English learners the opportunity to study their heritage language, when such a course is available, in order to continue developing skills in that language.~~

For any program designed to provide students with instruction in a language other than English to a degree sufficient to produce proficiency in that language, the Superintendent or designee shall establish a process for schools to receive and respond to input from parents/guardians and other stakeholders regarding the non-English language in which instruction will be provided. (5 CCR 11300, 11312)

If American Sign Language courses are offered, they shall be open to all students regardless of hearing status.

(cf. 6174 - Education for English Learners)

WORLD/FOREIGN LANGUAGE INSTRUCTION (continued)

~~Note: On January 7, 2009, the State Board of Education (SBE) adopted voluntary content standards for world languages for grades K-12; see the accompanying administrative regulation, Education Code 60605.5, as added by AB 2290 (Ch. 643, Statutes of 2016), requires the Superintendent of Public Instruction to recommend revisions to the standards and requires the SBE to adopt, reject, or modify the recommended revisions by March 31, 2019. The 2003 Foreign Language Framework for California Public Schools does not reflect current content standards and is scheduled to be updated in 2020.~~

~~In addition, Education Code 51228 requires districts to offer students in grades 7-12 a course of study that fulfills the requirements and prerequisites for admission to California colleges and universities; see BP 6143 - Courses of Study. Admissions criteria for California State University and University of California include two years of coursework in one foreign language other than English that has been approved by the University of California. "Frequently Asked Questions" in the University of California's A-G Policy Resource Guide, available on its web site, clarify that American Sign Language may be used to fulfill the requirement if used with a language other than English, but signing in English will not satisfy the requirement. The following paragraph may be revised by districts that do not maintain any of grades 7-12.~~

The district shall offer a sequential curriculum aligned with the state content standards, state curriculum framework, and, as applicable, California university admission requirements for languages other than English.

(cf. 6011 - Academic Standards)

(cf. 6141 - Curriculum Development and Evaluation)

~~Note: The following paragraph is for use by districts that maintain any of grades 7-12 and may be revised to reflect the grade levels at which instruction in world languages will be offered in the district. Education Code 51220 requires that the adopted course of study for grades 7-12, beginning no later than grade 7, include instruction in world languages designed to develop a facility for understanding, speaking, reading, and writing the particular language; see AR 6143 - Courses of Study.~~

Instruction in world languages shall be offered to secondary school students beginning no later than grade 7 and shall be designed to develop students' skills in understanding, speaking, reading, and writing the language. (Education Code 51220)

(cf. 6143 - Courses of Study)

~~Note: The following optional paragraph is for use by districts that maintain one or more high schools. Education Code 51225.3 requires high school students to complete a one-year course in either foreign language, American Sign Language, or visual and performing arts as a condition of high school graduation; see BP 6146.1 - High School Graduation Requirements. Pursuant to Education Code 51243-51245 and SCCR 1632, foreign language instruction completed in a private school must be granted credit toward high school graduation provided that the instruction meets specified standards and conditions; see BP/AR 6146.11 - Alternative Credits Toward Graduation.~~

~~A number of districts have chosen to present a biliteracy award upon high school graduation to students who demonstrate proficiency in speaking, reading, and writing skills in one or more languages in addition to English; see BP/AR 5126 - Awards for Achievement.~~

WORLD/FOREIGN LANGUAGE INSTRUCTION (continued)

~~Students shall obtain credit toward high school graduation requirements for completion of a one-year course in a world language or American Sign Language during grades 9-12.~~

~~(cf. 5126 - Awards for Achievement)~~

~~(cf. 6146.1 - High School Graduation Requirements)~~

~~(cf. 6146.11 - Alternative Credits Toward Graduation)~~

~~Note: The following optional paragraph is for use by districts that choose to offer a dual language immersion program and may be revised to reflect district practice. Effective July 1, 2017, Proposition 58 (November 2016) amended Education Code 305-310 and repealed Education Code 311 to authorize parents/guardians of English learners to select a language acquisition program that best suits their child. Districts must offer a structured English immersion program in which nearly all of the instruction is in English, and may offer dual language immersion programs or other language acquisition programs. Also see BP/AR 6174 - Education for English Learners. The GDE and the The Center for Applied Linguistics notes that dual language immersion programs are often focused on the primary grades and that such programs may continue for five to seven years but optimally throughout grades K-12.; aAlso see the accompanying administrative regulation.~~

~~For further information and recommendations regarding dual language immersion programs, see CSBA's governance brief English Learners in Focus, Issue 2: The Promise of Two-Way Immersion Programs.~~

~~The district may establish a dual language immersion program that provides integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. (Education Code 305-306)~~

~~Note: Pursuant to Education Code 60119, as a condition of receiving funds for instructional materials from any state source, the Governing Board is required to hold a public hearing to determine, **through a resolution**, whether each student in the district has sufficient textbooks and/or instructional materials in specified subjects, including **foreign world** language, that are aligned to the state content standards or curriculum frameworks; see BP 6161.1 - Selection and Evaluation of Instructional Materials.~~

The Board shall ensure that students have access to high-quality instructional materials in world languages. In accordance with Board policy, teachers shall be encouraged to identify and use supplemental resources, such as literature, technology, newspapers and other media, dictionaries, and volunteers from the community to enhance the world language instructional program.

~~(cf. 1240 - Volunteer Assistance)~~

~~(cf. 6161.1 - Selection and Evaluation of Instructional Materials)~~

~~(cf. 6161.11 - Supplementary Instructional Materials)~~

~~(cf. 6163.1 - Library Media Centers)~~

The Superintendent or designee shall provide professional development as necessary to ensure that teachers of world languages have the knowledge and skills they need to implement an effective instructional program that helps students attain academic standards, **including communicative and cultural proficiency and understanding.**

WORLD/FOREIGN LANGUAGE INSTRUCTION (continued)*(cf. 4131 - Staff Development)*

Note: The following **optional** paragraph is for use by districts that maintain one or more high schools. Education Code 51225.3 requires high school students to complete a one-year course in either ~~foreign~~ **world language, which includes** American Sign Language, or visual and performing arts as a condition of high school graduation; see BP 6146.1 - High School Graduation Requirements. Pursuant to Education Code 51243-51245 and 5 CCR 1632, ~~foreign~~ **world language** instruction completed in a private school must be granted credit toward high school graduation provided that the instruction meets specified standards and conditions; see BP/AR 6146.11 - Alternative Credits Toward Graduation.

~~A number of districts have chosen to present a biliteracy award upon high school graduation to students who demonstrate proficiency in speaking, reading, and writing skills in one or more languages in addition to English; see BP/AR 5126 - Awards for Achievement.~~

Students shall obtain credit toward high school graduation requirements for ~~completion of~~ **completing one year of a one-year course** in a world language or American Sign Language course during grades 9-12.

*(cf. 5126 - Awards for Achievement)**(cf. 6146.1 - High School Graduation Requirements)**(cf. 6146.11 - Alternative Credits Toward Graduation)*

Note: A number of districts have chosen to present a biliteracy award upon high school graduation to students who demonstrate a **high level of proficiency** in speaking, reading, and writing skills in one or more languages in addition to English. The California Spanish Assessment, which is part of the California Assessment of Student Performance and Progress, can be used to measure a student's competency in the Spanish language and is suitable for assessing qualifications for the State Seal of Biliteracy. See the California Department of Education's California Spanish Assessment Fact Sheet. Also see BP/AR 5126 - Awards for Achievement.

The district shall determine appropriate measures to assess student proficiency in world languages offered by district schools. Students who have attained a high level of proficiency may receive recognition for their achievement, including the State Seal of Biliteracy for students graduating from high school.

(cf. 5126 - Awards for Achievement)

Note: The following **optional** paragraph should be revised to reflect indicators agreed upon by the Board and Superintendent for evaluating the district's world/~~foreign~~ languages instructional program.

~~The Superintendent or designee shall provide periodic reports to the Board regarding the effectiveness of the district's world language program which may include, but not be limited to, whether the district's world language program is serving the grade levels required by law, a description of the district's curriculum and the extent to which it is aligned with the state's content standards and curriculum framework, student achievement of district standards~~

WORLD/FOREIGN LANGUAGE INSTRUCTION (continued)

~~for world language instruction, and student participation rates in each language course. Program evaluation shall be used to identify needed improvements and may be considered in determining the world languages to be taught in the district.~~

~~(cf. 0500 – Accountability)~~

~~(cf. 6190 – Evaluation of the Instructional Program)~~

Legal Reference:

EDUCATION CODE

300-310 Education for English learners

42238.02 Local control funding formula; class size requirements

44253.1-44253.11 Qualifications of teachers of English learners

44256-44257 Credential requirements, including teachers of ~~foreign world~~ language

48980 Parental notifications

51212 Legislative intent to encourage ~~foreign world~~ language instruction in grades 1-6

51220 Courses of study, grades 7-12

51225.3 High school graduation requirements

51243-51245 Alternative credits toward graduation for ~~foreign world~~ language instruction in private school

60119 Public hearings, instructional materials

60605.3 Content standards for world language instruction

60605.5 Revision of state standards for world language instruction

CODE OF REGULATIONS, TITLE 5

1632 Alternative credits toward graduation for foreign language instruction in private school

11300-11316 Multilingual and English learner education

Management Resources:

CALIFORNIA SCHOOL BOARDS ASSOCIATION CSBA PUBLICATIONS

Proposition 58 Regulations, Fact Sheet, August 2018

English Learners in Focus: The English Learner Roadmap: Providing Direction for English Learner Success, Governance Brief, February 2018

English Learners in Focus, Issue 2: The Promise of Two-Way Immersion Programs, Governance Brief, September 2014

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Two-Way Language Immersion Program Multilingual FAQ

World Languages Framework for California Public Schools, Kindergarten Through Grade Twelve

California Spanish Assessment Fact Sheet, March 2019

World Languages Content Standards for California Public Schools, Kindergarten Through Grade Twelve, adopted January 7, 2009 2019

California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs and Practices for English Learners, 2017

Foreign Language Framework for California Public Schools, Kindergarten Through Grade Twelve, 2003

CENTER FOR APPLIED LINGUISTICS PUBLICATIONS

Guiding Principles for Dual Language Education, Second Edition, 2007

Management Resources continued: (see next page)

WORLD/FOREIGN LANGUAGE INSTRUCTION (continued)

Management Resources: (continued)

COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS

CL-622 Serving English Learners

NATIONAL EDUCATION ASSOCIATION PUBLICATIONS

21st Century Skills Map: World Languages, January 2011

UNIVERSITY OF CALIFORNIA PUBLICATIONS

A-G Policy Resource Guide

WEB SITES

CSBA: <http://www.csba.org>

American Council on the Teaching of Foreign Languages: <http://www.actfl.org>

California Association for Bilingual Education: <http://www.gocabe.org>

California Department of Education, Foreign World Languages: <http://www.cde.ca.gov/ci/fl>

California Language Teachers' Association: <http://www.clta.net>

California Foreign World Language Project: <http://www.stanford.edu/group/CFLP>

~~California Language Teachers' Association: <http://www.elta.net>~~

Center for Applied Linguistics: <http://www.cal.org>

National Education Association, Partnership for 21st Century Skills:
<http://www.nea.org/home/34888.htm>

University of California, a-g Course Approval A-G Policy Resource Guide:
<http://www.ucop.edu/agguide>

(3/09 3/17) 7/19

Center Unified SD

Board Policy

World/Foreign Language Instruction

BP 6142.2

Instruction

In order to prepare students for global citizenship and to broaden their intercultural understanding and career opportunities, the Governing Board shall provide students with opportunities to develop linguistic proficiency and cultural literacy in one or more world languages in addition to English.

The Superintendent or designee shall recommend world languages to be taught in the district's educational program based on student interest, community needs, and available resources. He/she shall also consider providing English learners the opportunity to study their heritage language, when such a course is available, in order to continue developing skills in that language. American Sign Language courses shall be open to all students regardless of hearing status.

(cf. 6174 - Education for English Learners)

The district shall offer a sequential curriculum aligned with the state content standards, state curriculum framework, and, as applicable, California university admission requirements for languages other than English.

(cf. 6011 - Academic Standards)

(cf. 6141 - Curriculum Development and Evaluation)

Instruction in world languages shall be offered to secondary school students beginning no later than grade 7 and shall be designed to develop students' skills in understanding, speaking, reading, and writing the language. (Education Code 51220)

(cf. 6143 - Courses of Study)

Students shall obtain credit toward high school graduation requirements for completion of a one-year course in a world language or American Sign Language during grades 9-12.

(cf. 5126 - Awards for Achievement)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.11 - Alternative Credits Toward Graduation)

The district may establish a dual-language immersion program that provides integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and

second language proficiency, and cross-cultural understanding. (Education Code 305-306)

The Board shall ensure that students have access to high-quality instructional materials in world languages. In accordance with Board policy, teachers shall be encouraged to identify and use supplemental resources, such as literature, technology, newspapers and other media, dictionaries, and volunteers from the community to enhance the world language instructional program.

(cf. 1240 - Volunteer Assistance)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

(cf. 6161.11 - Supplementary Instructional Materials)

(cf. 6163.1- Library Media Centers)

The Superintendent or designee shall provide professional development as necessary to ensure that teachers of world languages have the knowledge and skills they need to implement an effective instructional program that helps students attain academic standards.

(cf. 4131 - Staff Development)

The Superintendent or designee shall provide periodic reports to the Board regarding the effectiveness of the district's world language program which may include, but not be limited to, a description of the district's curriculum and the extent to which it is aligned with the state's content standards and curriculum framework, student achievement of district standards for world language instruction, and student participation rates in each language course. Program evaluation shall be used to identify needed improvements and may be considered in determining the world languages to be taught in the district.

(cf. 0500 - Accountability)

(cf. 6190 - Evaluation of the Instructional Program)

Legal Reference:

EDUCATION CODE

300310 Education for English learners

42238.02 Local control funding formula; class size requirements

44253.1-44253.11 Qualifications of teachers of English learners

44256-44257 Credential requirements, including teachers of foreign language

48980 Parental notifications

51212 Legislative intent to encourage foreign language instruction in grades 1-6

51220 Courses of study, grades 7-12

51225.3 High school graduation requirements

51243-51245 Alternative credits toward graduation for foreign language instruction in private school

60119 Public hearings, instructional materials
60605.3 Content standards for world language instruction
60605.5 Revision of state standards for world language instruction
CODE OF REGULATIONS, TITLE 5
1632 Alternative credits toward graduation for foreign language instruction in private school

Management Resources:

CALIFORNIA SCHOOL BOARDS ASSOCIATION PUBLICATIONS

English Learners in Focus, Issue 2: The Promise of Two-Way Immersion Programs, Governance Brief, September 2014

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Two-Way Language Immersion Program FAQ

World Language Content Standards for California Public Schools, Kindergarten Through Grade Twelve, adopted January 7, 2009

Foreign Language Framework for California Public Schools, Kindergarten Through Grade Twelve, 2003

CENTER FOR APPLIED LINGUISTICS PUBLICATIONS

Guiding Principles for Dual Language Education, Second Edition, 2007

COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS

CL-622 Serving English Learners

UNIVERSITY OF CALIFORNIA PUBLICATIONS

A-G Guide

WEB SITES

CSBA: <http://www.csba.org>

American Council on the Teaching of Foreign Languages: <http://www.actfl.org>

California Association for Bilingual Education: <http://www.gocabe.org>

California Department of Education, Foreign Language: <http://www.cde.ca.gov/ci/fl>

California Foreign Language Project: <http://www.stanford.edu/group/CFLP>

California Language Teachers' Association: <http://www.clta.net>

Center for Applied Linguistics: <http://www.cal.org>

University of California, a-g Course Approval: <http://www.ucop.edu/agguide>

CSBA Sample Administrative Regulation

Instruction

AR 6142.2(a)

WORLD/FOREIGN LANGUAGE INSTRUCTION

Content of Instruction

Note: Items #1-53 below reflect the ~~five~~ **three** categories of content standards for world languages adopted by the State Board of Education ~~(SBE) on in January 7, 2009~~ **2019**. Within each category, the state standards describe four proficiency levels ~~or performance benchmarks. Education Code 60605.5, as added by AB 2290 (Ch. 643, Statutes of 2016), requires the Superintendent of Public Instruction to recommend revisions to the standards and requires the SBE to adopt, reject, or modify the recommended revisions by March 31, 2019.~~ **The revised content standards also address information literacy, technology literacy, media literacy, and emotional literacy as outlined in the National Education Association's 21st Century Skills Map.**

The district may revise the following list to reflect the topics ~~to be~~ addressed in the district's world language program.

The district's instructional program for world languages shall be designed to help students gain knowledge about ~~new~~ language systems, **develop a cultural understanding**, and use that knowledge to communicate. Students shall receive instruction which is aligned with state academic standards appropriate to their age and stage of linguistic and cultural proficiency in the following categories:

- ~~1. Content: Students shall be presented with a wide variety of content that is age and stage appropriate and increases in complexity.~~

(cf. 6011 Academic Standards)

- ~~2.1.~~ **2.1. Communication: Students shall be taught to effectively convey and receive messages by engaging in or interpreting written, spoken, and/or signed languages, including:**
 - a. Language functions, which describe the purposes to which language is used in culturally appropriate real-world communication**
 - b. The setting in which the language is used, which includes using language both within and beyond the classroom to interact in local communities and abroad**
 - c. The structures used to convey meaning**
- ~~3.2.~~ **3.2. Cultures: Students shall receive instruction that allows them to ~~make connections and comparisons between language and culture~~ **interact, with competence and understanding, with those who are native to the language in a variety of real-world settings.****

WORLD/FOREIGN LANGUAGE INSTRUCTION (continued)

(cf. 6142.94 - History-Social Science Instruction)

4. ~~Structures: The curriculum shall address components of grammar, syntax, and language patterns appropriate to the language being taught.~~
3. **Connections:** Students shall receive instruction that builds, reinforces, and expands their knowledge of other disciplines using the language to develop critical thinking and problem-solving skills, and to access and evaluate information and diverse perspectives readily or only available through the language and its cultures, in order to function in real-world, academic and career-related settings.
5. ~~Settings: To help students comprehend meaning and use language that is culturally appropriate, students shall develop knowledge of the context or setting in which language is used, such as common daily settings, interpersonal settings, and informal and formal settings.~~

(cf. 6011 - Academic Standards)

Dual Language Immersion Programs

Note: ~~The following optional section is for use by districts that choose to establish a dual language immersion program integrating native English speakers and English learners in a class that is taught in both English and a second language; see the accompanying Board policy.~~

~~Effective July 1, 2017, Proposition 58 (November 2016) amended Education Code 305-310 and repealed Education Code 311 to authorize parents/guardians of English learners to select a language acquisition program that best suits their child. Districts must offer a structured English immersion program in which nearly all classroom instruction is provided in English, and may offer dual language immersion programs or other language acquisition programs. See BP/AR 6174 - Education for English Learners.~~

~~Items #1-2 below reflect program models described on the California Department of Education's (CDE) web site and may be revised to reflect district practice.~~

~~The district's dual language immersion programs may be based on either or both of the following models:~~

1. ~~A 50:50 model in which instruction is provided in the non-English target language for 50 percent of the time and in English for 50 percent of the time, throughout the duration of the program~~
2. ~~A 90:10 model in which instruction is provided in the non-English target language for 90 percent of the time and in English for 10 percent of the time during the first year of the program, decreasing the percentage of time in the non-English language in each subsequent year until there is a 50:50 balance of languages~~

WORLD/FOREIGN LANGUAGE INSTRUCTION (continued)

(cf. 6174 – Education for English Learners)

Note: The following two paragraphs reflect recommendations of the CDE in its "Two-Way Language Immersion Program FAQ," available on its web site, and may be revised to reflect district practice.

Native English speakers shall generally be admitted into the program only during the first grade level at which the program is offered, and English learners during the first or second grade level at which the program is offered. Bilingual students may enter the program at any time. On a case-by-case basis, the Superintendent or designee may admit a student later in the program if he/she determines **it is determined** that the student is adequately prepared for and will benefit from the program.

Note: The following paragraph reflects the recommendation of CDE in its "Multilingual FAQ," available on its web site, and may be revised to reflect district practice.

In enrolling students for the program, the district shall strive to maintain a ratio of half native English speakers and half English learners, and such ratio shall not fall below one-third for either language group except under exceptional circumstances.

Note: The following paragraph may be deleted by districts that do not offer a dual-language immersion program in any of grades K-3. Pursuant to Education Code 310, as amended by Proposition 58 (November 2016), all language acquisition programs must comply with requirements related to class size in grades K-3.

Any dual-language immersion program offered in grades K-3 shall comply with class size requirements specified in Education Code 42238.02. (Education Code 310)

(cf. 6151 – Class Size)

Note: Teachers in a class serving one or more English learners are required to possess the qualifications described in Education Code 44253.1-44253.11 and CTC leaflet CL 622, Serving English Learners. Also see AR 4112.22 – Staff Teaching English Learners.

Whenever one or more English learners are enrolled in a dual-language immersion classroom, the class shall be taught by a teacher who possesses the appropriate authorization issued by the Commission on Teacher Credentialing.

(cf. 4112.22 – Staff Teaching English Learners)

At the beginning of each school year or upon a student's enrollment, parents/guardians shall be provided information on the district's dual-language immersion program and other language acquisition programs available to students enrolled in the district, including, but not limited to, a description of each program. (Education Code 310)

(cf. 5145.6 – Parental Notifications)

WORLD/FOREIGN LANGUAGE INSTRUCTION (continued)

~~Note: Teachers in a class serving one or more English learners are required to possess the qualifications described in Education Code 44253.1-44253.11 and CTC leaflet CL-622, Serving English Learners. Also see AR 4112.22 - Staff Teaching English Learners.~~

~~Whenever one or more English learners are enrolled in a dual language immersion classroom, the class shall be taught by a teacher who possesses the appropriate authorization issued by the Commission on Teacher Credentialing.~~

~~(cf. 4112.22 - Staff Teaching English Learners)~~

Note: Pursuant to 5 CCR 11311, districts are required to establish a process for schools to receive and respond to requests from parents/guardians of students enrolled in the school to establish a language acquisition program other than, or in addition to, programs available at the school. When the request is for a dual-language immersion program, requests from parents/guardians of enrolled students who are native speakers of English shall be considered along with requests from parents/guardians of English learners in determining whether the threshold has been met to require district response. See AR 6174 - Education for English Learners.

If a school does not currently offer a dual-language immersion program but the parents/guardians of 30 or more students at the school, or 20 or more students at the same grade level, request the establishment of such a program, the district shall determine whether it is possible to offer such a program in accordance with 5 CCR 11311.

(3/09 3/17) 7/19

Center Unified SD

Administrative Regulation

World/Foreign Language Instruction

AR 6142.2
Instruction

Content of Instruction

The district's instructional program for world languages shall be designed to help students gain knowledge about new language systems and use that knowledge to communicate. Students shall receive instruction which is aligned with state academic standards appropriate to their age and stage of linguistic and cultural proficiency in the following categories:

1. **Content:** Students shall be presented with a wide variety of content that is age and stage appropriate and increases in complexity.

(cf. 6011 - Academic Standards)

2. **Communication:** Students shall be taught to effectively convey and receive messages by engaging in or interpreting written, spoken, and/or signed languages.

3. **Cultures:** Students shall receive instruction that allows them to make connections and comparisons between language and culture.

(cf. 6142.94 - History/Social Science Instruction)

4. **Structures:** The curriculum shall address components of grammar, syntax, and language patterns appropriate to the language being taught.

5. **Settings:** To help students comprehend meaning and use language that is culturally appropriate, students shall develop knowledge of the context or setting in which language is used, such as common daily settings, interpersonal settings, and informal and formal settings.

Dual-Language Immersion Programs

The district's dual-language immersion programs may be based on either or both of the following models:

1. A 50:50 model in which instruction is provided in the non-English target language for 50 percent of the time and in English for 50 percent of the time, throughout the duration of the program

2. A 90:10 model in which instruction is provided in the non-English target language for 90 percent of the time and in English for 10 percent of the time during the first year of the program, decreasing the percentage of time in the non-English language in each subsequent year until there is a 50:50 balance of languages

(cf. 6174 - Education for English Learners)

Native English speakers shall generally be admitted into the program only during the first grade level at which the program is offered, and English learners during the first or second grade level at which the program is offered. Bilingual students may enter the program at any time. On a case-by-case basis, the Superintendent or designee may admit a student later in the program if he/she determines that the student is adequately prepared for and will benefit from the program.

In enrolling students for the program, the district shall strive to maintain a ratio of half native English speakers and half English learners, and such ratio shall not fall below one-third for either language group except under exceptional circumstances.

Any dual-language immersion program offered in grades K-3 shall comply with class size requirements specified in Education Code 42238.02. (Education Code 310)

(cf. 6151 - Class Size)

At the beginning of each school year or upon a student's enrollment, parents/guardians shall be provided information on the district's dual-language immersion program and other language acquisition programs available to students enrolled in the district, including, but not limited to, a description of each program. (Education Code 310)

(cf. 5145.6 - Parental Notifications)

Whenever one or more English learners are enrolled in a dual-language immersion classroom, the class shall be taught by a teacher who possesses the appropriate authorization issued by the Commission on Teacher Credentialing.

(cf. 4112.22 - Staff Teaching English Learners)

CSBA Sample Administrative Regulation

Instruction

AR 6145.2(a)

ATHLETIC COMPETITION

Nondiscrimination and Equivalent Opportunities in the Athletic Program

Note: The following section reflects pertinent provisions of state and federal law regarding nondiscrimination (Education Code 200-262.4; 5 CCR 4900-4965; Title IX, 20 USC 1681-1688). The Office for Civil Rights (OCR) in the U.S. Department of Education oversees complaints regarding violations of Title IX.

No student shall be excluded from participation in, be denied the benefits of, be denied equivalent opportunity in, or otherwise be discriminated against in interscholastic, intramural, or club athletics on the basis of any actual or perceived characteristic specified in law and BP 0410 - Nondiscrimination in District Programs and Activities. (Education Code 220, 221.5, 230; 5 CCR 4920; 34 CFR 106.41)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 5145.3 - Nondiscrimination/Harassment)

Note: 5 CCR 4921 and 34 CFR 106.41 authorize the establishment of separate teams for males and females where the selection of teams is based on competitive skills. 34 CFR 106.41 also authorizes single-sex teams for contact sports, as defined. Because state regulations do not address single-sex teams for contact sports, districts should consult legal counsel prior to establishing any such single-sex team for a contact sport for which selection is not based on competitive skills.

The Superintendent or designee may provide single-sex teams when selection for the teams is based on competitive skills. (5 CCR 4921; 34 CFR 106.41)

Note: Pursuant to Education Code 221.5, a district is required to permit a transgender student to participate in sex-segregated school programs and activities, including athletic teams and competitions, consistent with **his/her the student's** gender identity, regardless of the gender listed in the student's records; see BP/AR 5145.3 - Nondiscrimination/Harassment. The California Interscholastic Federation's (CIF) bylaws and Guidelines for Gender Identity Participation contain procedures for addressing student complaints regarding gender identity-based participation in interscholastic sports. Also see CSBA's Updated Legal Guidance: Protecting Transgender and Gender Nonconforming Students Against Discrimination.

Each student shall be allowed to participate in any single-sex athletic program or activity consistent with **his/her the student's** gender identity, irrespective of the gender listed on the student's records, **and** for which **he/she the student** is otherwise eligible to participate; ~~irrespective of the gender listed on the student's records.~~ (Education Code 221.5)

(cf. 5125 - Student Records)

ATHLETIC COMPETITION (continued)

When a school provides only one team in a particular sport for members of one sex, but provides no team in the same sport for members of the other sex, and athletic opportunities in the total program for that sex have been previously limited, members of the excluded sex shall be allowed to try out and compete with the team. The same standards for eligibility shall be applied to every student trying out for the team, regardless of sex, sexual orientation, gender, gender identity, gender expression, or other protected group status. (5 CCR 4921; 34 CFR 106.41)

Note: 5 CCR 4922 and 34 CFR 106.41, as reflected in items #1-11 below, list factors that districts must consider when determining whether equivalent opportunities are being provided. CIF's A Guide to Equity in Athletics suggests actions that districts can take for each of the factors to help the district meet its equivalence goals. Any district with questions about equivalent athletic opportunities for its students should consult legal counsel.

The Superintendent or designee shall ensure that equivalent opportunities are available to both sexes in athletic programs by considering, among other factors: (5 CCR 4922; 34 CFR 106.41)

- I. Whether the offered selection of sports and levels of competition effectively accommodate the interests and abilities of both sexes

Note: Education Code 230 provides the following three-part test to determine if a district has effectively accommodated the interests and abilities of both sexes in athletics. This test is the same three-part test that is used by OCR for helping to determine equivalent opportunities under Title IX.

The athletic program may be found to effectively accommodate the interests and abilities of both sexes using any one of the following tests: (Education Code 230)

Note: CIF's A Guide to Equity in Athletics advises that, in order to meet the criterion specified in item #1a below, the ratio of male/female athletes should be within five percent of the ratio of male/female district enrollment.

- a. Whether the interscholastic-level participation opportunities for male and female students are provided in numbers substantially proportionate to their respective enrollments
- b. Where the members of one sex have been and are underrepresented among interscholastic athletes, whether the district can show a history and a continuing practice of program expansion that is demonstrably responsive to the developing interests and abilities of the members of that sex

Note: In evaluating whether there is an unmet interest in a particular sport and sufficient ability to sustain a team in the sport (item #1c below), OCR considers (1) whether an institution uses nondiscriminatory methods of assessment when determining the athletic interests and abilities of its students, (2) whether a

ATHLETIC COMPETITION (continued)

viable team for the underrepresented sex was recently eliminated, (3) multiple indicators of interest, (4) multiple indicators of ability, and (5) frequency of conducting assessments. A student survey is one indicator that may be used. A letter issued by OCR in April 2010 provides information that the district might consider in developing its own survey. In addition, CIF's A Guide to Equity in Athletics provides sample surveys.

- c. Where the members of one sex are underrepresented among interscholastic athletes and the district cannot show a history and continuing practice of program expansion as required in item #1b above, whether the district can demonstrate that the interests and abilities of the members of that sex have been fully and effectively accommodated by the present program
2. The provision and maintenance of equipment and supplies
 3. Scheduling of games and practice times, selection of the season for a sport, and location of the games and practices
 4. Travel and per diem allowances
 5. Opportunities to receive coaching and academic tutoring
 6. Assignment and compensation of coaches and tutors
 7. Provision of locker rooms, practice facilities, and competitive facilities
 8. Provision of medical and training facilities and services
 9. Provision of housing and dining facilities and services
 10. Publicity

Note: 5 CCR 4922 clarifies that unequal aggregate expenditures for members of each sex or unequal expenditures for male and female teams shall not by itself constitute a failure to provide equivalent opportunities. However, the provision of necessary funding for teams of both sexes is a factor in the determination, as specified below.

11. Provision of necessary funds

Each school that offers competitive athletics shall, at the end of the school year, post on its school web site, or on the district web site if the school does not have a web site, the following information: (Education Code 221.9)

1. The total enrollment of the school, classified by gender

ATHLETIC COMPETITION (continued)

2. The number of students enrolled at the school who participate in competitive athletics, classified by gender
3. The number of boys' and girls' teams, classified by sport and by competition level

(cf. 1113 - District and School Web Sites)

The data reported for items #1-3 above shall reflect the total number of players on a team roster on the official first day of competition. The materials used to compile this information shall be retained by the school for at least three years after the information is posted on the web site. (Education Code 221.9)

(cf. 3580 - District Records)

Concussions and Head Injuries

Note: Education Code 49475 requires districts to distribute information on concussions and head injuries to student athletes and their parents/guardians. The district may use fact sheets developed by the Centers for Disease Control and Prevention (CDC), available on CIF's web site, or other resources to develop the information sheet.

The requirements of Education Code 49475 apply to any district that offers an athletic program at any grade level and for any sport. These requirements do not apply to students engaging in an athletic activity during the regular school day or as part of a physical education course.

The Superintendent or designee shall annually distribute to student athletes and their parents/guardians an information sheet on concussions and head injuries. The student and parent/guardian shall sign and return the information sheet before the student initiates practice or competition. (Education Code 49475)

(cf. 5145.6 - Parental Notifications)

Note: Education Code 49032 requires that each high school coach complete an education program that includes, but is not limited to, a basic understanding of the signs and symptoms of concussions and appropriate response to them. ~~CIF makes free~~ online courses are available through ~~its~~ CIF's web site. Also see AR 4127/4227/4327 - Temporary Athletic Team Coaches.

The Superintendent or designee shall provide training to coaches and/or athletic trainers regarding concussion symptoms, prevention, and appropriate response. (Education Code 35179.1, 49032)

(cf. 4127/4227/4327 - Temporary Athletic Team Coaches)

ATHLETIC COMPETITION (continued)

Note: Education Code 49475 requires that a student at any grade level engaged in an athletic program apart from the regular school day or physical education course who is suspected of sustaining a concussion be immediately removed from the athletic activity and not be allowed to return until a health care provider provides written clearance. CDC's web site includes an Acute Concussion Evaluation form which may be used to provide injured students and their parents/guardians with information about monitoring symptoms and the health care provider's recommendations regarding returning to daily activities, school, and sports. See CIF's web site for additional information regarding concussions.

If a student athlete is suspected of sustaining a concussion or head injury in an athletic activity, ~~he/she~~ **the student** shall be immediately removed from the activity for the remainder of the day. The student shall not be permitted to return to the activity until ~~he/she~~ **the student** is evaluated by a licensed health care provider trained in the management of concussions and receives the health care provider's written clearance to return to the activity. If the health care provider determines that the ~~athlete~~ **student** sustained a concussion or a head injury, the ~~athlete~~ **student** shall also complete a graduated return-to-play protocol of no less than seven days in duration under the supervision of a licensed health care provider. (Education Code 49475)

Note: The following paragraph is for use by districts that offer a football program and may be revised to reflect the grade levels offered by the district.

A middle school or high school football team shall not hold a full-contact practice during the off-season and shall not conduct more than two full-contact practices per week during the preseason and regular season (from 30 days before the commencement of the regular season until the completion of the final interscholastic football game of that season). In addition, the full-contact portion of a practice shall not exceed 90 minutes in any single day. For these purposes, *full-contact practice* means a practice where drills or live action is conducted that involves collisions at game speed, where players execute tackles and other activity that is typical of an actual tackle football game. (Education Code 35179.5)

Heat Illness

Note: Pursuant to Education Code 35179.1, ~~as amended by AB 2800 (Ch. 21, Statutes of 2018), effective January 1, 2019,~~ the district or CIF-developed coaching education program required by Education Code 49032 must include training on the signs and symptoms of, and the appropriate response to, heat illness. The National Federation of State High Schools offers a free online course, available on CIF's web site, that fulfills these requirements.

The Superintendent or designee shall provide training to coaches and/or athletic trainers regarding the signs and symptoms of, and the appropriate response to, heat illness, including heat cramps, heat syncope, heat exhaustion, and exertional heat stroke. (Education Code 35179.1, 49032)

Note: The following **optional** paragraph reflects recommendations in CSBA's and CIF's joint publication *Preventing Catastrophic Heat Illness*, and may be expanded to include additional district strategies.

ATHLETIC COMPETITION (continued)

To assist in the prevention of heat illness, coaches and/or athletic trainers shall gradually increase the intensity and duration of exercise to acclimate student athletes to practice in the heat, provide adequate rest breaks, make water available during all athletic activities, and alter practice plans in extreme environmental conditions.

Sudden Cardiac Arrest

Note: Education Code 33479.3 requires that student athletes and their parents/guardians receive information on the nature and warning signs of sudden cardiac arrest, as provided below. This information is available from CIF or, if the athletic activity is not governed by CIF, on the California Department of Education's (CDE) web site. In addition, Education Code 33479.2 encourages districts to post on their web sites the information provided on CDE's web site pertaining to sudden cardiac arrest.

The Superintendent or designee shall distribute the California Interscholastic Federation (CIF) information sheet on sudden cardiac arrest to all student athletes who will be participating in a CIF-governed athletic activity and to their parents/guardians. The student and parent/guardian shall sign and return the information sheet prior to the student's participation in the athletic activity. If an athletic activity is not covered by CIF, the student and ~~his/her~~ parent/guardian shall, prior to the student's participation in the athletic activity, sign and return an acknowledgement that they have received and reviewed the sudden cardiac arrest information posted on the California Department of Education's web site. (Education Code 33479.2, 33479.3)

Note: Education Code 33479.6 requires the coach of an athletic activity to complete, every two years, a training course related to the nature and warning signs of sudden cardiac arrest. See AR 4127/4227/4327 - Temporary Athletic Team Coaches. ~~CIF makes free~~ online courses are available through its CIF's web site.

The Superintendent or designee shall provide training to coaches and/or athletic trainers regarding the nature and warning signs of sudden cardiac arrest. (Education Code 33479.6, 33479.7, 35179.1, 49032)

Note: Education Code 33479.5 and CIF bylaws provide for a student's removal from participation in an athletic activity if ~~he/she~~ **the student** passes out or faints. As defined by Education Code 33479.1, an "athletic activity" includes (1) interscholastic athletics; (2) an athletic contest or competition sponsored by a school, including cheerleading and club-sponsored sports activities; (3) noncompetitive cheerleading sponsored by a school; and (4) practices, interscholastic practices, and scrimmages for all these activities. Pursuant to Education Code 33479.5, this requirement does not apply when a student engages in an athletic activity during the regular school day or as part of a physical education course, unless the activity constitutes a practice, interscholastic practice, or scrimmage. Furthermore, Education Code 33479.5 authorizes, but does not require, the removal of a student from an athletic activity if ~~he/she~~ **the student** exhibits symptoms of sudden cardiac arrest other than passing out or fainting, as provided below. However, to promote student safety, the district may choose to require its staff to remove ~~a student~~ **a student who** exhibits any symptom of sudden cardiac arrest at any time.

ATHLETIC COMPETITION (continued)

If a student athlete passes out or faints, or is known to have passed out or fainted, while participating in or immediately following his/her participation in an athletic activity, the student shall be removed from participation at that time. If a student exhibits any other symptoms of sudden cardiac arrest, including seizures during exercise, unexplained shortness of breath, chest pains, dizziness, racing heart rate, or extreme fatigue, ~~he/she~~ **the student** may be removed from participation by a coach or other employee who observes these symptoms. If any such symptoms are observed, notification shall be given to the student's parent/guardian so that the parent/guardian can determine the treatment, if any, ~~the student~~ should seek. A student who has been removed from participation shall not be permitted to return until ~~he/she~~ **the student** is evaluated and given written clearance to return to participation by a health care provider. (Education Code 33479.2, 33479.5)

Automated External Defibrillators

Note: Pursuant to Education Code 35179.6, ~~as added by AB 2009 (Ch. 646, Statutes of 2018), effective July 1, 2019,~~ a district that offers an interscholastic athletic program is required to make an automated external defibrillator (AED) available to coaches, athletic trainers, and/or other authorized persons at athletic activities or events. Education Code 35179.6 encourages districts to make AEDs available for emergency care or treatment within three to five minutes of sudden cardiac arrest to any person in attendance at an on-campus athletic activity or event. **See BP/AR 5141 - Health Care and Emergencies for requirements related to employee notifications and the proper use and maintenance of AEDs.**

Education Code 35179.6 clarifies that the district or district employee will not be liable for civil damages resulting from any act or omission in the rendering of emergency care or treatment provided that the employee complies with the requirements of Health and Safety Code 1797.196 and does not act with gross negligence or willful or wanton misconduct by using, attempting to use, or maliciously failing to use an AED to render emergency care or treatment.

The Superintendent or designee shall acquire at least one automated external defibrillator (AED) for each district school and shall make the AED(s) available to coaches, athletic trainers, and/or other authorized persons at athletic activities or events for the purpose of providing emergency care or treatment to students, spectators, and other individuals in attendance at athletic activities and events. (Education Code 35179.6)

(cf. 5141 - Health Care and Emergencies)

The district shall comply with all requirements of Health and Safety Code 1797.196 pertaining to any AED acquired by the district, including, but not limited to, regular maintenance and testing of the AED and the provision and posting of information regarding the proper use of the AED. (Education Code 35179.6; Health and Safety Code 1797.196)

ATHLETIC COMPETITION (continued)

Additional Parental Notifications

Note: The following **optional** section lists notices that the district may send to ~~parents/guardians of~~ students participating in interscholastic athletics **and their parents/guardians**. This section should be revised to reflect district practice.

Before a student participates in **practice or competition as part of** interscholastic athletic activities, the Superintendent or designee shall, in addition to providing ~~his/her~~ **the students and their** parents/guardians with ~~information on the signs and symptoms of concussions and sudden cardiac arrest as the notices~~ described above, send a notice to the ~~student's~~ **students and their** parents/guardians which:

Note: Education Code 33353 requires CIF to provide information to students and parents/guardians about procedures for discrimination complaints arising from interscholastic athletic activities. Education Code 33354 allows a complainant to file a discrimination complaint directly with CDE.

1. Contains information about the procedures for filing a discrimination complaint that arises out of an interscholastic athletic activity, including the name of the district's Title IX Coordinator

(cf. 1312.3 - Uniform Complaint Procedures)

Note: Education Code 221.61 requires districts to post specified information on their web sites related to Title IX. A district that does not maintain a web site may comply by posting the information on the web site of its county office of education. A comprehensive list of rights based on the provisions of the federal regulations implementing Title IX can be found in Education Code 221.8. See AR 5145.3 - Nondiscrimination/Harassment. **Optional** item #2 below provides that this information will also be provided in writing to the parents/guardians of student athletes.

2. Includes a copy of students' Title IX rights pursuant to Education Code 221.8

Note: In Kahn v. East Side Union High School District, the California Supreme Court analyzed the liability of a coach for an injury to a member of a high school diving team. The court acknowledged that some risk of injury is inherent in sports and part of a coach's job is to "push" a student athlete to advance ~~his/her~~ **in** skill level and to undertake more difficult tasks. According to the court, a coach could be found liable only when ~~he/she~~ **the coach** intentionally injures the student or engages in conduct that is so reckless that it is outside of the ordinary activity involved in teaching or coaching the sport.

The district may or may not wish to seek a waiver of liability for accidents or injuries resulting from participation in athletic activities. Whether a liability waiver is legally effective is likely to be determined on a case-by-case basis, and it is questionable whether a student's right to participate in extracurricular activities could be made contingent upon the submission of a waiver. Legal counsel should be consulted when addressing the complex issues related to liability waivers.

ATHLETIC COMPETITION (continued)

3. Explains that there is an element of risk associated with all athletic competitions and that the district cannot guarantee that students will not be injured, despite a commitment to every participant's health and welfare

(cf. 3530 - Risk Management/Insurance)

Note: Education Code 32221.5 requires the district to provide information about insurance protection to each student participating on a school athletic team. For specific language that must be contained in this statement, see AR 5143 - Insurance.

4. Provides information about insurance protection pursuant to Education Code 32221.5

(cf. 5143 - Insurance)

5. Requests parental permission for the student to participate in the program and, if appropriate, to be transported by the district to and from competitions

(cf. 3541.1 - Transportation for School-Related Trips)

Note: Pursuant to Education Code 48900, a student may be subject to suspension or expulsion if he/she for engaging, or attempting to engage, in hazing.

6. States the district's expectation that students adhere strictly to all safety rules, regulations, and instructions, as well as rules and guidelines related to conduct and sportsmanship

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

7. Includes a copy of the local CIF league rules

Note: Pursuant to Education Code 49033 and CIF bylaws, any student participating in athletics and ~~his/her~~ **the student's** parent/guardian must sign a **the statement described below.** ~~that the student will not use androgenic/anabolic steroids, unless he/she has a written prescription from a licensed health care practitioner, or dietary supplements banned by the U.S. Anti-Doping Agency as well as the substance synephrine. See Also see BP/AR 5131.63 - Steroids.~~

8. Includes information about the CIF bylaw and district policy requiring any student athlete and ~~his/her~~ **the student's** parent/guardian to sign a statement that the student will not use steroids, unless prescribed by a licensed health care practitioner, ~~or~~ **and will not use** prohibited dietary supplements that include substances banned by the U.S. Anti-Doping Agency

(cf. 5131.63 - Steroids)

ATHLETIC COMPETITION (continued)

Note: Pursuant to Education Code 49476, as added by SB 1109 (Ch. 693, Statutes of 2018), the district must annually provide to student athletes and their parents/guardians CDC's opioid fact sheet for patients. The CDC's fact sheet, Prescription Opioids: What You Need To Know, is available on its web site.

9. **Includes the opioid fact sheet published by the Centers for Disease Control and Prevention in accordance with Education Code 49476. The district shall provide this fact sheet annually to each student athlete and shall require the student and the student's parent/guardian to sign a document acknowledging receipt of the fact sheet.**

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Instruction AR 6145.2(a)

ATHLETIC COMPETITION

Nondiscrimination and Equivalent Opportunities in the Athletic Program

No student shall be excluded from participation in, be denied the benefits of, be denied equivalent opportunity in, or otherwise be discriminated against in interscholastic, intramural, or club athletics on the basis of any actual or perceived characteristic specified in law and BP 0410 - Nondiscrimination in District Programs and Activities. (Education Code 220, 221.5, 230; 5 CCR 4920; 34 CFR 106.41)

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 5145.3 - Nondiscrimination/Harassment)

The Superintendent or designee may provide single-sex teams when selection for the teams is based on competitive skills. (5 CCR 4921; 34 CFR 106.41)

Each student shall be allowed to participate in any single-sex athletic program or activity consistent with his/her gender identity and for which he/she is otherwise eligible to participate, irrespective of the gender listed on the student's records. (Education Code 221.5)

(cf. 5125 - Student Records)

When a school provides only one team in a particular sport for members of one sex, but provides no team in the same sport for members of the other sex, and athletic opportunities in the total program for that sex have been previously limited, members of the excluded sex shall be allowed to try out and compete with the team. The same standards for eligibility shall be applied to every student trying out for the team, regardless of sex, sexual orientation, gender, gender identity, gender expression, or other protected group status. (5 CCR 4921; 34 CFR 106.41)

The Superintendent or designee shall ensure that equivalent opportunities are available to both sexes in athletic programs by considering, among other factors: (5 CCR 4922; 34 CFR 106.41)

1. Whether the offered selection of sports and levels of competition effectively accommodate the interests and abilities of both sexes

The athletic program may be found to effectively accommodate the interests and abilities of both sexes using any one of the following tests: (Education Code 230)

- a. Whether the interscholastic-level participation opportunities for male and female students are provided in numbers substantially proportionate to their respective enrollments

ATHLETIC COMPETITION (continued)

- b. Where the members of one sex have been and are underrepresented among interscholastic athletes, whether the district can show a history and a continuing practice of program expansion that is demonstrably responsive to the developing interests and abilities of the members of that sex
 - c. Where the members of one sex are underrepresented among interscholastic athletes and the district cannot show a history and continuing practice of program expansion as required in item #1b above, whether the district can demonstrate that the interests and abilities of the members of that sex have been fully and effectively accommodated by the present program
2. The provision and maintenance of equipment and supplies
3. Scheduling of games and practice times, selection of the season for a sport, and location of the games and practices
4. Travel and per diem allowances
5. Opportunities to receive coaching and academic tutoring
6. Assignment and compensation of coaches and tutors
7. Provision of locker rooms, practice facilities, and competitive facilities
8. Provision of medical and training facilities and services
9. Provision of housing and dining facilities and services
10. Publicity
11. Provision of necessary funds

Each school that offers competitive athletics shall, at the end of the school year, post on its school web site, or on the district web site if the school does not have a web site, the following information: (Education Code 221.9)

1. The total enrollment of the school, classified by gender
2. The number of students enrolled at the school who participate in competitive athletics, classified by gender

ATHLETIC COMPETITION (continued)

3. The number of boys' and girls' teams, classified by sport and by competition level

(cf. 1113 - District and School Web Sites)

The data reported for items #1-3 above shall reflect the total number of players on a team roster on the official first day of competition. The materials used to compile this information shall be retained by the school for at least three years after the information is posted on the web site. (Education Code 221.9)

(cf. 3580 - District Records)

Concussions and Head Injuries

The Superintendent or designee shall annually distribute to student athletes and their parents/guardians an information sheet on concussions and head injuries. The student and parent/guardian shall sign and return the information sheet before the student initiates practice or competition. (Education Code 49475)

(cf. 5145.6 - Parental Notifications)

The Superintendent or designee shall provide training to coaches and/or athletic trainers regarding concussion symptoms, prevention, and appropriate response. (Education Code 35179.1, 49032)

(cf. 4127/4227/4327 - Temporary Athletic Team Coaches)

If a student athlete is suspected of sustaining a concussion or head injury in an athletic activity, he/she shall be immediately removed from the activity for the remainder of the day. The student shall not be permitted to return to the activity until he/she is evaluated by a licensed health care provider trained in the management of concussions and receives the health care provider's written clearance to return to the activity. If the health care provider determines that the athlete sustained a concussion or a head injury, the athlete shall also complete a graduated return-to-play protocol of no less than seven days in duration under the supervision of a licensed health care provider. (Education Code 49475)

A middle school or high school football team shall not hold a full-contact practice during the off-season and shall not conduct more than two full-contact practices per week during the preseason and regular season (from 30 days before the commencement of the regular season until the completion of the final interscholastic football game of that season). In addition, the full-contact portion of a practice shall not exceed 90 minutes in any single day. For these purposes, *full-contact practice* means a practice where drills or live action

ATHLETIC COMPETITION (continued)

is conducted that involves collisions at game speed, where players execute tackles and other activity that is typical of an actual tackle football game. (Education Code 35179.5)

Heat Illness

The Superintendent or designee shall provide training to coaches and/or athletic trainers regarding the signs and symptoms of, and the appropriate response to, heat illness, including heat cramps, heat syncope, heat exhaustion, and exertional heat stroke. (Education Code 35179.1, 49032)

To assist in the prevention of heat illness, coaches and/or athletic trainers shall gradually increase the intensity and duration of exercise to acclimate student athletes to practice in the heat, provide adequate rest breaks, make water available during all athletic activities, and alter practice plans in extreme environmental conditions.

Sudden Cardiac Arrest

The Superintendent or designee shall distribute the California Interscholastic Federation (CIF) information sheet on sudden cardiac arrest to all student athletes who will be participating in a CIF-governed athletic activity and to their parents/guardians. The student and parent/guardian shall sign and return the information sheet prior to the student's participation in the athletic activity. If an athletic activity is not covered by CIF, the student and his/her parent/guardian shall, prior to the student's participation in the athletic activity, sign and return an acknowledgement that they have received and reviewed the sudden cardiac arrest information posted on the California Department of Education's web site. (Education Code 33479.2, 33479.3)

The Superintendent or designee shall provide training to coaches and/or athletic trainers regarding the nature and warning signs of sudden cardiac arrest. (Education Code 33479.6, 33479.7, 35179.1, 49032)

If a student athlete passes out or faints, or is known to have passed out or fainted, while participating in or immediately following his/her participation in an athletic activity, the student shall be removed from participation at that time. If a student exhibits any other symptoms of sudden cardiac arrest, including seizures during exercise, unexplained shortness of breath, chest pains, dizziness, racing heart rate, or extreme fatigue, he/she may be removed from participation by a coach or other employee who observes these symptoms. If any such symptoms are observed, notification shall be given to the student's parent/guardian so that the parent/guardian can determine the treatment, if any, the student should seek. A student who has been removed from participation shall not be

ATHLETIC COMPETITION (continued)

permitted to return until he/she is evaluated and given written clearance to return to participation by a health care provider. (Education Code 33479.2, 33479.5)

Automated External Defibrillators

The Superintendent or designee shall acquire at least one automated external defibrillator (AED) for each district school and shall make the AED(s) available to coaches, athletic trainers, and/or other authorized persons at athletic activities or events for the purpose of providing emergency care or treatment to students, spectators, and other individuals in attendance at athletic activities and events. (Education Code 35179.6)

(cf. 5141 - Health Care and Emergencies)

The district shall comply with all requirements of Health and Safety Code 1797.196 pertaining to any AED acquired by the district, including, but not limited to, regular maintenance and testing of the AED and the provision and posting of information regarding the proper use of the AED. (Education Code 35179.6; Health and Safety Code 1797.196)

Additional Parental Notifications

Before a student participates in interscholastic athletic activities, the Superintendent or designee shall, in addition to providing his/her parents/guardians with information on the signs and symptoms of concussions and sudden cardiac arrest as described above, send a notice to the student's parents/guardians which:

1. Contains information about the procedures for filing a discrimination complaint that arises out of an interscholastic athletic activity, including the name of the district's Title IX Coordinator

(cf. 1312.3 - Uniform Complaint Procedures)

2. Includes a copy of students' Title IX rights pursuant to Education Code 221.8
3. Explains that there is an element of risk associated with all athletic competitions and that the district cannot guarantee that students will not be injured, despite a commitment to every participant's health and welfare

(cf. 3530 - Risk Management/Insurance)

4. Provides information about insurance protection pursuant to Education Code AR

ATHLETIC COMPETITION (continued)

32221.5

(cf. 5143 - Insurance)

5. Requests parental permission for the student to participate in the program and, if appropriate, be transported by the district to and from competitions

(cf. 3541.1 - Transportation for School-Related Trips)

6. States the district's expectation that students adhere strictly to all safety rules, regulations, and instructions, as well as rules and guidelines related to conduct and sportsmanship

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

7. Includes a copy of the local CIF league rules

8. Includes information about the CIF bylaw and district policy requiring any student athlete and his/her parent/guardian to sign a statement that the student will not use steroids, unless prescribed by a licensed health care practitioner, or prohibited dietary supplements that include substances banned by the U.S. Anti-Doping Agency

(cf. 5131.63 - Steroids)

Add

CSBA Sample Board Policy

Instruction

BP 6145.6(a)

INTERNATIONAL EXCHANGE

Note: The following optional policy is for use by districts that maintain secondary schools and accept enrollment of international students through approved programs sponsored by an International Student Exchange Placement Organization (ISEPO).

The policy does not apply to students who may otherwise meet district residency requirements for school attendance or to students whose parents/guardians were California residents who departed against their will, as defined in Education Code 48204.4. See AR 5111.1 - District Residency.

The Governing Board recognizes ~~that personal contact~~ **the value of interactions** between students of different countries and cultures ~~promotes~~ **in promoting** global awareness and international understanding **in an increasingly globalized and interconnected world.** ~~To that end,~~ The Board welcomes the enrollment of international exchange students **in district schools** and ~~further~~ encourages district students to take **any advantage of** opportunities that they may have to participate in such programs and study in another country.

With Board approval, a district school may establish a sister-school relationship with a school in another country.

District Students Studying in Another Country

~~District staff shall~~ **School counselors may provide information regarding international exchange programs and academic relevant** counseling to district students who wish to study in a foreign country. **Such counseling shall include a review of the student's completed coursework, academic achievement, and personal goals, and shall advise the student regarding requirements that the student must meet during attendance in the foreign school in order to maintain progress toward meeting district graduation requirements.**

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6164.2 - Guidance/Counseling Services)

~~District e~~ Credit for courses successfully completed in the foreign country shall be granted in accordance with Board policy and administrative regulation.

(cf. 6146.11 - Alternative Credits Toward Graduation)

International ~~Student~~ Exchange ~~Programs~~ - Students in District Schools

Note: Government Code 12623 requires that any organization that arranges for the placement of international exchange students in California schools first be registered with the Attorney General's Office.

INTERNATIONAL EXCHANGE (continued)

Pursuant to Education Code 35185, a district is authorized to request proof of the registration as a condition to enrolling a student.

For the protection of students and to reduce district liability, CSBA strongly recommends that ~~districts~~ Districts may check to see if a student placement organization is registered in California by reviewing the Registry List maintained by the Attorney General's Registry of International Student Exchange Visitor Placement Organizations. ~~The U.S. Department of State also maintains a listing of organizations designated to administer a high school visitor exchange program. See CSBA's Legal Guidance Regarding International Student Exchange Placement Organizations for additional recommendations and best practices.~~

In addition, the Council for Standards for International Educational Travel (CSIET), a non-profit organization whose purpose is to identify reputable international exchange programs, annually develops an Advisory List as a resource from which prospective districts can gain an understanding of the scope, background, and operations of programs that have been reviewed. ~~The Advisory List includes descriptions of exchange organizations which, upon evaluation, were found to be in compliance with the identifying exchange organizations that fully, provisionally, or conditionally meet CSIET standards and were accepted for listing into one of three categories (Full Listing, Provisional Listing, or Conditional Listing). The CSIET standards evaluate a program's related to financial responsibility, as well as the student selection, student orientation, and the placement process.~~

It is the responsibility of the ISEPO to confirm the eligibility of international students for the exchange program. To be eligible, secondary students must (1) have a J-1 or F-1 visa; (2) not have previously attended school in the United States through an exchange program or on a J-1 or F-1 visa; and (3) either have not completed more than 11 years of primary and secondary study in their home country, excluding kindergarten, or be at least 15 years of age but not more than 18 years and six months of age as of the program start date.

The following optional paragraph is for use by districts that wish to only accept students participating in programs designated by the Attorney General's Office, U.S. Department of State and CSIET.

~~To enroll~~ Before enrolling an international exchange student in a district school, the Superintendent or designee shall request proof that the ~~an international exchange student must be~~ is participating in an exchange International Student Exchange Placement Organization (ISEPO) program registered with the California Attorney General's Office; ~~designated by the U.S. Department of State and accepted for listing on the Council for Standards for International Educational Travel's Advisory List.~~

The Superintendent or designee shall obtain from the ISEPO a description of the services to be performed by the ISEPO for the student, host family, and the district; telephone numbers that the student, host family, or district may contact for assistance; and a summary of the student's complete prior academic coursework completed. (Government Code 12628; 22 CFR 62.25)

The district may require additional documents which may include, but are not limited to, evidence that the student has health and accident insurance from the time of departure from home to the time the student returns to the home country. (11 CCR 360; 22 CFR 62.25)

INTERNATIONAL EXCHANGE (continued)

Note: The following optional paragraph may be used by districts that wish to limit the total number of international exchange students admitted into the district.

When necessary because of overcrowding within district schools or limited district resources, the Superintendent or designee may limit the number of international exchange students to be accepted at any district high school during any school year.

The district shall not incur any financial obligations when ~~sending and/or receiving educating~~ international exchange students. ~~Program sponsors shall provide assurance of their responsibility for health/accident/liability insurance, the student's home placement, and the resolution of any related personal difficulties which may arise.~~ **An international student, or the ISEPO on behalf of the student, shall reimburse the district for the full, unsubsidized per capita cost of providing education at a district school for the period of the visiting student's attendance.**

(cf. 3260 - Fees and Charges)

Note: The following optional paragraph may be modified to reflect district practice. Federal and state law do not specify a formula for calculating the full, unsubsidized per capita cost of providing education to an international student for the purpose of determining the tuition that will be charged. Education Code 48052 identifies factors that must be considered in determining the total cost of educating a student who resides in a foreign country adjacent to California, which, for consistency, may also serve as a basis for calculating tuition for international students.

Alternatively, as described in CSBA's Legal Guidance Regarding International Student Exchange Placement Organizations, the district could use the per student amount of the high school base grant provided to districts under the local control funding formula, which could be augmented by the amount received by the district for separately funded categorical programs and any federal funding received by the district, or could consider its prior year per student expenditures.

It is recommended that districts consult with legal counsel in determining such a formula.

In determining the tuition for international exchange students, the district shall calculate the total cost of educating the student, including, but not limited to, the amount expended per student for the current provision of instruction and services, the use of buildings and equipment, the repayment of local bonds and interest payments and state building loan funds, capital outlay, and transportation to and from school.

The Superintendent or designee shall establish district criteria for issuing regular or honorary diplomas to international exchange students. The principal or designee shall refer to these criteria when assisting international exchange students in selecting classes and cocurricular activities based on the student's individual qualifications, needs, and interests.

(cf. 5127 - Graduation Ceremonies and Activities)
(cf. 6146.1 - High School Graduation Requirements)
(cf. 6146.3 - Reciprocity of Academic Credit)

INTERNATIONAL EXCHANGE (continued)

~~District staff shall provide relevant counseling to district students who wish to study in a foreign country. District credit for courses successfully completed in the foreign country shall be granted in accordance with Board policy and administrative regulation.~~

~~(cf. 6146.11 – Alternative Credits Toward Graduation)~~

*Legal Reference:*EDUCATION CODE

35160 Authority of governing boards

35160.1 Broad authority of school districts

35185 Miscellaneous administrative authority

48052 Nonresidents

48204.4 Evidence of residency for school enrollment

51225.5 Honorary diplomas; foreign exchange students

GOVERNMENT CODE

12620-12630 International Student Exchange Visitor Placement Organizations

87100 General prohibition, conflict of interest

CALIFORNIA CODE OF REGULATIONS, TITLE 11

350-384 California Uniform Supervision of International Student Exchange Visitor Placement Organizations

CODE OF FEDERAL REGULATIONS, TITLE 8

214.2 Students in academic high schools

CODE OF FEDERAL REGULATIONS, TITLE 22

62.25 Secondary school students, exchange visitor program

*Management Resources:*CSBA PUBLICATIONSLegal Guidance Regarding International Student Exchange Placement Organizations, 2014WEB SITESCSBA: <http://www.csba.org>California Interscholastic Federation: <http://www.cifstate.org>~~California Attorney General's Office: California Office of the Attorney General, ISEPO:~~~~<http://www.caag.state.ca.us> <https://oag.ca.gov/exchangestudents>~~~~California Interscholastic Federation: <http://www.cifstate.org>~~Council on Standards for International Educational Travel: <http://www.csiet.org>U.S. Department of State, Bureau of Educational and Cultural Affairs: <http://exchanges.state.gov>U.S. Department of State, Exchange Visitor Program: <http://j1visa.state.gov/programs/secondary-school-student>U.S. Immigration and Customs Enforcement: <http://www.ice.gov>

(6/92 7/04) 7/19

Add

CSBA Sample Administrative Regulation

Instruction

AR 6145.6(a)

INTERNATIONAL EXCHANGE

Note: The following optional administrative regulation is for use by districts that maintain secondary schools and accept enrollment of international students through approved programs sponsored by International Student Exchange Placement Organizations.

Admission

Prior to enrolling an international exchange student, the Superintendent or designee shall provide the International Student Exchange Placement Organization with written acceptance for the enrollment, including arrangements concerning the payment of tuition or the waiver of the tuition if applicable. (11 CCR 361; 22 CFR 62.25)

(cf. 5111.2 - Nonresident Foreign Students)

Note: The following optional paragraph may be revised to set a date by which the request for enrollment must be received.

In order to approve the admission of an international exchange student, the Superintendent or designee must receive a written request for enrollment before the end of the preceding school year.

Enrollment shall be for ~~one year only~~ **one semester or one school year. (22 CFR 62.25)**

(cf. 5111.2 - Nonresident Foreign Students)

All international exchange students shall meet state and district immunization requirements.

(cf. 5141.22 - Infectious Diseases)

(cf. 5141.31 - Immunizations)

Athletics

Note: State bylaws of the California Interscholastic Federation (CIF) list eligibility requirements for participation by international exchange students in interscholastic athletics. These requirements include, but are not limited to, requiring that the student has been placed with a host family by an exchange program accepted for listing by the Council for Standards for International Educational Travel and ~~has been~~ approved by the CIF, California Attorney General's Office, and U.S. Department of State. Individual CIF section bylaws may have additional requirements.

International exchange students shall be eligible for participation in interscholastic sports in accordance with state bylaws of the California Interscholastic Federation as well as applicable section bylaws.

INTERNATIONAL EXCHANGE (continued)

(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6145.2 - Athletic Competition)

Diplomas

International exchange students may be considered for a diploma if they have satisfactorily completed the district's graduation requirements.

(cf. 6146.1 - High School Graduation Requirements)
(cf. 6146.11 - Alternative Credits Toward Graduation)
(cf. 6146.3 - Reciprocity of Academic Credit)

Note: Pursuant to Education Code 51225.5, the **Governing Board** may grant an honorary diploma to international exchange students who have completed the course of study required for graduation and are returning to their home countries following completion of one school year. Honorary diplomas must be distinguishable from the district's regular diploma. See **BP 6146.1 - High School Graduation Requirements**.

The following **optional** paragraph provides standards for the granting of the honorary diploma and should be revised to reflect district practice.

International exchange students who are not eligible for a regular diploma may receive an honorary diploma, provided they have completed at least one semester of full-time enrollment and achieved at least a 2.0 grade point average.

(cf. 5127 - Graduation Ceremonies and Activities)

~~At the discretion of the principal or designee, i~~International exchange students who do not meet requirements for a regular or an honorary diploma may, at the end of their visit, be given a **certificate or** letter certifying the time period for which they were enrolled **as well as a transcript documenting their completed coursework.**

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Delete

Center Unified SD

Exhibit

High School Graduation Requirements

E 6146.1

Instruction

Recommended Revision: June 18, 2003

2003-04 Subject	Credits Required
English	40
Mathematics	20
Science	20
U.S. History	10
World History	10
Economics	5
Government	5
PE	20
Health/Safety	5
VPAC/Foreign Language	10
Consumer Finance	5
Computer Applications	10
Electives	60
Advocacy	8*
Community Services*	2*
Total	230*

CSBA Sample Board Policy

Instruction

BP 6174(a)

EDUCATION FOR ENGLISH LEARNERS

Note: The following policy may be revised to reflect district practice. State and federal law establish requirements for the identification, placement, and education of English learners.

Pursuant to Education Code 42238.02 and 42238.03, the local control funding formula provides additional funding based on the number and concentration of unduplicated counts of students who are English learners, foster youth, and/or eligible for free or reduced-price meals. Such funds must be used to increase or improve services for unduplicated students at least in proportion to the increase in funds apportioned on the basis of the number or concentration of unduplicated students; see BP 3100 - Budget.

In addition, 20 USC 6801-7014 (Title III) provide grant funds that may be used to supplement, but not supplant, funding from other sources for the purpose of ensuring that English learners attain English proficiency and meet the same challenging academic standards that are applicable to all students. During the Federal Program Monitoring (FPM) process, California Department of Education (CDE) staff will expect to see evidence that the district has complied with state and federal requirements. See the CDE's web site for FPM compliance monitoring instruments.

For further information regarding English learners, programs, and services, see CDE's publication The California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs and Practices for English Learners, available on its web site.

The Governing Board intends to provide English learners with challenging curriculum and instruction that maximize the attainment of high levels of proficiency in English, advance multilingual capabilities, and facilitate student achievement in the district's regular course of study.

Note: Pursuant to Education Code 60811, in November 2012 the State Board of Education (SBE) adopted state academic content standards for English language development (ELD), aligned with the California Common Core State Standards for English language arts, for students whose primary language is a language other than English. In July 2014, the SBE adopted the English Language Arts/English Language Development Framework aligned to those standards. A supplementary resource, Integrating the CA ELD Standards into K-12 Mathematics and Science Teaching and Learning, specifies the correspondence between the state ELD standards and the California Common Core State Standards for mathematics and the Next Generation Science Standards.

CDE's Roadmap encourages differentiated instruction and curriculum which are integrated across all subject areas and emphasize inquiry-based learning and critical thinking skills.

English learners shall be provided differentiated English language development instruction which is targeted to their English proficiency level, ~~integrated across all subject areas, and aligned with the state content standards. The district's program~~ **Such instruction shall be based on sound instructional theory, be aligned with state content standards, use standards-aligned instructional materials, emphasize inquiry-based learning and critical thinking skills, and be integrated across all subject areas** ~~provide students with access to the full educational program.~~

EDUCATION FOR ENGLISH LEARNERS (continued)*(cf. 6011 - Academic Standards)**(cf. 6141 - Curriculum Development and Evaluation)**(cf. 6161.1 - Selection and Evaluation of Instructional Materials)**(cf. 6161.11 - Supplementary Instructional Materials)**(cf. 6171 - Title I Programs)*

Note: The following items are for use by districts that maintain middle and/or high schools and may be revised to reflect the grade levels offered by the district. Education Code 60811.8, as added by AB 2735 (Ch. 304, Statutes of 2018), prohibits districts from denying any student who is an English learner the opportunity to enroll in core curriculum courses, courses required for middle school promotion or high school graduation, courses required for college admission, or advanced courses, with specified exceptions for recently arrived immigrant students. Pursuant to Education Code 60811.8, this law does not require districts to create supplemental courses in languages other than English.

No middle or high school student who is an English learner shall be denied enrollment in any of the following: (Education Code 60811.8)

- 1. Courses in the core curriculum areas of reading/language arts, mathematics, science, and history-social science, courses required to meet state and local high school graduation requirements, or courses required for middle school grade promotion**

However, an English learner may be denied participation in any such course if the student has been enrolled in a school in the United States for less than 12 months or is enrolled in a program designed to develop the basic English skills of newly arrived immigrant students, and the course of study provided to the student is designed to remedy academic deficits incurred during participation and to enable the student to attain parity of participation in the standard instructional program within a reasonable length of time after the student enters the school system.

- 2. A full course load of courses specified in item #1 above**
- 3. Other courses that meet the "a-g" course requirements for college admission or are advanced courses such as honors or Advanced Placement courses, on the sole basis of the student's classification as an English learner**

*(cf. 0415 - Equity)**(cf. 6141.4 - International Baccalaureate Program)**(cf. 6141.5 - Advanced Placement)*

Note: Education Code 52060 requires the district's local control and accountability plan (LCAP) to include annual goals and specific actions, aligned to state and local priorities, for all students and for each "numerically significant" student subgroup as defined in Education Code 52052, including English learners; see BP/AR 0460 - Local Control and Accountability Plan. The CDE's Roadmap provides an alignment between principles outlined for English learners and the eight state priority areas required in the district's LCAP.

EDUCATION FOR ENGLISH LEARNERS (continued)

The district shall identify in its local control and accountability plan (LCAP) goals and specific actions and services to enhance student engagement, academic achievement, and other outcomes for English learners.

(cf. 0460 - Local Control and Accountability Plan)

(cf. 3100 - Budget)

Note: The following paragraph may be revised to reflect district strategies for parent/guardian and community involvement. Education Code 305 requires the district to solicit input on language acquisition programs as part of the parent/guardian and community engagement process during the development of the LCAP; see section on "Language Acquisition Programs" below. In addition, if district enrollment includes at least 15 percent English learners, with at least 50 students who are English learners, Education Code 52063 requires the establishment of an English learner parent advisory committee to review and comment on the district's LCAP; see the accompanying administrative regulation and BP 0460 - Local Control and Accountability Plan.

The Superintendent or designee shall encourage parent/guardian and community involvement in the development and evaluation of programs for English learners. ~~To support students' English language development, the Superintendent or designee may also provide an English development adult literacy training program that leads to English fluency for parents/guardians and community members so that they may better support students' English language development.~~

(cf. 0420 - School Plans/Site Councils)

(cf. 1220 - Citizen Advisory Committees)

(cf. 6020 - Parent Involvement)

Note: Pursuant to Education Code 60811, in November 2012 the State Board of Education (SBE) adopted state academic content standards for English language development (ELD), aligned with the California Common Core State Standards for English language arts, for students whose primary language is a language other than English. In July 2014, the SBE adopted the English Language Arts/English Language Development Framework aligned to those standards. A supplementary resource, Integrating the CA ELD Standards into K-12 Mathematics and Science Teaching and Learning, specifies the correspondence between the state ELD standards and the California Common Core State Standards for mathematics and the Next Generation Science Standards.

CDE's Roadmap encourages differentiated instruction and curriculum which are integrated across all subject areas and emphasize inquiry-based learning and critical thinking skills.

~~English learners shall be provided differentiated English language development instruction which is targeted to their English proficiency level, integrated across all subject areas, and aligned with the state content standards. The district's program shall be based on sound instructional theory, use standards-aligned instructional materials, emphasize inquiry-based learning and critical thinking skills, and provide students with access to the full educational program.~~

(cf. 6011 - Academic Standards)

(cf. 6141 - Curriculum Development and Evaluation)

EDUCATION FOR ENGLISH LEARNERS (continued)

(cf. 6161.1 – Selection and Evaluation of Instructional Materials)

(cf. 6161.11 – Supplementary Instructional Materials)

(cf. 6171 – Title I Programs)

Staff Qualifications and Training

Note: Commission on Teacher Credentialing (CTC) leaflet CL-622, Serving English Learners, describes requirements pertaining to the qualifications of teachers of English learners. A teacher who is assigned to provide English language development, specially designed academic instruction in English, and/or primary language instruction to English learners must hold an appropriate authorization from the CTC; see AR 4112.22 - Staff Teaching English Learners.

The Superintendent or designee shall ensure that all staff employed to teach English learners possess the appropriate authorization from the Commission on Teacher Credentialing.

(cf. 4112.22 - Staff Teaching English Learners)

Note: The following paragraph reflects a requirement for districts that receive federal Title III funds to improve the education of English learners, and is recommended for use by all districts. 20 USC 6825 lists the required uses of such funds, including the provision of professional development of sufficient intensity and duration to have a positive and lasting impact on teachers' performance in the classroom. Pursuant to 20 USC 6825, such professional development must not include one-day or short-term workshops and conferences.

The district shall provide effective professional development to teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), administrators, and other school or community-based organization personnel to improve the instruction and assessment of English learners and enhance staff's ability to understand and use curricula, assessment, and instructional strategies for English learners. Such professional development shall be of sufficient intensity and duration to produce a positive and lasting impact on teachers' performance in the classroom. (20 USC 6825)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Note: The following paragraph is **optional**. The CDE's Roadmap indicates the importance of a supportive and collaborative environment in order for teachers to effectively address the complex needs of English learners.

Staff development shall also address the sociocultural needs of English learners and provide opportunities for teachers to engage in supportive, collaborative learning communities.

~~To support students' English language development, the Superintendent or designee may provide an adult literacy training program that leads to English fluency for parents/guardians and community members.~~

EDUCATION FOR ENGLISH LEARNERS (continued)

Identification and Assessment

Note: ~~The CDE's Roadmap emphasizes the importance of early identification of English learners, as early childhood is a crucial period of time for language development. Education Code 313 requires any district that has one or more students who are English learners to assess the English language proficiency of those students using a the state assessment designated by the SBE. The state English Language Proficiency Assessments for California (ELPAC) are aligned with the 2012 state standards for ELD. They include The ELPAC includes an initial test for identifying students who may be English learners and an annual summative assessment for determining English learners' level of English proficiency and progress in acquiring the skills of listening, speaking, reading, and writing in English. CDE also provides a home language survey to be used to identify students who should be tested for English proficiency. See the accompanying administrative regulation for further information about test administration, and identification of English learners, and reclassification criteria.~~

The Superintendent or designee shall maintain procedures for the early identification of English learners and an assessment of their proficiency ~~and needs in the areas of listening, speaking, reading, and writing in English using the state's English Language Proficiency Assessments for California (ELPAC).~~ **To oversee test administration, the Superintendent or designee shall annually designate a district ELPAC coordinator and a site coordinator for each test site in accordance with 5 CCR 11518.40-11518.45.**

Once identified as an English learner, a student shall be annually assessed for language proficiency until ~~he/she~~ **the student** is reclassified based on criteria specified in the accompanying administrative regulation.

Note: In addition to testing the level of English proficiency of English learners, districts are required pursuant to Education Code 60640 to administer the California Assessment of Student Performance and Progress (CAASPP) to English learners; see BP/AR 6162.51 - State Academic Achievement Tests. As needed, English learners may be provided with the testing resources (i.e., universal tools, designated supports, and accommodations) specified in 5 CCR 854.1-854.3, ~~as renumbered by Register 2018, No. 4,~~ during test administration.

~~Education Code 60640 also authorizes districts to administer a primary language assessment to English learners in grades 2-11 for the purpose of assessing students' competency in reading, writing, and listening in their primary language. The Standards-Based Test in Spanish may be used for this purpose until a test is available that is aligned with the most recent state ELD standards. The new California Spanish Assessment is expected to be operational in the 2018-19 school year. CAASPP also includes the optional California Spanish Assessment for students in grades 3-8 and high school, which measures a student's competency in reading, writing, and listening in Spanish.~~

In addition, English learners' academic achievement in English language arts, mathematics, science, and any additional subject required by law shall be assessed using the California Assessment of Student Performance and Progress. As necessary, the test shall be administered with testing variations in accordance with 5 CCR 854.1-854.3. English learners who are in their first 12 months of attending a school in the United States shall be exempted from taking the English language arts assessment to the extent allowed by federal law. (Education Code 60603, 60640; 5 CCR 854.1-854.3)

EDUCATION FOR ENGLISH LEARNERS (continued)

(cf. 6162.51 - State Academic Achievement Tests)

Note: The following paragraph is **optional**. ~~The~~ CDE's Roadmap highlights the importance of formative assessments in order to continually adapt methodologies and instruction to meet the needs of English learners.

Formative assessments may be utilized to analyze student performance and appropriately adapt teaching methodologies and instructions.

(cf. 6162.5 - Student Assessment)

Language Acquisition Programs

Note: Education Code 305-310 authorize parents/guardians to select a language acquisition program that best suits their child. At a minimum, the district must offer a structured English immersion program. It also may offer a dual-language immersion program, transitional and developmental program for English learners, or other language acquisition program as defined in Education Code 306. Pursuant to 20 USC 6312 and 34 CFR 100.3, parents/guardians have a right to decline or opt their child out of a language acquisition program. The following section may be revised to reflect programs offered by the district. Also see the accompanying administrative regulation.

The district shall offer research-based language acquisition programs that are designed to ensure English acquisition as rapidly and as effectively as possible and that provide instruction to students on the state-adopted academic content standards, including the English language development standards. (Education Code 306; 5 CCR 11300)

At a minimum, the district shall offer a structured English immersion program which includes designated and integrated English language development. In the structured English immersion program, nearly all of the classroom instruction shall be provided in English, but with the curriculum and presentation designed for students who are learning English. (Education Code 305-306; 5 CCR 11309)

Note: The following **optional** paragraph may be revised to reflect district practice. The Education Code does not define the term "nearly all" for purposes of ensuring that nearly all instruction in the structured English immersion program is provided in English pursuant to Education Code 306. The following paragraph defines "nearly all" as to provide that all classroom instruction be conducted in English except for clarification, explanation, and support as needed. The district could instead establish a minimum percentage of classroom instructional time to be conducted in English or specify the types of courses to be conducted in English and the courses (e.g., science, algebra) to be taught in the student's primary language.

For the purpose of determining the amount of instruction to be conducted in English in the structured English immersion program, "nearly all" means that all classroom instruction shall be conducted in English except for clarification, explanation, and support as needed.

Note: Items #1-2 below are **optional** and may be revised to reflect district practice.

EDUCATION FOR ENGLISH LEARNERS (continued)

~~In addition, language acquisition programs offered by the district may include, but are not limited to, the following: (Education Code 305-306)~~

- ~~1. The district may offer a dual language immersion program that provides integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding.~~

~~(cf. 6142.2 - World/Foreign Language Instruction)~~

- ~~2. The district may offer a transitional or developmental program for English learners that provides literacy and academic instruction in English and a student's native language and that enables an English learner to achieve English proficiency and academic mastery of subject matter content and higher order thinking skills, including critical thinking, in order to meet state academic content standards.~~

Note: The following paragraph is for use by districts that maintain any of grades K-3.

The district's language acquisition programs for grades K-3 shall comply with class size requirements specified in Education Code 42238.02. (Education Code 310)

(cf. 6151 - Class Size)

In establishing the district's language acquisition programs, the Superintendent or designee shall consult with parents/guardians and the community during the LCAP development process. ~~He/she~~ **The Superintendent or designee** shall also consult with administrators, teachers, and other personnel with appropriate authorizations and experience in establishing a language acquisition program. (Education Code 305)

At the beginning of each school year or upon a student's enrollment, parents/guardians shall be provided information on the types of language acquisition programs available to students enrolled in the district, including, but not limited to, a description of each program, the process to be followed in making a program selection, identification of any language to be taught in addition to English when the program includes instruction in another language, and the process to request establishment of a language acquisition program. (Education Code 310; 5 CCR 11310)

(cf. 5145.6 - Parental Notifications)

Note: Pursuant to 5 CCR 11311, ~~as added by Register 2018, No. 20~~, districts are required to establish a process with specified components for schools to receive and respond to requests from parents/guardians of enrolled students, and those enrolled for attendance in the next school year, to establish a language acquisition program other than, or in addition to, those already available at the school. See the section "Language Acquisition Programs" in the accompanying administrative regulation.

EDUCATION FOR ENGLISH LEARNERS (continued)

Whenever a student is identified as an English learner based on the results of the ELPAC, the student's pParents/guardians of English learners may choose a language acquisition program that best suits their child. To the extent possible, any language acquisition program requested by the parents/guardians of 30 or more students at the school or by the parents/guardians of 20 or more students at any grade level shall be offered by the school. (Education Code 310; 5 CCR 11311)

Reclassification

When an English learner is determined based on state and district reclassification criteria to have acquired a reasonable level of English proficiency pursuant to Education Code 313 and 52164.6, or upon request by the student's parent/guardian, the student shall be transferred from a language acquisition program into an English language mainstream classroom.

Program Evaluation

Note: The following section may be revised to reflect indicators agreed upon by the Governing Board and Superintendent or designee for measuring the effectiveness of the district's educational program for English learners. Education Code 52061 requires that the annual update of the LCAP include a review of progress toward the goals included in the LCAP, an assessment of the effectiveness of the specific actions described in the LCAP toward achieving the goals, and a description of changes the district will make as a result of this review and assessment.

Pursuant to Education Code 313.2, the CDE is required to annually determine the number of students in each district and school who are, or are at risk of becoming, long-term English learners and to report that information to districts and schools. Definitions of "long-term English learner" and "English learner at risk of becoming a long-term English learner" are contained in Education Code 313.1.

20 USC 6311 requires the inclusion of a performance indicator on English language proficiency within the state accountability system under Title I.

To evaluate the effectiveness of the district's educational program for English learners, the Superintendent or designee shall report to the Board, at least annually, regarding:

1. Progress of English learners towards proficiency in English
2. The number and percentage of English learners reclassified as fluent English proficient
3. The number and percentage of English learners who are or are at risk of being classified as long-term English learners in accordance with Education Code 313.1
4. The achievement of English learners on standards-based tests in core curricular areas

EDUCATION FOR ENGLISH LEARNERS (continued)

5. For any language acquisition program that includes instruction in a language other than English, student achievement in the non-English language in accordance with 5 CCR 11309
6. Progress toward any other goals for English learners identified in the district's LCAP
7. A comparison of current data with data from at least the previous year in regard to items #1-6 above
8. A comparison of data between the different language acquisition programs offered by the district

The Superintendent or designee shall also provide the Board with regular reports from any district or schoolwide English learner advisory committees.

Legal Reference: (see next page)

EDUCATION FOR ENGLISH LEARNERS (continued)*Legal Reference:*EDUCATION CODE

300-340 English language education, especially:
 305-310 Language acquisition programs
 313-313.5 Assessment of English proficiency
 430-446 English Learner and Immigrant Pupil Federal Conformity Act
 33050 State Board of Education waiver authority
 42238.02-42238.03 Local control funding formula
 44253.1-44253.11 Qualifications for teaching English learners
 48980 Parental notifications
 48985 Notices to parents in language other than English
 52052 Accountability; numerically significant student subgroups
 52060-52077 Local control and accountability plan
 52160-52178 Bilingual Bicultural Act
 56305 CDE manual on English learners with disabilities
 60603 Definition, recently arrived English learner
 60640 California Assessment of Student Performance and Progress
60811-60812 Assessment of English language development
 62002.5 Continuation of advisory committee after program sunsets

CODE OF REGULATIONS, TITLE 5

854.1-854.3 CAASPP and universal tools, designated supports, and accommodations
 854.9 CASSPP and unlisted resources for students with disabilities
 11300-11316 English learner education
~~11510-11517.5 California English Language Development Test~~
 11517.6-11519.5 English Language Proficiency Assessments for California

UNITED STATES CODE, TITLE 20

1412 Individuals with Disabilities Education Act; state eligibility
 1701-1705 Equal Educational Opportunities Act
 6311 Title I state plan
 6312 Title I local education agency plans
 6801-7014 Title III, language instruction for English learners and immigrant students
 7801 Definitions

CODE OF FEDERAL REGULATIONS, TITLE 34

100.3 Discrimination prohibited
 200.16 Assessment of English learners

COURT DECISIONS

Valeria O. v. Davis, (2002) 307 F.3d 1036
California Teachers Association v. State Board of Education et al., (9th Circuit, 2001) 271 F.3d 1141
McLaughlin v. State Board of Education, (1999) 75 Cal.App.4th 196
Teresa P. et al v. Berkeley Unified School District et al., (1989) 724 F.Supp. 698

ATTORNEY GENERAL OPINIONS

83 *Ops.Cal.Atty.Gen.* 40 (2000)

*Management Resources:*CSBA PUBLICATIONS

English Learners in Focus: The English Learner Roadmap: Providing Direction for English Learner Success, Governance Brief, February 2018
English Learners in Focus, Issue 4: Expanding Bilingual Education in California after Proposition 58, Governance Brief, March 2017

Management Resources continued: (see next page)

EDUCATION FOR ENGLISH LEARNERS (continued)*Management Resources: (continued)*CSBA PUBLICATIONS (continued)

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English Learners in Focus, Issue 3: Ensuring High-Quality Staff for English Learners, Governance Brief, July 2016

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California Practitioners' Guide for Educating English Learners with Disabilities, 2019

California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs and Practices for English Learners, 2018

Matrix One: Universal Tools, Designated Supports, and Accommodations for the California Assessment of Student Performance and Progress for 2017-18, rev. August 2017

Reclassification Guidance for 2017-18, CDE Correspondence, April 28, 2017

Integrating the CA ELD Standards into K-12 Mathematics and Science Teaching and Learning, December 2015

Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve, rev. March 2015

English Language Arts/English Language Development Framework for California Public Schools: Transitional Kindergarten Through Grade Twelve, 2014

Common Core State Standards for Mathematics, rev. 2013

English Language Development Standards for California Public Schools: Kindergarten Through Grade Twelve, 2012

THE EDUCATION TRUST- WEST PUBLICATIONS

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Unlocking Learning: Science as a Lever for English Learner Equity, January 2017

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Accountability for English Learners Under the ESEA, Non-Regulatory Guidance, January 2017

Innovative Solutions for Including Recently Arrived English Learners in State Accountability Systems: A Guide for States, January 2017

English Learner Tool Kit for State and Local Educational Agencies (SEAs and LEAs), rev. November 2016

English Learners and Title III of the Elementary and Secondary Education Act (ESEA), as Amended by the Every Student Succeeds Act (ESSA), Non-Regulatory Guidance, September 23, 2016

Dear Colleague Letter: English Learner Students and Limited English Proficient Parents, January 7, 2015

WEB SITES

CSBA: <http://www.csba.org>

California Association for Bilingual Education: <http://www.gocabe.org>

California Department of Education: <http://www.cde.ca.gov/sp/el>

National Clearinghouse for English Language Acquisition: <http://www.ncela.us>

The Education Trust-West: <https://west.edtrust.org>

U.S. Department of Education: <http://www.ed.gov>

(3/17 7/18) 7/19

Center Unified SD

Board Policy

Education For English Learners

BP 6174

Instruction

The Governing Board intends to provide English learners with challenging curriculum and instruction that maximize the attainment of high levels of proficiency in English, advance multilingual capabilities, and facilitate student achievement in the district's regular course of study.

The district shall identify in its local control and accountability plan (LCAP) goals and specific actions and services to enhance student engagement, academic achievement, and other outcomes for English learners.

(cf. 0460 - Local Control and Accountability Plan)

(cf. 3100 - Budget)

The Superintendent or designee shall encourage parent/guardian and community involvement in the development and evaluation of programs for English learners.

(cf. 0420 - School Plans/Site Councils)

(cf. 1220 - Citizen Advisory Committees)

(cf. 6020 - Parent Involvement)

English learners shall be provided differentiated English language development instruction which is targeted to their English proficiency level, integrated across all subject areas, and aligned with the state content standards. The district's program shall be based on sound instructional theory, use standards-aligned instructional materials, emphasize inquiry-based learning and critical thinking skills, and provide students with access to the full educational program.

(cf. 6011 - Academic Standards)

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

(cf. 6161.11 - Supplementary Instructional Materials)

(cf. 6171 - Title I Programs)

The Superintendent or designee shall ensure that all staff employed to teach English learners possess the appropriate authorization from the Commission on Teacher Credentialing.

(cf. 4112.22 - Staff Teaching English Learners)

The district shall provide effective professional development to teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), administrators, and other school or community-based organization personnel to improve the instruction and assessment of English learners and enhance staff's ability to understand and use curricula, assessment, and instructional strategies for English learners. Such professional development shall be of sufficient intensity and duration to produce a positive and lasting impact on teachers' performance in the classroom. (20 USC 6825)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

To support students' English language development, the Superintendent or designee may provide an adult literacy training program that leads to English fluency for parents/guardians and community members.

Identification and Assessment

The Superintendent or designee shall maintain procedures for the early identification of English learners and an assessment of their proficiency and needs in the areas of listening, speaking, reading, and writing in English.

Once identified as an English learner, a student shall be annually assessed for language proficiency until he/she is reclassified based on criteria specified in the accompanying administrative regulation.

English learners' academic achievement in English language arts, mathematics, science, and any additional subject required by law shall be assessed using the California Assessment of Student Performance and Progress. As necessary, the test shall be administered with testing variations in accordance with 5 CCR 854.1-854.3. English learners who are in their first 12 months of attending a school in the United States shall be exempted from taking the English language arts assessment to the extent allowed by federal law. (Education Code 60603, 60640; 5 CCR 854.1-854.3)

(cf. 6162.51 - State Academic Achievement Tests)

(cf. 6162.5 - Student Assessment)

Language Acquisition Programs

The district shall offer research-based language acquisition programs that are designed to ensure English acquisition as rapidly and as effectively as possible and that provide instruction to students on the state-adopted academic content standards, including the English language development standards. (Education Code 306; 5 CCR 11300)

At a minimum, the district shall offer a structured English immersion program which includes designated and integrated English language development. In the structured English immersion program, nearly all of the classroom instruction shall be provided in English, but with the curriculum and presentation designed for students who are learning English. (Education Code 305-306; 5 CCR 11309)

The district's language acquisition programs for grades K-3 shall comply with class size requirements specified in Education Code 42238.02. (Education Code 310)

(cf. 6151 - Class Size)

In establishing the district's language acquisition programs, the Superintendent or designee shall consult with parents/guardians and the community during the LCAP development process. He/she shall also consult with administrators, teachers, and other personnel with appropriate authorizations and experience in establishing a language acquisition program. (Education Code 305)

At the beginning of each school year or upon a student's enrollment, parents/guardians shall be provided information on the types of language acquisition programs available to students enrolled in the district, including, but not limited to, a description of each program, the process to be followed in making a program selection, identification of any language to be taught in addition to English when the program includes instruction in another language, and the process to request establishment of a language acquisition program. (Education Code 310; 5 CCR 11310)

(cf. 5145.6 - Parental Notifications)

Parents/guardians of English learners may choose a language acquisition program that best suits their child. To the extent possible, any language acquisition program requested by the parents/guardians of 30 or more students at the school or by the parents/guardians of 20 or more students at any grade level shall be offered by the school. (Education Code 310; 5 CCR 11311)

Reclassification

When an English learner is determined based on state and district reclassification criteria to have acquired a reasonable level of English proficiency pursuant to Education Code 313 and 52164.6, or upon request by the student's parent/guardian, the student shall be transferred from a language acquisition program into an English language mainstream classroom.

Program Evaluation

To evaluate the effectiveness of the district's educational program for English learners, the Superintendent or designee shall report to the Board, at least annually, regarding:

1. Progress of English learners towards proficiency in English
2. The number and percentage of English learners reclassified as fluent English proficient
3. The number and percentage of English learners who are or are at risk of being classified as long-term English learners in accordance with Education Code 313.1
4. The achievement of English learners on standards-based tests in core curricular areas
5. For any language acquisition program that includes instruction in a language other than English, student achievement in the non-English language in accordance with 5 CCR 11309
6. Progress toward any other goals for English learners identified in the district's LCAP
7. A comparison of current data with data from at least the previous year in regard to items #1-6 above
8. A comparison of data between the different language acquisition programs offered by the district

The Superintendent or designee shall also provide the Board with regular reports from any district or schoolwide English learner advisory committees.

Legal Reference:

EDUCATION CODE

- 300-340 English language education, especially:
- 305-310 Language acquisition programs
- 313-313.5 Assessment of English proficiency
- 430-446 English Learner and Immigrant Pupil Federal Conformity Act
- 33050 State Board of Education waiver authority
- 42238.02-42238.03 Local control funding formula
- 44253.1-44253.11 Qualifications for teaching English learners
- 48980 Parental notifications
- 48985 Notices to parents in language other than English
- 52052 Numerically significant student subgroups
- 52060-52077 Local control and accountability plan
- 52160-52178 Bilingual Bicultural Act
- 56305 CDE manual on English learners with disabilities
- 60603 Definition, recently arrived English learner
- 60640 California Assessment of Student Performance and Progress

60810-60812 Assessment of language development
62002.5 Continuation of advisory committee after program sunsets
CODE OF REGULATIONS, TITLE 5
854.1-854.3 CAASPP and universal tools, designated supports, and accommodations
854.9 CASSPP and unlisted resources for students with disabilities
11300-11316 English learner education
11510-11517.5 California English Language Development Test
11517.6-11519.5 English Language Proficiency Assessments for California
UNITED STATES CODE, TITLE 20
1412 Individuals with Disabilities Education Act; state eligibility
1701-1705 Equal Educational Opportunities Act
6311 Title I state plan
6312 Title I local education agency plans
6801-7014 Title III, language instruction for English learners and immigrant students
7801 Definitions
CODE OF FEDERAL REGULATIONS, TITLE 34
100.3 Discrimination prohibited
200.16 Assessment of English learners
COURT DECISIONS
Valeria O. v. Davis, (2002) 307 F.3d 1036
California Teachers Association v. State Board of Education et al., (9th Circuit, 2001)
271 F.3d 1141
McLaughlin v. State Board of Education, (1999) 75 Cal.App.4th 196
Teresa P. et al v. Berkeley Unified School District et al, (1989) 724 F.Supp. 698
ATTORNEY GENERAL OPINIONS
83 Ops.Cal.Atty.Gen. 40 (2000)

Management Resources:

CSBA PUBLICATIONS

English Learners in Focus: The English Learner Roadmap: Providing Direction for English Learner Success, Governance Brief, February 2018
English Learners in Focus, Issue 4: Expanding Bilingual Education in California after Proposition 58, Governance Brief, March 2017
English Learners in Focus, Issue 1: Updated Demographic and Achievement Profile of California's English Learners, Governance Brief, rev. September 2016
English Learners in Focus, Issue 3: Ensuring High-Quality Staff for English Learners, Governance Brief, July 2016
English Learners in Focus, Issue 2: The Promise of Two-Way Immersion Programs, Governance Brief, September 2014

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs and Practices for English Learners, 2018
Matrix One: Universal Tools, Designated Supports, and Accommodations for the California Assessment of Student Performance and Progress for 2017-18, rev. August 2017
Reclassification Guidance for 2017-18, CDE Correspondence, April 28, 2017

Integrating the CA ELD Standards into K-12 Mathematics and Science Teaching and Learning, December 2015
Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve, rev. March 2015
English Language Arts/English Language Development Framework for California Public Schools: Transitional Kindergarten Through Grade Twelve, 2014
Common Core State Standards for Mathematics, rev. 2013
English Language Development Standards for California Public Schools: Kindergarten Through Grade Twelve, 2012
THE EDUCATION TRUST- WEST PUBLICATIONS
Unlocking Learning II: Math as a Lever for English Learner Equity, March 2018
Unlocking Learning: Science as a Lever for English Learner Equity, January 2017
English Learner Tool Kit for State and Local Educational Agencies (SEAs and LEAs), rev. November 2016
English Learners and Title III of the Elementary and Secondary Education Act (ESEA), as Amended by the Every Student Succeeds Act (ESSA), Non-Regulatory Guidance, September 23, 2016
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Accountability for English Learners Under the ESEA, Non-Regulatory Guidance, January 2017
Innovative Solutions for Including Recently Arrived English Learners in State Accountability Systems: A Guide for States, January 2017
Dear Colleague Letter: English Learner Students and Limited English Proficient Parents, January 7, 2015
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California Department of Education: <http://www.cde.ca.gov/sp/el>
National Clearinghouse for English Language Acquisition: <http://www.ncela.us>
The Education Trust-West: <https://west.edtrust.org>
U.S. Department of Education: <http://www.ed.gov>

CSBA Sample Administrative Regulation

Instruction

AR 6174(a)

EDUCATION FOR ENGLISH LEARNERS

Definitions

English learner means a student who is age 3-21 years, who is enrolled or is preparing to enroll in an elementary or secondary school, and whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the student the ability to meet state academic standards, the ability to successfully achieve in classrooms where the language of instruction is English, or the opportunity to participate fully in society. An English learner may include a student who was not born in the United States or whose native language is a language other than English; a student who is Native American or Alaska Native, or a native resident of the outlying areas, who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or a student who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant. (Education Code 306; 20 USC 7801)

Designated English language development means instruction provided during a time set aside in the regular school day for focused instruction on the state-adopted English language development standards to assist English learners to develop critical English language skills necessary for academic content learning in English. (5 CCR 11300)

Integrated English language development means instruction in which the state-adopted English language development standards are used in tandem with the state-adopted academic content standards. Integrated English language development includes specially designed academic instruction in English. (5 CCR 11300)

Native speaker of English means a student who has learned and used English ~~in his/her~~ at home from early childhood and English has been ~~his/her~~ **the** primary means of concept formation and communication. (Education Code 306)

Identification and Assessments

Note: Education Code 52164.1 and 5 CCR 11307 require the district to administer a home language survey to all enrolled students. A sample home language survey form in English and Spanish is available on the California Department of Education's (CDE) web site.

Upon enrollment in the district, each student's primary language shall be determined through the use of a home language survey. (Education Code 52164.1; 5 CCR 11307)

EDUCATION FOR ENGLISH LEARNERS (continued)

Note: When the home language survey indicates that a student's proficiency in English should be tested, Education Code 313 requires the district to administer a state assessment of English language proficiency. The English Language Proficiency Assessments for California (ELPAC) are used for initial identification of language proficiency and subsequently for annual assessment of language proficiency.

Any student who is identified as having a primary language other than English as determined by the home language survey, and who has not previously been identified as an English learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be initially assessed for English proficiency using the English Language Proficiency Assessments for California (ELPAC). (Education Code 313, 52164.1; 5 CCR ~~11511~~ **11518.5**)

Each year after a student is identified as an English learner and until ~~he/she~~ **the student** is redesignated as English proficient, the summative assessment of the ELPAC shall be administered to the student during a four-month period after January 1 as determined by the California Department of Education. (Education Code 313)

Note: ~~5 CCR 11518.30-11518.35, as renumbered by Register 2017, No. 23, specify allowable variations and accommodations in the administration of the state English language proficiency assessment.~~

~~The ELPAC shall be administered in accordance with test publisher instructions and 5 CCR 11518.5-11518.20. Variations and accommodations in test administration may be provided to English learners pursuant to 5 CCR 11518.30-11518.35.~~

Note: **5 CCR 11518.35** specifies "universal tools" that may be used with all students in ELPAC administration, and "designated supports" and "accommodations" that may be used with students with disabilities when specified in their individualized education program or Section 504 plan.

The Individuals with Disabilities in Education Act (20 USC 1412) requires that students with disabilities be included in all state assessments, including the ELPAC as appropriate. ~~English learners with disabilities must be allowed to take the test with accommodations as specified in their individualized education program or Section 504 plan.~~ Pursuant to 5 CCR 11518.30, students with the most significant cognitive disabilities who cannot participate in the assessment, even with appropriate accommodations, must be given an alternate assessment of English proficiency. 34 CFR 200.16 provides that, if an English learner with a disability is unable to take the assessment with accommodations, the state accountability system must include the student's score on any part(s) of the test for which it is possible to assess the student (i.e., speaking, reading, listening, writing).

~~Pursuant to Education Code 56305, as amended by AB 99 (Ch. 15, Statutes of 2017), requires CDE to develop, by January 1, 2019, has developed a manual, California Practitioners' Guide for Educating English Learners with Disabilities, providing which provides guidance on identifying, assessing, supporting, and reclassifying English learners with disabilities.~~

~~The ELPAC shall be administered~~ **Administration of the ELPAC, including the use of variations and accommodations in test administration when authorized, shall be conducted** in accordance with test publisher instructions and 5 CCR 11518.5-11518.2035.

EDUCATION FOR ENGLISH LEARNERS (continued)

~~Any student with a disability who is identified as an English learner shall be allowed to take the assessment with those accommodations for testing that the student has regularly used during instruction and classroom assessment as delineated in the student's individualized education program (IEP) or Section 504 plan. If the student is unable to participate in the assessment or a portion of the assessment even with such accommodations, an alternate assessment for English language proficiency shall be administered to the student as set forth in his/her IEP. (5 CCR 11518.25-11518.35; 20 USC 1412)~~

(cf. 6159 - Individualized Education Program)

(cf. 6162.51 - State Academic Achievement Tests)

(cf. 6164.6 - Identification and Education Under Section 504)

Note: The remainder of this section specifies notifications that must be sent to parents/guardians regarding assessment results and available programs for English learners. CDE has developed sample notification letters, available on its web site in multiple translations, to notify parents/guardians of the initial identification of a student as an English learner or as initially fluent English proficient and to notify them of the results of an annual assessment.

Pursuant to Education Code 48985, when 15 percent or more of students enrolled in a school speak a single primary language other than English, all notices and reports sent to their parents/guardians must be written in English and in the primary language and may be answered by the parent/guardian in either language.

The Superintendent or designee shall notify parents/guardians of their child's results on the ELPAC within 30 calendar days following receipt of the results from the test contractor **or, if the results are received from the test contractor after the last day of instruction for the school year, within 15 working days of the start of the next school year.** (Education Code 52164.1; 5 CCR ~~11511.5~~ **11518.15**)

(cf. 5145.6 - Parental Notifications)

Note: The following paragraph is for use by districts that receive federal funds under either Title I or Title III for services to English learners, and may be adapted for use by other districts. Pursuant to Education Code 440 and 20 USC 6312, districts receiving Title I or Title III funds are required to provide parents/guardians with notification of their child's identification as an English learner and placement in a language acquisition program.

The parent/guardian of a student participating in, or identified for participation in, a language instruction program supported by federal Title I or Title III funds shall receive notification of the assessment of ~~his/her child's~~ **the student's** English proficiency. Such notice shall be provided not later than 30 calendar days after the beginning of the school year or, if the student is identified for program participation during the school year, within two weeks of the student's placement in the program. The notice shall include all of the following: (Education Code 313.2, 440; 20 USC 6312)

1. The reason for the identification of the student as an English learner and the need for placement in a language acquisition program

EDUCATION FOR ENGLISH LEARNERS (continued)

2. The level of English proficiency, how the level was assessed, and the status of the student's academic achievement
3. A description of the language acquisition program in which the student is, or will be, participating, including a description of all of the following:
 - a. The methods of instruction used in the program and in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction
 - b. The manner in which the program will meet the educational strengths and needs of the student
 - c. The manner in which the program will help the student develop his/her English proficiency and meet age-appropriate academic standards for grade promotion and graduation
 - d. The specific exit requirements for the program, the expected rate of transition from the program into classes not tailored for English learners, and the expected rate of graduation from secondary school if applicable
 - e. Where the student has been identified for special education, the manner in which the program meets the requirements of the student's IEP

Note: Education Code 313.2, ~~as amended by AB 81 (Ch. 609, Statutes of 2017)~~, requires that the notice contain information in regard to (1) whether the student is a long-term English learner, or English learner at risk of becoming a long-term English learner, and (2) the manner in which the program for English language development instruction will meet the educational strengths and needs of such students and help them develop English proficiency and achieve academic standards. Districts may send an alternate notice if the definitions of long-term English learners and those at risk of becoming long-term English learners used by the district are broader than those defined in Education Code 313.1, the notice states that the definitions utilized by the district are broader, and the notice contains the information specified in item #4 below.

4. As applicable, the identification of a student as a long-term English learner or at risk of becoming a long-term English learner, as defined in Education Code 313.1, and the manner in which the program for English language development instruction will meet the educational strengths and needs of such students and help such students develop English proficiency and meet age-appropriate academic standards
5. Information about the parent/guardian's right to have the student immediately removed from a program upon the parent/guardian's request
6. Information regarding a parent/guardian's option to decline to enroll the student in the program or to choose another program or method of instruction, if available

EDUCATION FOR ENGLISH LEARNERS (continued)

7. Information designed to assist a parent/guardian in selecting among available programs, if more than one program or method is offered

Language Acquisition Programs

Note: Pursuant to 5 CCR 11311, ~~as added by Register 2018, No. 20~~, districts are required to establish a process for schools to receive and respond to requests from parents/guardians of enrolled students, and those enrolled for attendance in the next school year, to establish a language acquisition program other than, or in addition to, those already available at the school. Each school is required to follow the process even when the district provides the language acquisition program at another school site. The following section includes the components of the process required by 5 CCR 11311 and may be expanded to reflect district practice.

Whenever parents/guardians of enrolled students, and those enrolled for attendance in the next school year, request that the district establish a specific language acquisition program in accordance with Education Code 310, such requests shall be addressed through the following process: (5 CCR 11311)

1. The school shall make a written record of each request, including any request submitted verbally, that includes the date of the request, the names of the parent/guardian and student making the request, a general description of the request, and the student's grade level on the date of the request. As needed, the school shall assist the parent/guardian in clarifying the request. All requests shall be maintained for at least three years from the date of the request.
2. The school shall monitor requests on a regular basis and notify the Superintendent or designee when the parents/guardians of at least 30 students enrolled in the school, or at least 20 students in the same grade level, request the same or a substantially similar type of language acquisition program. If the requests are for a multilingual program model, the district shall consider requests from parents/guardians of students enrolled in the school who are native English speakers in determining whether this threshold is reached.
3. If the number of parents/guardians described in item #2 is attained, the Superintendent or designee shall:
 - a. Within 10 days of reaching the threshold, notify the parents/guardians of students attending the school, the school's teachers, administrators, and the district's English learner parent advisory committee and parent advisory committee, in writing, of the requests for a language acquisition program
 - b. Identify costs and resources necessary to implement any new language acquisition program, including, but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent

EDUCATION FOR ENGLISH LEARNERS (continued)

professional development for the proposed program, and opportunities for parent/guardian and community engagement to support the proposed program goals

- c. Within 60 calendar days of reaching the threshold number of parents/guardians described in item #2 above, determine whether it is possible to implement the requested language acquisition program and provide written notice of the determination to parents/guardians of students attending the school, the school's teachers, and administrators
- d. If a determination is made to implement the language acquisition program, create and publish a reasonable timeline of actions necessary to implement the program. If a determination is made that it is not possible to implement the program, provide a written explanation of the reason(s) the program cannot be provided.

~~Note: Pursuant to 5 CCR 11310, as amended by Register 2018, No. 20, districts are required to notify parents/guardians regarding language acquisition programs at the beginning of each school year or upon a student's enrollment. The following section includes the notice requirements pursuant to 5 CCR 11310.~~

The district shall notify parents/guardians at the beginning of each school year or upon the student's enrollment regarding the process to request a language acquisition program, including a dual-language immersion program, for their child. The notice shall also include the following: (5 CCR 11309, 11310)

1. A description of the programs provided, including structured English immersion
2. Identification of any language to be taught in addition to English when the program includes instruction in a language other than English
3. The manner in which the program is designed using evidence-based research and includes both designated and integrated English language development
4. The manner in which the district has allocated sufficient resources to effectively implement the program, including, but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development, and opportunities for parent/guardian and community engagement to support the program goals
5. The manner in which the program will, within a reasonable period of time, lead to language proficiency and achievement of the state-adopted content standards in English and, when the program includes instruction in another language, in that other language

EDUCATION FOR ENGLISH LEARNERS (continued)

6. The process to request establishment of a language acquisition program not offered at the school
7. For any dual-language immersion program offered, the specific languages to be taught. The notice also may include the program goals, methodology used, and evidence of the proposed program's effectiveness.

Reclassification/Redesignation

The district shall continue to provide additional and appropriate educational services to English learners for the purposes of overcoming language barriers until they: (5 CCR 11302)

1. Demonstrate English language proficiency comparable to that of the district's average native English language speakers
2. Recoup any academic deficits which may have been incurred in other areas of the core curriculum as a result of language barriers

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

Note: Education Code 313 and 52164.6 and 5 CCR 11303 require that the district's reclassification process include, at a minimum, the criteria specified in items #1-4 below. Additional guidance is available on the CDE's web site. The district may expand the following list to reflect any additional criteria it has established.

The ~~measures~~ **procedures** used to determine whether an English learner shall be reclassified as fluent English proficient shall include, but not be limited to: (Education Code 313, 52164.6; 5 CCR 11303)

1. Assessment of English language proficiency using an objective assessment instrument, including, but not limited to, the ELPAC

Note: Pursuant to Education Code 313.3, as added by AB 1808 (Ch. 32, Statutes of 2018), CDE is required to develop, by June 30, 2020, a standardized teacher observation protocol for use in evaluating a student's English language proficiency, as required by item #2 below, as well as professional development tools to train teachers on the use of the protocol.

2. Participation of the student's classroom teacher and any other certificated staff with direct responsibility for teaching or placement decisions related to the student

EDUCATION FOR ENGLISH LEARNERS (continued)

3. ~~Parent/guardian opinion and consultation involvement, including:~~
- a. **Notice to parents/guardians of language reclassification and placement, including a description of the reclassification process and the parent/guardian's opportunity to participate**
 - b. **Encouragement of parent/guardian participation in the district's reclassification procedure, including seeking parent/guardian opinion and consultation during the reclassification process**

~~The Superintendent or designee shall provide the parent/guardian with notice and a description of the reclassification process and of his/her opportunity to participate in the process and shall encourage his/her involvement in the process.~~

Note: Pursuant to Education Code 313, the fourth criterion requires comparison of student performance on an objective assessment of basic skills that provides an empirically established range of performance of English proficient students of the same age. A letter from CDE to district superintendents (Reclassification Guidance for 2017-18) dated April 28, 2017 clarifies that the Smarter Balanced Summative Assessment may be used as a local measure of the fourth criterion, or districts may select another local assessment. ~~The~~ CDE correspondence provides examples of appropriate measures and is available on ~~the~~ CDE's web site.

4. Student performance on an objective assessment of basic skills in English that shows whether the student is performing at or near grade level

The Superintendent or designee shall monitor the progress of reclassified students to ensure their correct classification and placement. (5 CCR 11304)

Note: The following **optional** paragraph may be revised to reflect district practice.

~~The Superintendent or designee shall monitor students for at least two years following their reclassification to determine whether the student needs any additional academic support is needed.~~

Advisory Committee

Note: The following section should be revised to reflect district practice. Pursuant to 5 CCR 11308, a parent/guardian advisory committee is required for any district with over 50 English learners and for each school with over 20 English learners. Duties of the advisory committee are specified in 5 CCR 11308.

A parent/guardian advisory committee shall be established at the district level when there are more than 50 English learners in the district and at the school level when there are more than 20 English learners at the school. Parents/guardians of English learners shall constitute committee membership in at least the same percentage as English learners represent of the total number of students in the school. (Education Code 52176; 5 CCR 11308)

EDUCATION FOR ENGLISH LEARNERS (continued)

The district's English language advisory committee shall advise the Governing Board on at least the following tasks: (5 CCR 11308)

1. The development of a plan for education programs and services for English learners, taking into consideration the school site plans for English learners
2. The districtwide needs assessment on a school-by-school basis
3. Establishment of a district program, goals, and objectives for programs and services for English learners
4. Development of a plan to ensure compliance with applicable teacher or aide requirements
5. Administration of the annual language census
6. Review of and comment on the district's reclassification procedures

(cf. 0420 - School Plans/Site Councils)
(cf. 1220 - Citizen Advisory Committees)
(cf. 5020 - Parent Rights and Responsibilities)
(cf. 6020 - Parent Involvement)

In order to assist the advisory committee in carrying out its responsibilities, the Superintendent or designee shall ensure that committee members receive appropriate training and materials. This training shall be planned in full consultation with the members. (5 CCR 11308)

LCAP Advisory Committee

Note: The following section is applicable if the district's student enrollment includes at least 15 percent English learners, with at least 50 students who are English learners. Education Code 52063 requires that such districts establish an English learner parent advisory committee to review and comment on the district's local control and accountability plan; see BP 0460 - Local Control and Accountability Plan. 5 CCR 15495 requires this committee to include a majority of parents/guardians of English learners.
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When there are at least 15 percent English learners in the district, with at least 50 students who are English learners, a district-level English learner parent advisory committee shall be established to review and comment on the district's local control and accountability plan (LCAP) in accordance with BP 0460 - Local Control and Accountability Plan. The committee shall be composed of a majority of parents/guardians of English learners. (Education Code 52063; 5 CCR 11301, 15495)

(cf. 0460 - Local Control and Accountability Plan)

EDUCATION FOR ENGLISH LEARNERS (continued)

The advisory committee established pursuant to 5 CCR 11308, as described in the section "Advisory Committee" above, could serve as the LCAP English learner advisory committee if its composition includes a majority of parents/guardians of English learners.

(3/17 7/18) 7/19

Center Unified SD

Administrative Regulation

Education For English Learners

AR 6174
Instruction

Definitions

English learner means a student who is age 3-21 years, who is enrolled or is preparing to enroll in an elementary or secondary school, and whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the student the ability to meet state academic standards, the ability to successfully achieve in classrooms where the language of instruction is English, or the opportunity to participate fully in society. An English learner may include a student who was not born in the United States or whose native language is a language other than English; a student who is Native American or Alaska Native, or a native resident of the outlying areas, who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or a student who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant. (Education Code 306; 20 USC 7801)

Designated English language development means instruction provided during a time set aside in the regular school day for focused instruction on the state-adopted English language development standards to assist English learners to develop critical English language skills necessary for academic content learning in English. (5 CCR 11300)

Integrated English language development means instruction in which the state-adopted English language development standards are used in tandem with the state-adopted academic content standards. Integrated English language development includes specially designed academic instruction in English. (5 CCR 11300)

Native speaker of English means a student who has learned and used English in his/her home from early childhood and English has been his/her primary means of concept formation and communication. (Education Code 306)

Identification and Assessments

Upon enrollment in the district, each student's primary language shall be determined through the use of a home language survey. (Education Code 52164.1; 5 CCR 11307)

Any student who is identified as having a primary language other than English as determined by the home language survey, and who has not previously been identified as an English learner by a California public school or for whom there is no record of results

from an administration of an English language proficiency test, shall be initially assessed for English proficiency using the English Language Proficiency Assessments for California (ELPAC). (Education Code 313, 52164.1; 5 CCR 11511)

Each year after a student is identified as an English learner and until he/she is redesignated as English proficient, the summative assessment of the ELPAC shall be administered to the student during a four-month period after January 1 as determined by the California Department of Education. (Education Code 313)

The ELPAC shall be administered in accordance with test publisher instructions and 5 CCR 11518.5-11518.20. Variations and accommodations in test administration may be provided to English learners pursuant to 5 CCR 11518.30-11518.35.

Any student with a disability who is identified as an English learner shall be allowed to take the assessment with those accommodations for testing that the student has regularly used during instruction and classroom assessment as delineated in the student's individualized education program (IEP) or Section 504 plan. If the student is unable to participate in the assessment or a portion of the assessment even with such accommodations, an alternate assessment for English language proficiency shall be administered to the student as set forth in his/her IEP. (5 CCR 11518.25-11518.35; 20 USC 1412)

(cf. 6159 - Individualized Education Program)
(cf. 6162.51 - State Academic Achievement Tests)
(cf. 6164.6 - Identification and Education Under Section 504)

The Superintendent or designee shall notify parents/guardians of their child's results on the ELPAC within 30 calendar days following receipt of the results from the test contractor. (Education Code 52164.1; 5 CCR 11511.5)

(cf. 5145.6 - Parental Notifications)

The parent/guardian of a student participating in, or identified for participation in, a language instruction program supported by federal Title I or Title III funds shall receive notification of the assessment of his/her child's English proficiency. Such notice shall be provided not later than 30 calendar days after the beginning of the school year or, if the student is identified for program participation during the school year, within two weeks of the student's placement in the program. The notice shall include all of the following: (Education Code 313.2, 440; 20 USC 6312)

1. The reason for the identification of the student as an English learner and the need for placement in a language acquisition program
2. The level of English proficiency, how the level was assessed, and the status of the student's academic achievement

3. A description of the language acquisition program in which the student is, or will be, participating, including a description of all of the following:
 - a. The methods of instruction used in the program and in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction
 - b. The manner in which the program will meet the educational strengths and needs of the student
 - c. The manner in which the program will help the student develop his/her English proficiency and meet age-appropriate academic standards for grade promotion and graduation
 - d. The specific exit requirements for the program, the expected rate of transition from the program into classes not tailored for English learners, and the expected rate of graduation from secondary school if applicable
 - e. Where the student has been identified for special education, the manner in which the program meets the requirements of the student's IEP
4. As applicable, the identification of a student as a long-term English learner or at risk of becoming a long-term English learner, as defined in Education Code 313.1, and the manner in which the program for English language development instruction will meet the educational strengths and needs of such students and help such students develop English proficiency and meet age-appropriate academic standards
5. Information about the parent/guardian's right to have the student immediately removed from a program upon the parent/guardian's request
6. Information regarding a parent/guardian's option to decline to enroll the student in the program or to choose another program or method of instruction, if available
7. Information designed to assist a parent/guardian in selecting among available programs, if more than one program or method is offered

Language Acquisition Programs

Whenever parents/guardians of enrolled students, and those enrolled for attendance in the next school year, request that the district establish a specific language acquisition program in accordance with Education Code 310, such requests shall be addressed through the following process: (5 CCR 11311)

1. The school shall make a written record of each request, including any request submitted verbally, that includes the date of the request, the names of the parent/guardian and student making the request, a general description of the request, and the student's

grade level on the date of the request. As needed, the school shall assist the parent/guardian in clarifying the request. All requests shall be maintained for at least three years from the date of the request.

2. The school shall monitor requests on a regular basis and notify the Superintendent or designee when the parents/guardians of at least 30 students enrolled in the school, or at least 20 students in the same grade level, request the same or a substantially similar type of language acquisition program. If the requests are for a multilingual program model, the district shall consider requests from parents/guardians of students enrolled in the school who are native English speakers in determining whether this threshold is reached.

3. If the number of parents/guardians described in item #2 is attained, the Superintendent or designee shall:

a. Within 10 days of reaching the threshold, notify the parents/guardians of students attending the school, the school's teachers, administrators, and the district's English learner parent advisory committee and parent advisory committee, in writing, of the requests for a language acquisition program

b. Identify costs and resources necessary to implement any new language acquisition program, including, but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development for the proposed program, and opportunities for parent/guardian and community engagement to support the proposed program goals

c. Within 60 calendar days of reaching the threshold number of parents/guardians described in item #2 above, determine whether it is possible to implement the requested language acquisition program and provide written notice of the determination to parents/guardians of students attending the school, the school's teachers, and administrators

d. If a determination is made to implement the language acquisition program, create and publish a reasonable timeline of actions necessary to implement the program. If a determination is made that it is not possible to implement the program, provide a written explanation of the reason(s) the program cannot be provided.

The district shall notify parents/guardians at the beginning of each school year or upon the student's enrollment regarding the process to request a language acquisition program, including a dual-language immersion program, for their child. The notice shall also include the following: (5 CCR 11309, 11310)

1. A description of the programs provided, including structured English immersion
2. Identification of any language to be taught in addition to English when the program includes instruction in a language other than English

3. The manner in which the program is designed using evidence-based research and includes both designated and integrated English language development
4. The manner in which the district has allocated sufficient resources to effectively implement the program, including, but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development, and opportunities for parent/guardian and community engagement to support the program goals
5. The manner in which the program will, within a reasonable period of time, lead to language proficiency and achievement of the state-adopted content standards in English and, when the program includes instruction in another language, in that other language
6. The process to request establishment of a language acquisition program not offered at the school
7. For any dual-language immersion program offered, the specific languages to be taught. The notice also may include the program goals, methodology used, and evidence of the proposed program's effectiveness.

Reclassification/Redesignation

The district shall continue to provide additional and appropriate educational services to English learners for the purposes of overcoming language barriers until they: (5 CCR 11302)

1. Demonstrate English language proficiency comparable to that of the district's average native English language speakers
2. Recoup any academic deficits which may have been incurred in other areas of the core curriculum as a result of language barriers

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

The measures used to determine whether an English learner shall be reclassified as fluent English proficient shall include, but not be limited to: (Education Code 313, 52164.6; 5 CCR 11303)

1. Assessment of English language proficiency using an objective assessment instrument, including, but not limited to, the ELPAC

2. Participation of the student's classroom teacher and any other certificated staff with direct responsibility for teaching or placement decisions related to the student

3. Parent/guardian opinion and consultation

The Superintendent or designee shall provide the parent/guardian with notice and a description of the reclassification process and of his/her opportunity to participate in the process and shall encourage his/her involvement in the process.

4. Student performance on an objective assessment of basic skills in English that shows whether the student is performing at or near grade level

The Superintendent or designee shall monitor the progress of reclassified students to ensure their correct classification and placement. (5 CCR 11304)

The Superintendent or designee shall monitor students for at least two years following their reclassification to determine whether the student needs any additional academic support.

Advisory Committee

A parent/guardian advisory committee shall be established at the district level when there are more than 50 English learners in the district and at the school level when there are more than 20 English learners at the school. Parents/guardians of English learners shall constitute committee membership in at least the same percentage as English learners represent of the total number of students in the school. (Education Code 52176; 5 CCR 11308)

The district's English language advisory committee shall advise the Governing Board on at least the following tasks: (5 CCR 11308)

1. The development of a plan for education programs and services for English learners, taking into consideration the school site plans for English learners

2. The districtwide needs assessment on a school-by-school basis

3. Establishment of a district program, goals, and objectives for programs and services for English learners

4. Development of a plan to ensure compliance with applicable teacher or aide requirements

5. Administration of the annual language census

6. Review of and comment on the district's reclassification procedures

(cf. 0420 - School Plans/Site Councils)
(cf. 1220 - Citizen Advisory Committees)
(cf. 5020 - Parent Rights and Responsibilities)
(cf. 6020 - Parent Involvement)

In order to assist the advisory committee in carrying out its responsibilities, the Superintendent or designee shall ensure that committee members receive appropriate training and materials. This training shall be planned in full consultation with the members. (5 CCR 11308)

LCAP Advisory Committee

When there are at least 15 percent English learners in the district, with at least 50 students who are English learners, a district-level English learner parent advisory committee shall be established to review and comment on the district's local control and accountability plan (LCAP) in accordance with BP 0460 - Local Control and Accountability Plan. The committee shall be composed of a majority of parents/guardians of English learners. (Education Code 52063; 5 CCR 11301, 15495)

(cf. 0460 - Local Control and Accountability Plan)

The advisory committee established pursuant to 5 CCR 11308, as described in the section "Advisory Committee" above, could serve as the LCAP English learner advisory committee if its composition includes a majority of parents/guardians of English learners.

CSBA Sample Board Policy

Instruction

BP 6179(a)

SUPPLEMENTAL INSTRUCTION

Note: The following policy is **mandated** pursuant to Education Code 48070.5 and should be revised to reflect the grade levels offered by the district.

Pursuant to Education Code 52060-52077, the Governing Board must annually adopt a local control and accountability plan which includes goals and actions aligned with ~~eight~~ state priorities, including student achievement; see BP/AR 0460 - Local Control and Accountability Plan. The provision of high-quality supplemental instruction may be one strategy to improve student achievement outcomes for underperforming students.

In addition, the provision of supplemental instruction may be a strategy to assist low-performing schools identified by the California Department of Education for comprehensive or targeted support and improvement pursuant to 20 USC 6311. Such schools are required to develop and implement a school plan to improve student outcomes.

The Governing Board recognizes that high-quality supplemental instruction can motivate and support students to attain grade-level academic standards, overcome academic deficiencies, and/or acquire critical skills. The district shall offer programs of direct, systematic, and intensive supplemental instruction to meet student needs. Supplemental instruction shall be offered in accordance with law and may be used to assist the district in meeting its goals for student achievement.

(cf. 0460 - Local Control and Accountability Plan)

(cf. 5113.1 - Chronic Absence and Truancy)

(cf. 5147 - Dropout Prevention)

(cf. 6011 - Academic Standards)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.5 - Elementary/Middle School Graduation Requirements)

(cf. 6164.5 - Student Success Teams)

Supplemental instruction may be offered during and outside the regular school day, including during the summer, before school, after school, on Saturday, and/or during intersessions. When supplemental instruction is offered during the regular school day, it shall not supplant the student's instruction in the core curriculum areas or physical education.

(cf. 5148.2 - Before/After School Programs)

(cf. 6111 - School Calendar)

(cf. 6112 - School Day)

(cf. 6142.7 - Physical Education and Activity)

(cf. 6176 - Weekend/Saturday Classes)

(cf. 6177 - Summer Learning Programs)

As appropriate, supplemental instruction may be provided through a classroom setting, individual or small group instruction, technology-based instruction, and/or an arrangement with a community or other external service provider.

SUPPLEMENTAL INSTRUCTION (continued)

When determined to be necessary by the principal or designee **and when written parent/guardian consent is obtained for the student's participation**, a student may be required to participate in supplemental instruction outside the regular school day. ~~In such cases, written parent/guardian consent shall be obtained for the student's participation.~~

Note: Pursuant to Education Code 37252.2, districts are required to provide supplemental instruction to students in grades 2-9, inclusive, who have been retained or recommended for retention, as provided below. Education Code 48070.5 **mandates** that districts adopt policy indicating the manner in which opportunities for remedial instruction will be provided to students who are recommended for retention. See BP/AR 5123 - Promotion/Acceleration/Retention for information regarding the criteria for identifying students for retention.

Supplemental instruction shall be offered to students ~~in grades 2-9 who have been retained or~~ **are recommended for retention, or are identified as being at risk for retention**, at their current grade level. (Education Code ~~37252.2~~, 48070.5)

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 5123 - Promotion/Acceleration/Retention)

(cf. 6162.51 - State Academic Achievement Tests)

Note: The Every Student Succeeds Act (ESSA) (P.L. 114-95) repealed 20 USC 6316 which had required Title I schools identified for program improvement in year 2 or beyond to provide eligible students with supplemental educational services from an approved service provider. In accordance with the California Department of Education's (CDE) Every Student Succeeds Act 2016-17 School Year Transition Plan (April 2016), the CDE has elected to instead require the provision of alternative supports, defined and administered by the district, to eligible students beginning with the 2016-17 school year. See AR 0520.2 - Title I Program Improvement Schools for details regarding this requirement.

~~The district shall offer alternative supports designed to increase the academic achievement of socioeconomically disadvantaged students attending schools identified by the California Department of Education for program improvement for two or more consecutive years.~~

(cf. 0520.2 - Title I Program Improvement Schools)

(cf. 0520.3 - Title I Program Improvement Districts)

Note: Items #1-32 below are **optional** and may be revised to reflect district practice.

In addition, supplemental instruction may be offered to:

Note: Education Code 37252.8 authorizes, but does not require, districts to offer supplemental instruction to students in grades 2-6 who have been identified as being "at risk" for retention based on state assessment results, grades, or other indicators. See BP 5123 - Promotion/Acceleration/Retention for further information about criteria for identifying students as at-risk of retention. If districts choose to offer such instruction, Education Code 48070.5 **mandates** that they adopt policy indicating the manner in which opportunities for remedial instruction will be provided to students who are at-risk for retention.

SUPPLEMENTAL INSTRUCTION (continued)

- ~~1. Students who are identified as being at risk for retention based on state assessment results, grades, or other indicators~~

~~(cf. 5121 - Grades/Evaluation of Student Achievement)~~

~~(cf. 6162.51 - State Academic Achievement Tests)~~

Note: Education Code 37252.8 authorizes, but does not require, districts to offer supplemental instruction to students in grades 2-6 who are identified as having a deficiency in mathematics, reading, or written expression based on state assessment results. At their discretion, districts may offer such instruction to students who demonstrate academic deficiencies at any grade level or in any subject matter.

- ~~2.1. Students who demonstrate academic deficiencies that may jeopardize their attainment of academic standards~~

~~(cf. 6142.6 - Visual and Performing Arts Education)~~

~~(cf. 6142.7 - Physical Education and Activity)~~

~~(cf. 6142.91 - Reading/Language Arts Instruction)~~

~~(cf. 6142.92 - Mathematics Instruction)~~

~~(cf. 6142.93 - Science Instruction)~~

~~(cf. 6142.94 - History-Social Science Instruction)~~

Note: The following **optional** item may be used by districts maintaining high schools to provide support to students who need assistance to meet graduation requirements.

- ~~3.2. High school students who need support to successfully complete courses required for graduation~~

Legal Reference: (see next page)

SUPPLEMENTAL INSTRUCTION (continued)

Legal Reference:

EDUCATION CODE

37200-37202 School calendar

37223 Weekend classes

~~37252-37254.1 Supplemental instruction, summer school~~

42238.01-~~42238.07~~ 42238.5 Local control funding formula

46100 Length of school day

48070-48070.5-6 Promotion and retention

48200 Compulsory education

48985 Translation of notices

51210-51212 Courses of study, elementary schools

51220-51228 Courses of study, secondary schools

52060-52077 Local control and accountability plan

60603 Definitions, core curriculum areas

60640-60649 California Assessment of Student Performance and Progress

CODE OF REGULATIONS, TITLE 5

11470-11472 Summer school

UNITED STATES CODE, TITLE 20

6311 State plan

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

~~Every Student Succeeds Act 2016-17 School Year Transition Plan, April 2016~~

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education: <http://www.ed.gov>

(12/15 7/16) 7/19

Center Unified SD

Board Policy

Supplemental Instruction

BP 6179

Instruction

The Governing Board recognizes that high-quality supplemental instruction can motivate and support students to attain grade-level academic standards, overcome academic deficiencies, and/or acquire critical skills. The district shall offer programs of direct, systematic, and intensive supplemental instruction to meet student needs. Supplemental instruction shall be offered in accordance with law and may be used to assist the district in meeting its goals for student achievement.

(cf. 0460 - Local Control and Accountability Plan)

(cf. 5113.1 - Chronic Absence and Truancy)

(cf. 5147 - Dropout Prevention)

(cf. 6011 - Academic Standards)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.5 - Elementary/Middle School Graduation Requirements)

(cf. 6164.5 - Student Success Teams)

Supplemental instruction may be offered during and outside the regular school day, including during the summer, before school, after school, on Saturday, and/or during intersessions. When supplemental instruction is offered during the regular school day, it shall not supplant the student's instruction in the core curriculum areas or physical education.

(cf. 5148.2 - Before/After School Programs)

(cf. 6111 - School Calendar)

(cf. 6112 - School Day)

(cf. 6142.7 - Physical Education and Activity)

(cf. 6176 - Weekend/Saturday Classes)

(cf. 6177 - Summer Learning Programs)

As appropriate, supplemental instruction may be provided through a classroom setting, individual or small group instruction, technology-based instruction, and/or an arrangement with a community or other external service provider.

(cf. 1020 - Youth Services)

When determined to be necessary by the principal or designee, a student may be required to participate in supplemental instruction outside the regular school day. In such cases, written parent/guardian consent shall be obtained for the student's participation.

Supplemental instruction shall be offered to students in grades 2-9 who have been retained or recommended for retention at their current grade level. (Education Code 37252.2, 48070.5)

(cf. 5123 - Promotion/Acceleration/Retention)

The district shall offer alternative supports designed to increase the academic achievement of socioeconomically disadvantaged students attending schools identified by the California Department of Education for program improvement for two or more consecutive years.

(cf. 0520.2 - Title I Program Improvement Schools)
(cf. 0520.3 - Title I Program Improvement Districts)

In addition, supplemental instruction may be offered to:

1. Students who are identified as being at risk for retention based on state assessment results, grades, or other indicators

(cf. 5121 - Grades/Evaluation of Student Achievement)
(cf. 6162.51 - State Academic Achievement Tests)

2. Students who demonstrate academic deficiencies that may jeopardize their attainment of academic standards

(cf. 6142.6 - Visual and Performing Arts Education)
(cf. 6142.7 - Physical Education and Activity)
(cf. 6142.91 - Reading/Language Arts Instruction)
(cf. 6142.92 - Mathematics Instruction)
(cf. 6142.93 - Science Instruction)
(cf. 6142.94 - History-Social Science Instruction)

3. High school students who need support to successfully complete courses required for graduation

Legal Reference:

EDUCATION CODE

37200-37202 School calendar

37223 Weekend classes

37252-37254.1 Supplemental instruction, summer school

42238.01-42238.07 Local control funding formula

46100 Length of school day

48070-48070.5 Promotion and retention

48200 Compulsory education
48985 Translation of notices
51210-51212 Courses of study, elementary schools
51220-51228 Courses of study, secondary schools
52060-52077 Local control and accountability plan
60603 Definitions, core curriculum areas
60640-60649 California Assessment of Student Performance and Progress
60850-60859 High school exit examination, especially:
60851.5 Suspension of high school exit examination
CODE OF REGULATIONS, TITLE 5
11470-11472 Summer school

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Every Student Succeeds Act 2016-17 School Year Transition Plan, April 2016

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education: <http://www.ed.gov>

CSBA Sample Board Bylaw

Board Bylaws

BB 9321(a)

~~CLOSED SESSION PURPOSES AND AGENDAS~~

Note: Pursuant to Government Code 54962, the Governing Board may hold a closed session only for purposes expressly authorized by the Brown Act (Government Code 54950-54963) or by a provision of the Education Code. Government Code 54954.5 provides specific agenda descriptions for most closed session items authorized by the Brown Act, as described throughout this bylaw and the accompanying Exhibit (1). Following the closed session, Government Code 54957.7 requires the Board to reconvene in open session to report any action taken in closed session, as described below and in the accompanying Exhibit (2).

The Governing Board is committed to complying with state open meeting laws and modeling transparency in its conduct of district business. The Board shall hold a closed sessions during a regular, special, or emergency meeting only for purposes authorized by law. ~~A closed session may be held during a regular, special, or emergency meeting in accordance with law.~~

~~Note: Government Code 54954.5 provides specific agenda descriptions for most closed session items authorized by the Brown Act.~~

Each agenda shall contain a general description of each closed session item to be discussed at the meeting, as required by law **and specified below.** (Government Code 54954.2)

(cf. 9320 - Meetings and Notices)

(cf. 9322 - Agenda/Meeting Materials)

Note: Government Code 54957.7 states requires that, before holding any closed session, the Board must disclose in an open meeting the item(s) to be discussed in the closed session. The Board may either state the information on the agenda or refer the public to the item(s) as listed by number or letter on the agenda. ~~These disclosures may be made at the location announced in the agenda for the closed session, as long as the public is allowed to be present at that location for the purpose of hearing the announcements. In addition, the Board is required to reconvene in open session upon conclusion of a closed session to report any action taken in the closed session.~~

In the open session preceding the closed session, ~~t~~The Board shall disclose ~~in open session~~ the items to be discussed in closed session. In the closed session, the Board may consider only those matters covered in its statement. **(Government Code 54957.7)**

After the closed session, the Board shall reconvene in open session before adjourning the meeting; and, when applicable, shall **publicly** disclose any action taken in the closed session, **the votes or abstentions thereon, and other disclosures specified below that are applicable to the matter being addressed.** ~~in the manner prescribed by Government Code 54957.1.~~ **Such reports may be made in writing or orally at the location announced in the agenda for the closed session.** (Education Code 32281; Government Code 54957.1, 54957.7)

CLOSED SESSION PURPOSES AND AGENDAS (continued)*(cf. 9321.1 - Closed Session Actions and Reports)*

Note: Pursuant to Government Code 54957.1, a document approved or adopted in a closed session must be provided to any person who has submitted a written request within 24 hours of the posting of the agenda or who has made a standing request for all documentation as part of a request for meeting notices pursuant to Government Code 54954.1 or 54956.

When an action taken during a closed session involves final approval or adoption of a document such as a contract or settlement agreement, the Superintendent or designee shall provide a copy of the document to any person present at the conclusion of the closed session who submitted a written request. If the action taken results in one or more substantive amendments, the Superintendent or designee shall make the document available the next business day or when the necessary retyping is completed. Whenever copies of an approved agreement will not be immediately released due to an amendment, the Board president shall orally summarize the substance of the amendment for those present at the end of the closed session. (Government Code 54957.1)

Confidentiality

~~The Board shall not disclose any information that is protected by state or federal law. In addition, no victim or alleged victim of tortious sexual conduct or child abuse shall be identified in any Board agenda, notice, announcement, or report required by the Brown Act, unless the identity of the person has previously been publicly disclosed. (Government Code 54957.7, 54961)~~

(cf. 1340 - Access to District Records)

Note: Pursuant to Government Code 54963, a Board member who discloses confidential information received in a closed session may be referred to the local grand jury or may be subject to action in a court of law. For a definition of confidential information and the actions that may be taken against a Board member if such information is disclosed, see BB 9011 - Disclosure of Confidential/Privileged Information.

~~A Board member shall not disclose confidential information received in a closed session unless the Board authorizes the disclosure of that information. (Government Code 54963)~~

(cf. 9011 - Disclosure of Confidential/Privileged Information)

~~The Board shall not disclose any information that is protected by state or federal law. In addition, no victim or alleged victim of tortious sexual conduct or child abuse shall be identified in any Board agenda, notice, announcement, or report required by the Brown Act, unless the identity of the person has previously been publicly disclosed. (Government Code 54957.7, 54961)~~

(cf. 1340 - Access to District Records)

CLOSED SESSION PURPOSES AND AGENDAS (continued)**Personnel Matters**

Note: Government Code 54957 authorizes the use of closed sessions for personnel matters described below. For the purpose of these closed sessions, "employee" includes an officer or independent contractor who functions as an officer or employee but excludes Board members. The Attorney General has concluded (59 Ops.Cal.Atty.Gen. 532 (1976)) that it is appropriate to use a closed session to discuss and evaluate Superintendent performance. (59 Ops.Cal.Atty.Gen. 532 (1976)) However, under the "personnel exception," the Board may not discuss or act upon any proposed change in compensation other than a reduction of compensation that results from the imposition of discipline ~~in closed session~~ under this exception.

In Fischer v. Los Angeles Unified School District, the court interpreted Government Code 54957 and found that the right to request an open session applies only when the Board hears specific complaints or charges brought against the employee. Thus, the right to request an open session does not apply when the Board is meeting in closed session to consider the appointment, employment, evaluation of performance, discipline, or dismissal of an employee.

The Board may hold a closed session under the "personnel exception" to consider the appointment, employment, **performance** evaluation of ~~performancee~~, discipline, or dismissal of an employee. Such a closed session shall not include discussion or action on proposed compensation except for a reduction of compensation that results from the imposition of discipline. (Government Code 54957)

(cf. 2140 - Evaluation of the Superintendent)

(cf. 4115 - Evaluation/Supervision)

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. 4215 - Evaluation/Supervision)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 4315 - Evaluation/Supervision)

Note: Pursuant to Government Code 54957, failure of the Board to give an employee against whom a "specific complaint or charge" has been made the notice described below will render any action taken by the Board in the closed session null and void. Determining whether a "specific complaint or charge" is involved is usually fact-specific and the Board should consult legal counsel as necessary. In Furtado v. Sierra Community College District, the court held that the term "specific complaints or charges" as used in Government Code 54957 does not include negative comments in an employee's performance evaluation. In another decision, Bell v. Vista Unified School District, the court determined that a presentation to the Board by a district staff member regarding an employee's violation of a California Interscholastic Federation rule constituted a "complaint or charge" and thus the employee was entitled to 24-hour notice. Yet another ruling, Morrison v. Housing Authority of the City of Los Angeles Board of Commissioners, held that when a board rejects its hearing officer's findings of fact and conducts its own hearing, the employee must be given 24-hour notice.

Furthermore, an Attorney General opinion (78 Ops.Cal.Atty.Gen. 218 (1995)) has clarified that a probationary certificated employee does not have the right to an open session when the Board is discussing whether or not to reemploy ~~him/her~~ **the employee** for a third consecutive school year. Education Code 44929.21 allows the Board to non-reelect a probationary certificated employee at the end of the first or second school year as long as written notice is given in accordance with law; see AR 4117.6 - Decision Not to Rehire.

CLOSED SESSION PURPOSES AND AGENDAS (continued)

The Board may also hold a closed session to hear complaints or charges brought against an employee by another person or employee, unless the employee **who is the subject of the complaint** requests an open session. Before the Board holds a closed session on specific complaints or charges brought against an employee, the employee shall receive written notice of ~~his/her~~ **the** right to have the complaints or charges heard in open session if desired. This notice shall be delivered personally or by mail at least 24 hours before the time of the session. (Government Code 54957)

(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

The Board may hold a closed session to discuss a ~~district~~ **an** employee's application for early withdrawal of funds in a deferred compensation plan when the application is based on financial hardship arising from an unforeseeable emergency due to illness, accident, casualty, or other extraordinary event, as specified in the deferred compensation plan. (Government Code 54957.10)

Note: In Moreno v. City of King, the court held that the requirement for special meeting agenda items to notice the "business to be transacted or discussed" pursuant to Government Code 54956 does not eliminate the "brief general description of each item" requirement pursuant to Government Code 54954.2. The court also held that describing the business as "public employee (employment contract)" was not sufficient when at least a quarter of the meeting was devoted to a discussion of the employee and whether to terminate the employee. The court further held that describing the item as "public employee dismissal," as illustrated in Government Code 54954.5, would not violate the employee's privacy rights and it would also provide adequate public notice that dismissal would be considered. The court noted that while Government Code 54954.5 does not provide the exclusive means of compliance with agenda specification requirements, it demonstrates how privacy rights can be protected while also providing adequate notice.

Agenda items related to district employee appointments and employment shall describe the position to be filled. Agenda items related to performance evaluations shall specify the title of the employee being reviewed. Agenda items related to employee discipline, dismissal, or release require no additional information. (Government Code 54954.5)

Note: Government Code 54957.1 requires the Board to publicly report any closed session action taken to appoint, employ, dismiss, accept the resignation of, or otherwise affect the employment status of a district employee. The Attorney General, in 89 Ops.Cal.Atty.Gen. 110 (2006), opined that boards are not required to publicly report an action taken in closed session to reject the proposed dismissal of an employee, as such a decision to maintain the status quo does not constitute "an action taken to dismiss."

After the closed session, the Board shall report any action taken to appoint, employ, dismiss, accept the resignation of, or otherwise affect the employment status of a district employee and shall identify the title of the affected position. The report shall be given at the public meeting during which the closed session is held, except that the report of a

CLOSED SESSION PURPOSES AND AGENDAS (continued)

dismissal or nonrenewal of an employment contract shall be deferred until the first public meeting after administrative remedies, if any, have been exhausted. (Government Code 54957.1)

(cf. 4117.7/4317.7 - Employment Status Reports)

Negotiations/Collective Bargaining

Note: The Educational Employment Relations Act (Government Code 3540-3549.3) makes four specific exemptions from the Brown Act related to negotiations. Government Code 54957.6 provides that for the purpose of closed sessions related to collective bargaining, "employee" includes an officer or independent contractor who functions as an officer or employee but excludes any elected official, Board member, or other independent contractor.

Unless otherwise agreed upon by the parties involved, the following shall not be subject to the **open meeting requirements** of Brown Act: (Government Code 3549.1)

1. Any meeting and negotiating discussion between the district and a recognized or certified employee organization
2. Any meeting of a mediator with either party or both parties to the meeting and negotiating process
3. Any hearing, meeting, or investigation conducted by a factfinder or arbitrator
4. Any executive (closed) session of the district or between the district and its designated representative for the purpose of discussing its position regarding any matter within the scope of representation and instructing its designated representatives

(cf. 4140/4240/4340 - Bargaining Units)

(cf. 4143/4243 - Negotiations/Consultation)

(cf. 4143.1/4243.1 - Public Notice - Personnel Negotiations)

Note: The Board is authorized pursuant to Government Code 54957.6, the "labor exception," to hold closed sessions with the district's designated representatives regarding the salaries, salary schedules, or compensation paid in the form of fringe benefits to its represented and unrepresented employees, including the Superintendent. The Attorney General has opined in 57 Ops. Cal. Atty. Gen. 209 (1974) that a board may not meet in closed session for such purposes without the use of a designated representative who is involved with the "bona fide" negotiations with represented and/or unrepresented employees. The **California Office of the Attorney General's** publication The Brown Act: Open Meetings for Local Legislative Bodies, also states that the "labor exception" applies to **the Board** meeting in closed session to instruct its negotiator concerning negotiations with **current or prospective** employees.

CLOSED SESSION PURPOSES AND AGENDAS (continued)

The Board may meet in closed session, prior to and during consultations and discussions with representatives of employee organizations and unrepresented employees, to review the Board's position and/or instruct its designated representative(s) regarding salaries, salary schedules, or compensation paid in the form of fringe benefits of its represented and unrepresented employees, and, for represented employees, any other matter within the statutorily provided scope of representation. Prior to the closed session, the Board shall identify its designated representative in open session. Any closed session held for this purpose may include discussions of the district's available funds and funding priorities, but only insofar as they relate to providing instructions to the Board's designated representative. ~~For unrepresented employees, closed sessions held pursuant to Government Code 54957.6 shall not include~~ Final action on the proposed compensation of one or more unrepresented employees **shall not be taken in closed session.** (Government Code 54957.6)

(cf. 2121 - Superintendent's Contract)

~~Closed sessions may take place prior to and during consultations and discussions with representatives of employee organizations and unrepresented employees. For unrepresented employees, closed sessions held pursuant to Government Code 54957.6 shall not include final action on the proposed compensation of one or more unrepresented employees. (Government Code 54957.6)~~

~~For represented employees, the Board may also meet in closed session regarding any other matter within the statutorily provided scope of representation. (Government Code 54957.6)~~

The Board also may meet in closed session with a state conciliator ~~or mediator~~ who has intervened in proceedings regarding any of the purposes enumerated in Government Code 54957.6.

Agenda items related to negotiations shall specify the name(s) of the district's designated representative(s) attending the closed session. If circumstances necessitate the absence of a specified designated representative, an agent or designee may participate in place of the absent representative as long as the name of the agent or designee is announced at an open session held prior to the closed session. The agenda shall also specify the name of the organization representing the employee(s) or the position title of the unrepresented employee who is the subject of the negotiations. (Government Code 54954.5)

Approval of an agreement regarding labor negotiations with represented employees pursuant to Government Code 54957.6 shall be reported after the agreement is final and has been accepted or ratified by the other party. This report shall identify the item approved and the other party or parties to the negotiation. (Government Code 54957.1)

CLOSED SESSION PURPOSES AND AGENDAS (continued)**Matters Related to Students**

~~The Board shall meet in closed session to consider the expulsion of a student, unless the student submits a written request at least five days before the date of the hearing that the hearing be held in open session. Regardless of whether the expulsion hearing is conducted in open or closed session, the Board may meet in closed session for the purpose of deliberating and determining whether the student should be expelled. (Education Code 48918)~~

~~(cf. 5144.1 - Suspension and Expulsion/Due Process)~~

~~(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))~~

If a public hearing would lead to the disclosure of confidential student information, ~~The Board shall meet in closed session to address any student matter that may involve disclosure of confidential student information, or to consider a suspension, disciplinary action, or any other action against a student except expulsion, or a challenge to a student record.~~ If a written request for open session is received from the parent/guardian or adult student, it will be honored to the extent that it does not violate the privacy rights of any other student **the meeting shall be public, except that any discussion at that meeting which may be in conflict with the right to privacy of any student other than the student requesting the public meeting shall be in closed session.** (Education Code 35146, 48912, 49070)

~~(cf. 5117 - Interdistrict Attendance)~~

~~(cf. 5119 - Students Expelled from Other Districts)~~

~~(cf. 5125.3 - Challenging Student Records)~~

~~(cf. 5144 - Discipline)~~

The Board shall meet in closed session to consider the expulsion of a student, unless the student submits a written request at least five days before the date of the hearing that the hearing be held in open session. Regardless of whether the expulsion hearing is conducted in open or closed session, the Board may meet in closed session for the purpose of deliberating and determining whether the student should be expelled. (Education Code 48918)

~~(cf. 5144.1 - Suspension and Expulsion/Due Process)~~

~~(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))~~

Note: Although Government Code 54954.2 requires the agenda to have a brief general description of all closed session items to be discussed, Government Code 54954.5 provides no specific description of agenda items related to closed sessions authorized by the Education Code. Since the purpose of conducting the closed session is to protect student privacy rights, the following **optional** paragraph provides that student names shall not be included on the agenda.

Agenda items related to student matters shall briefly describe the reason for the closed session, such as "student expulsion hearing" or "grade change appeal," without violating the

CLOSED SESSION PURPOSES AND AGENDAS (continued)

confidentiality rights of individual students. The student shall not be named on the agenda, but a number may be assigned to the student in order to facilitate record keeping. The agenda shall also state that the Education Code requires closed sessions in these cases in order to prevent the disclosure of confidential student record information.

Final action on a student matter deliberated in closed session shall be taken in open session and shall be a matter of public record. (Education Code 35146, 48918)

(cf. 5125 - Student Records)

Note: Although Education Code 48918 states that student expulsion records are "nonprivileged, disclosable public records" and the Attorney General (80 Ops.Cal.Atty.Gen. 85 (1997)) has opined that districts must disclose the student's name, the court in Rim of the World Unified School District v. San Bernardino County Superior Court held that the federal Family Educational Rights and Privacy Act (FERPA) (20 USC 1232g) preempts state law and prohibits the disclosure of student expulsion records to the public. Failure to comply with FERPA may lead to loss of federal funding. Because of the potential conflict between state and federal law, it is recommended that districts consult legal counsel prior to adopting the following paragraph.

However, in taking final action, the Board shall not release any information in violation of student privacy rights provided in 20 USC 1232g or other applicable laws. In an expulsion or other disciplinary action, the cause for the disciplinary action shall be disclosed in open session, but the Board shall refer to the student number or other identifier and shall not disclose the student's name.

Security Matters

The Board may meet in closed session with the Governor, Attorney General, district attorney, district legal counsel, sheriff or chief of police, or their respective deputies, or a security consultant or a security operations manager, on matters posing a threat to the security of public buildings; to the security of essential public services, including water, drinking water, wastewater treatment, natural gas service, and electric service; or to the public's right of access to public services or public facilities. **Such discussions may be held in closed session during an emergency meeting called pursuant to Government Code 54956.5 if agreed to by a two-thirds vote of the Board members present, or, if less than two-thirds of the members are present, by a unanimous vote of the members present.** (Government Code 54956.5, 54957)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3515 - Campus Security)

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

(cf. 9323.2 - Actions by the Board)

CLOSED SESSION PURPOSES AND AGENDAS (continued)

~~Note: Government Code 54956.5 authorizes an emergency meeting in closed session to meet with the law enforcement officials specified above pursuant to Government Code 54957. Two thirds of the Board members present at the meeting must agree to the need for the closed session. Those emergency situations that necessitate a need for an emergency meeting are listed in BB 9320 Meetings and Notices and include a terrorist attack, crippling disaster, or other activity that impairs public health or safety. For a list of actions for which more than a majority vote of the Board is required, see BB 9323.2 Actions by the Board.~~

~~The Board may meet in closed session during an emergency meeting held pursuant to Government Code 54956.5 to meet with law enforcement officials for the emergency purposes specified in Government Code 54957 if agreed to by a two-thirds vote of the Board members present. If less than two-thirds of the members are present, then the Board must agree by a unanimous vote of the members present. (Government Code 54956.5)~~

Agenda items related to **these** security matters shall specify the name of the law enforcement agency and the title of the officer, or name of applicable agency representative and title, with whom the Board will consult. (Government Code 54954.5)

The Board may meet in closed session to consult with law enforcement officials on the development of a plan for tactical responses to criminal incidents and to approve the plan. Following the closed session, the Board shall report any action taken to approve the plan, but need not disclose the district's plan for tactical responses. (Education Code 32281)

Conference with Real Property Negotiators

Note: An Attorney General opinion (94 Ops.Cal.Atty.Gen. 82 (2011)) has concluded that only three subjects related to real property negotiations may be considered in closed session: (1) the amount of consideration the local agency is willing to pay or accept in exchange for the real property rights to be acquired or transferred; (2) the form, manner, and timing of how that consideration will be paid; and (3) items that are essential to arriving at the authorized price and payment terms. **Public disclosure of such items would reveal information that Government Code 54956.8 permits to be kept confidential.** Although Attorney General opinions are not binding, they are accorded deference by the courts.

In addition, the California Office of the Attorney General publication The Brown Act: Open Meetings for Legislative Bodies states that, since Government Code 54957.1 requires the Board to report, at the conclusion of a closed session, the approval of a final agreement concluding real property negotiations, the Board's power to grant authority to its negotiator must also include the power to finalize any agreement so negotiated.

The Board may meet in closed session with its real property negotiator prior to the purchase, sale, exchange, or lease of real property by or for the district in order to grant its negotiator authority regarding the price and terms of payment for the property. (Government Code 54956.8)

CLOSED SESSION PURPOSES AND AGENDAS (continued)

Before holding the closed session, the Board shall hold an open and public session to identify its negotiator(s), ~~and~~ the property under negotiation, and ~~to specify~~ the person(s) with whom the negotiator may negotiate. For purposes of real property transactions, negotiators may include members of the Board. (Government Code 54956.8)

~~For purposes of real property transactions, negotiators may include members of the Board. (Government Code 54956.8)~~

Agenda items related to real property negotiations shall specify the district negotiator attending the closed session. If circumstances necessitate the absence of a specified negotiator, an agent or designee may participate in place of the absent negotiator as long as the name of the agent or designee is announced at an open session held prior to the closed session. The agenda shall also specify the name of the negotiating parties and the street address of the real property under negotiation. If there is no street address, the agenda item shall specify the parcel number or another unique reference of the property. The agenda item shall also specify whether instruction to the negotiator will concern price, terms of payment, or both. (Government Code 54954.5)

When the Board approves a final agreement concluding real estate negotiations pursuant to Government Code 54956.8, it shall report that approval and the substance of the agreement in open session at the public meeting during which the closed session is held. If final approval rests with the other party to the negotiations, the Superintendent or designee shall disclose the fact of that approval and the substance of the agreement upon inquiry by any person, as soon as the other party or its agent has informed the district of its approval. (Government Code 54957.1)

Pending Litigation

Based on the advice of its legal counsel, the Board may hold a closed session to confer with or receive advice from its legal counsel regarding ~~a~~ pending litigation when ~~a~~ discussion of the matter in open session would prejudice the district's position in the litigation. For this purpose, "litigation" means any adjudicatory proceeding, including eminent domain, before a court, administrative body exercising its adjudicatory authority, hearing officer, or arbitrator. (Government Code 54956.9)

<p>Note: Pursuant to Government Code 54956.9, the district is considered to be a "party," or to have "significant exposure," to a litigation if any of its officers or employees is a party or has significant exposure to the litigation under circumstances specified in items #1 and #2 below.</p>

Litigation is considered "pending" in any of the following circumstances: (Government Code 54956.9)

CLOSED SESSION PURPOSES AND AGENDAS (continued)

1. Litigation to which the district is a "party" has been initiated formally. (Government Code 54956.9~~(a)~~**(d)(1)**)
2. A point has been reached where, in the Board's opinion based on the advice of its legal counsel regarding the "existing facts and circumstances," there is a "significant exposure to litigation" against the district, or the Board is meeting solely to determine whether, based on existing facts or circumstances, a closed session is authorized. (Government Code 54956.9~~(b)~~ **(d)(2), (3)**)

Existing facts and circumstances for these purposes are limited to the following:
(Government Code 54956.9)

- a. Facts and circumstances that might result in litigation against the district but which the district believes are not yet known to potential plaintiff(s) and which do not need to be disclosed.
- b. Facts and circumstances including, but not limited to, an accident, disaster, incident, or transactional occurrence which might result in litigation against the district, which are already known to potential plaintiff(s) and which must be publicly disclosed before the closed session or specified on the agenda.
- c. The receipt of a claim pursuant to the ~~For~~ **Government** Claims Act or a written threat of litigation from a potential plaintiff. The claim or written communication must be available for public inspection.

(cf. 3320 - Claims and Actions Against the District)

- d. A threat of litigation made by a person in an open meeting on a specific matter within the responsibility of the Board.
 - e. A threat of litigation made by a person outside of an open meeting on a specific matter within the responsibility of the Board, provided that the district official or employee receiving knowledge of the threat made a record of the statement before the meeting and the record is available for public inspection. Such record does not need to identify an alleged victim of tortious sexual conduct or anyone making a threat **of litigation** on ~~his/her~~ **the victim's** behalf or identify an employee who is the alleged perpetrator of any unlawful or tortious conduct, unless the identity of this person has been publicly disclosed.
3. Based on existing facts and circumstances, the Board has decided to initiate or is deciding whether to initiate litigation. (Government Code 54956.9~~(e)~~ **(d)(4)**)

CLOSED SESSION PURPOSES AND AGENDAS (continued)

Before holding a closed session pursuant to the pending litigation exception, the Board shall state on the agenda or publicly announce the subdivision of Government Code 54956.9 under which the closed session is being held. If authority is based on Government Code 54956.9(a) **(d)(1)**, the Board shall either state the title or specifically identify the litigation to be discussed or state that doing so would jeopardize the district's ability to effectuate service of process upon unserved parties or to conclude existing settlement negotiations to its advantage. (Government Code 54956.9)

Agenda items related to pending litigation shall be described as a conference with legal counsel regarding either "existing litigation" or "anticipated litigation." (Government Code 54954.5)

"Existing litigation" items shall identify the name of the case specified by either the claimant's name, names of parties, or case or claim number, unless the Board states that to identify the case would jeopardize service of process or existing settlement negotiations. (Government Code 54954.5)

"Anticipated litigation" items shall state that there is significant exposure to litigation pursuant to Government Code 54956.9(b) **(d)(2) or (3)** and shall specify the potential number of cases. When the district expects to initiate a suit, items related to anticipated litigation shall state that the discussion relates to the initiation of litigation pursuant to Government Code 54956.9(e) **(d)(4)** and shall specify the potential number of cases. The agenda or an oral statement before the closed session may be required to provide additional information regarding existing facts and circumstances described in item #2 b-e above. (Government Code 54954.5)

Following the closed session, the Board shall publicly report, as applicable: (Government Code 54957.1)

- 1. Approval to legal counsel to defend, appeal or not appeal, or otherwise appear in litigation. This report shall identify the adverse parties, if known, and the substance of the litigation.**
- 2. Approval to legal counsel to initiate or intervene in a lawsuit. This report shall state that directions to initiate or intervene in the action have been given and that the action, defendants, and other details will be disclosed to inquiring parties after the lawsuit is commenced unless doing so would jeopardize the district's ability to serve process on unserved parties or its ability to conclude existing settlement negotiations to its advantage.**
- 3. Acceptance of a signed offer from the other party or parties which finalizes the settlement of pending litigation. This report shall state the substance of the agreement.**

CLOSED SESSION PURPOSES AND AGENDAS (continued)

If approval is given to legal counsel to settle pending litigation but final approval rests with the other party or with the court, the district shall report the fact of approval and the substance of the agreement thereon to persons who inquire once the settlement is final. (Government Code 54957.1)

Joint Powers Agency Issues

Note: The following ~~section applies to~~ paragraphs are for use by districts participating in a joint powers agency (JPA) for insurance pooling or in a self-insurance authority.

The Board may meet in closed session to discuss a claim for the payment of tort liability losses, public liability losses, or workers' compensation liability incurred by a joint powers agency (JPA) formed for the purpose of insurance pooling or self-insurance authority of which the district is a member. (Government Code 54956.95)

Closed session agenda items related to liability claims shall specify the claimant's name and the name of the agency against which the claim is made. (Government Code 54954.5)

(cf. 3530 - Risk Management/Insurance)

Following the closed session, the Board shall publicly report the disposition of joint powers agency or self-insurance claims, including the name of the claimant(s), the name of the agency claimed against, the substance of the claim, and the monetary settlement agreed upon by the claimant. (Government Code 54957.1)

Note: Pursuant to Government Code 54956.96, a JPA may adopt a provision, either through a policy or through the joint powers agreement, authorizing a school district Board member serving on the JPA board to disclose confidential information received during the JPA board's closed session under the circumstances specified below. Government Code 54954.5 provides an agenda description for the purpose of this closed session. The following optional paragraphs are for use by districts that participate in a JPA that has adopted such a provision.

When the board of the JPA has so authorized and upon advice of district legal counsel, the Board may **also** meet in closed session in order to receive, discuss, and take action concerning information obtained in a closed session of the JPA **that has direct financial or liability implications for the district**. During the Board's closed session, a Board member serving on the JPA board may disclose confidential information acquired during a closed session of the JPA to fellow Board members. (Government Code 54956.96)

~~The Board member may also disclose the confidential JPA information to district legal counsel in order to obtain advice on whether the matter has direct financial or liability implications for the district. (Government Code 54956.96)~~

CLOSED SESSION PURPOSES AND AGENDAS (continued)

Closed session agenda items related to conferences involving a JPA shall specify **the name of the JPA**, the closed session description used by the JPA, and the name of the Board member representing the district on the JPA board. Additional information listing the names of agencies or titles of representatives attending the closed session as consultants or other representatives shall also be included. (Government Code 54954.5)

Review of Audit Report from California State Auditor's Office

Note: Government Code 54956.75 authorizes the Board to meet in closed session to discuss a **confidential** final draft audit report from the California State Auditor's Office. This authority relates to situations in which a member of the legislature has requested the California State Auditor's Office to audit a school district. This audit is separate from the annual audit that districts must conduct pursuant to Education Code 41020. The law does not authorize the Board to meet in closed session to discuss the district's annual audit.

Upon receipt of a confidential final draft audit report from the California State Auditor's Office, the Board may meet in closed session to discuss its response to that report. After public release of the report from the California State Auditor's Office, any Board meeting to discuss the report must be conducted in open session, unless exempted from that requirement by some other provision of law. (Government Code 54956.75)

Closed session agenda items related to an audit by the California State Auditor's Office shall state "Audit by California State Auditor's Office." (Government Code 54954.5)

Note: Government Code 54956.75 does not specify reporting requirements for closed sessions related to the review of the audit report from the State Auditor. The following optional paragraph reflects the purpose of the closed session.

Following the closed session, the Board shall publicly confirm that the report was reviewed and a response was prepared.

Review of Assessment Instruments

The Board may meet in closed session to review the contents of any student assessment instrument approved or adopted for the statewide testing system. Before any such meeting, the Board shall agree by resolution to accept any terms or conditions established by the State Board of Education for this review. (Education Code 60617)

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - State Academic Achievement Tests)

Note: The following **optional** paragraph provides for compliance with Government Code 54954.2, which requires the agenda to have a brief general description of all closed session items to be discussed. Government Code 54954.5 provides no specific description of agenda items related to closed sessions authorized by the Education Code.

CLOSED SESSION PURPOSES AND AGENDAS (continued)

Agenda items related to the review of student assessment instruments shall state that the Board is reviewing the contents of an assessment instrument approved or adopted for the statewide testing program and that Education Code 60617 authorizes a closed session for this purpose in order to maintain the confidentiality of the assessment under review.

Note: Education Code 60617 does not specify reporting requirements for closed sessions related to the review of student assessment instruments. The following optional paragraph reflects the purpose of the closed session.

Following the closed session, the Board shall confirm that the assessment instruments were reviewed. Any actions related to the review shall be taken in open session without revealing any proprietary or confidential information and shall be a matter of public record.

*Legal Reference:*EDUCATION CODE32281 *School safety plans*35145 *Public meetings*35146 *Closed session (~~re student suspension~~) for student suspension or disciplinary action*44929.21 *Districts with ADA of 250 or more*48912 *Governing board suspension of student*48918 *Rules governing expulsion procedures; hearings and notice*49070 *Challenging content of students records*49073-49079 *Privacy of student records*60617 *Meetings of governing board-Closed session (re review of contents of statewide assessment)*GOVERNMENT CODE3540-3549.3 *Educational Employment Relations Act*6252-6270 *California Public Records Act*54950-54963 *The Ralph M. Brown Act*CALIFORNIA CONSTITUTION*Article 1, Section 3 Public right to access information*UNITED STATES CODE, TITLE 201232g *Family Educational Rights and Privacy Act*CODE OF FEDERAL REGULATIONS, TITLE 3499.1-99.8 *Family Educational Rights and Privacy*COURT DECISIONS*Moreno v. City of King, (2005) 127 Cal.App.4th 17**Morrison v. Housing Authority of the City of Los Angeles Board of Commissioners, (2003) 107 Cal.App.4th 860**Rim of the World Unified School District v. San Bernardino County Superior Court, (2002) 104 Cal.App.4th 1393**Bell v. Vista Unified School District, (2001)(2000) 82 Cal.App. 4th 672**Fischer v. Los Angeles Unified School District, (1999) 70 Cal.App. 4th 87**Kleitman v. Superior Court of Santa Clara County, (1999) 87 Cal Rptr. 2d*

CLOSED SESSION PURPOSES AND AGENDAS (continued)

Legal Reference: (continued)

CODE OF FEDERAL REGULATIONS, TITLE 34 (continued)

Furtado v. Sierra Community College District (1998) 68 Cal.App. 4th 876

Roberts v. City of Palmdale, (1993) 5 Cal.App. 4th 363

San Diego Union v. City Council, (1983) 146 Cal.App.3d 947

Sacramento Newspaper Guild v. Sacramento County Board of Supervisors, (1968) 263 Cal.App. 2d 41

~~*San Diego Union v. City Council*, (1983) 146 Cal.App.3d 947~~

ATTORNEY GENERAL OPINIONS

94 *Ops. Cal. Atty. Gen.* 82 (2011)

89 *Ops. Cal. Atty. Gen.* 110 (2006)

86 *Ops. Cal. Atty. Gen.* 210 (2003)

78 *Ops. Cal. Atty. Gen.* 218 (1995)

59 *Ops. Cal. Atty. Gen.* 532 (1976)

57 *Ops. Cal. Atty. Gen.* 209 (1974)

Management Resources:

CSBA PUBLICATIONS

The Brown Act: School Boards and Open Meeting Laws, 2009-rev. 2014

CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS

The Brown Act: Open Meetings for Legislative Bodies, 2003

LEAGUE OF CALIFORNIA CITIES PUBLICATIONS

Open and Public IV: A Guide to the Ralph M. Brown Act, rev. July 2010

WEB SITES

CSBA: <http://www.csba.org>

California **Office of the Attorney General's Office**: <http://www.oag.ca.gov>

League of California Cities: <http://www.cacities.org>

(12/14 6/16) 7/19

Center Unified SD

Board Bylaw

Closed Session Purposes And Agendas

BB 9321

Board Bylaws

The Governing Board is committed to complying with state open meeting laws and modeling transparency in its conduct of district business. The Board shall hold closed sessions only for purposes authorized by law. A closed session may be held during a regular, special, or emergency meeting in accordance with law.

Each agenda shall contain a general description of each closed session item to be discussed at the meeting, as required by law. (Government Code 54954.2)

(cf. 9320 - Meetings and Notices)

(cf. 9322 - Agenda/Meeting Materials)

The Board shall disclose in open session the items to be discussed in closed session. In the closed session, the Board may consider only those matters covered in its statement. After the closed session, the Board shall reconvene in open session before adjourning the meeting, and when applicable, shall disclose any action taken in the closed session, in the manner prescribed by Government Code 54957.1. (Government Code 54957.7)

(cf. 9321.1 - Closed Session Actions and Reports)

The Board shall not disclose any information that is protected by state or federal law. In addition, no victim or alleged victim of tortious sexual conduct or child abuse shall be identified in any Board agenda, notice, announcement, or report required by the Brown Act, unless the identity of the person has previously been publicly disclosed. (Government Code 54957.7, 54961)

(cf. 1340 - Access to District Records)

A Board member shall not disclose confidential information received in a closed session unless the Board authorizes the disclosure of that information. (Government Code 54963)

(cf. 9011 - Disclosure of Confidential/Privileged Information)

Personnel Matters

The Board may hold a closed session under the "personnel exception" to consider the appointment, employment, evaluation of performance, discipline, or dismissal of an

employee. Such a closed session shall not include discussion or action on proposed compensation except for a reduction of compensation that results from the imposition of discipline. (Government Code 54957)

(cf. 2140 - Evaluation of the Superintendent)

(cf. 4115 - Evaluation/Supervision)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4215 - Evaluation/Supervision)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 4315 - Evaluation/Supervision)

The Board may also hold a closed session to hear complaints or charges brought against an employee by another person or employee, unless the employee requests an open session. Before the Board holds a closed session on specific complaints or charges brought against an employee, the employee shall receive written notice of his/her right to have the complaints or charges heard in open session if desired. This notice shall be delivered personally or by mail at least 24 hours before the time of the session.

(Government Code 54957)

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

The Board may hold a closed session to discuss a district employee's application for early withdrawal of funds in a deferred compensation plan when the application is based on financial hardship arising from an unforeseeable emergency due to illness, accident, casualty, or other extraordinary event, as specified in the deferred compensation plan.

(Government Code 54957.10)

Agenda items related to district employee appointments and employment shall describe the position to be filled. Agenda items related to performance evaluations shall specify the title of the employee being reviewed. Agenda items related to employee discipline, dismissal, or release require no additional information. (Government Code 54954.5)

Negotiations/Collective Bargaining

Unless otherwise agreed upon by the parties involved, the following shall not be subject to the Brown Act: (Government Code 3549.1)

1. Any meeting and negotiating discussion between the district and a recognized or certified employee organization
2. Any meeting of a mediator with either party or both parties to the meeting and negotiating process
3. Any hearing, meeting, or investigation conducted by a factfinder or arbitrator

4. Any executive (closed) session of the district or between the district and its designated representative for the purpose of discussing its position regarding any matter within the scope of representation and instructing its designated representatives

(cf. 4140/4240/4340 - Bargaining Units)

(cf. 4143/4243 - Negotiations/Consultation)

(cf. 4143.1/4243.1 - Public Notice - Personnel Negotiations)

The Board may meet in closed session to review the Board's position and/or instruct its designated representative regarding salaries, salary schedules, or compensation paid in the form of fringe benefits of its represented and unrepresented employees. Prior to the closed session, the Board shall identify its designated representative in open session. Any closed session held for this purpose may include discussions of the district's available funds and funding priorities, but only insofar as they relate to providing instructions to the Board's designated representative. (Government Code 54957.6)

(cf. 2121 - Superintendent's Contract)

Closed sessions may take place prior to and during consultations and discussions with representatives of employee organizations and unrepresented employees. For unrepresented employees, closed sessions held pursuant to Government Code 54957.6 shall not include final action on the proposed compensation of one or more unrepresented employees. (Government Code 54957.6)

For represented employees, the Board may also meet in closed session regarding any other matter within the statutorily provided scope of representation. (Government Code 54957.6)

The Board also may meet in closed session with a state conciliator or mediator who has intervened in proceedings regarding any of the purposes enumerated in Government Code 54957.6.

Agenda items related to negotiations shall specify the name of the district's designated representative(s) attending the closed session. If circumstances necessitate the absence of a specified designated representative, an agent or designee may participate in place of the absent representative as long as the name of the agent or designee is announced at an open session held prior to the closed session. The agenda shall also specify the name of the organization representing the employee(s) or the position title of the unrepresented employee who is the subject of the negotiations. (Government Code 54954.5)

Matters Related to Students

The Board shall meet in closed session to consider the expulsion of a student, unless the student submits a written request at least five days before the date of the hearing that the hearing be held in open session. Regardless of whether the expulsion hearing is conducted in open or closed session, the Board may meet in closed session for the

purpose of deliberating and determining whether the student should be expelled. (Education Code 48918)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

The Board shall meet in closed session to address any student matter that may involve disclosure of confidential student information, or to consider a suspension, disciplinary action, or any other action against a student except expulsion. If a written request for open session is received from the parent/guardian or adult student, it will be honored to the extent that it does not violate the privacy rights of any other student. (Education Code 35146, 48912, 49070)

(cf. 5117 - Interdistrict Attendance)

(cf. 5119 - Students Expelled from Other Districts)

(cf. 5125.3 - Challenging Student Records)

(cf. 5144 - Discipline)

Agenda items related to student matters shall briefly describe the reason for the closed session, such as "student expulsion hearing" or "grade change appeal," without violating the confidentiality rights of individual students. The student shall not be named on the agenda, but a number may be assigned to the student in order to facilitate record keeping. The agenda shall also state that the Education Code requires closed sessions in these cases in order to prevent the disclosure of confidential student record information.

(cf. 5125 - Student Records)

Security Matters

The Board may meet in closed session with the Governor, Attorney General, district attorney, district legal counsel, sheriff or chief of police, or their respective deputies, or a security consultant or a security operations manager, on matters posing a threat to the security of public buildings; to the security of essential public services, including water, drinking water, wastewater treatment, natural gas service, and electric service; or to the public's right of access to public services or public facilities. (Government Code 54957)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3515 - Campus Security)

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

The Board may meet in closed session during an emergency meeting held pursuant to Government Code 54956.5 to meet with law enforcement officials for the emergency purposes specified in Government Code 54957 if agreed to by a two-thirds vote of the Board members present. If less than two-thirds of the members are present, then the Board must agree by a unanimous vote of the members present. (Government Code 54956.5)

Agenda items related to security matters shall specify the name of the law enforcement agency and the title of the officer, or name of applicable agency representative and title, with whom the Board will consult. (Government Code 54954.5)

Conference with Real Property Negotiator

The Board may meet in closed session with its real property negotiator prior to the purchase, sale, exchange, or lease of real property by or for the district in order to grant its negotiator authority regarding the price and terms of payment for the property. (Government Code 54956.8)

Before holding the closed session, the Board shall hold an open and public session to identify its negotiator(s) and the property under negotiation and to specify the person(s) with whom the negotiator may negotiate. (Government Code 54956.8)

For purposes of real property transactions, negotiators may include members of the Board. (Government Code 54956.8)

Agenda items related to real property negotiations shall specify the district negotiator attending the closed session. If circumstances necessitate the absence of a specified negotiator, an agent or designee may participate in place of the absent negotiator as long as the name of the agent or designee is announced at an open session held prior to the closed session. The agenda shall also specify the name of the negotiating parties and the street address of the real property under negotiation. If there is no street address, the agenda item shall specify the parcel number or another unique reference of the property. The agenda item shall also specify whether instruction to the negotiator will concern price, terms of payment, or both. (Government Code 54954.5)

Pending Litigation

Based on the advice of its legal counsel, the Board may hold a closed session to confer with or receive advice from its legal counsel regarding a pending litigation when a discussion of the matter in open session would prejudice the district's position in the litigation. For this purpose, "litigation" means any adjudicatory proceeding, including eminent domain, before a court, administrative body exercising its adjudicatory authority, hearing officer, or arbitrator. (Government Code 54956.9)

Litigation is considered "pending" in any of the following circumstances: (Government Code 54956.9)

1. Litigation to which the district is a "party" has been initiated formally. (Government Code 54956.9(a))
2. A point has been reached where, in the Board's opinion based on the advice of its legal counsel regarding the "existing facts and circumstances," there is a "significant

exposure to litigation" against the district, or the Board is meeting solely to determine whether, based on existing facts or circumstances, a closed session is authorized. (Government Code 54956.9(b))

Existing facts and circumstances for these purposes are limited to the following: (Government Code 54956.9)

- a. Facts and circumstances that might result in litigation against the district but which the district believes are not yet known to potential plaintiffs and which do not need to be disclosed.
- b. Facts and circumstances including, but not limited to, an accident, disaster, incident, or transactional occurrence which might result in litigation against the district, which are already known to potential plaintiffs and which must be publicly disclosed before the closed session or specified on the agenda.
- c. The receipt of a claim pursuant to the Tort Claims Act or a written threat of litigation from a potential plaintiff. The claim or written communication must be available for public inspection.

(cf. 3320 - Claims and Actions Against the District)

- d. A threat of litigation made by a person in an open meeting on a specific matter within the responsibility of the Board.
- e. A threat of litigation made by a person outside of an open meeting on a specific matter within the responsibility of the Board, provided that the district official or employee receiving knowledge of the threat made a record of the statement before the meeting and the record is available for public inspection. Such record does not need to identify an alleged victim of tortious sexual conduct or anyone making a threat on his/her behalf or identify an employee who is the alleged perpetrator of any unlawful or tortious conduct, unless the identity of this person has been publicly disclosed.

3. Based on existing facts and circumstances, the Board has decided to initiate or is deciding whether to initiate litigation. (Government Code 54956.9(c))

Before holding a closed session pursuant to the pending litigation exception, the Board shall state on the agenda or publicly announce the subdivision of Government Code 54956.9 under which the closed session is being held. If authority is based on Government Code 54956.9(a), the Board shall either state the title or specifically identify the litigation to be discussed or state that doing so would jeopardize the district's ability to effectuate service of process upon unserved parties or to conclude existing settlement negotiations to its advantage. (Government Code 54956.9)

Agenda items related to pending litigation shall be described as a conference with legal counsel regarding either "existing litigation" or "anticipated litigation." (Government

Code 54954.5)

"Existing litigation" items shall identify the name of the case specified by either the claimant's name, names of parties, or case or claim number, unless the Board states that to identify the case would jeopardize service of process or existing settlement negotiations. (Government Code 54954.5)

"Anticipated litigation" items shall state that there is significant exposure to litigation pursuant to Government Code 54956.9(b) and shall specify the potential number of cases. When the district expects to initiate a suit, items related to anticipated litigation shall state that the discussion relates to the initiation of litigation pursuant to Government Code 54956.9(c) and shall specify the potential number of cases. The agenda or an oral statement before the closed session may be required to provide additional information regarding existing facts and circumstances described in item #2 b-e above. (Government Code 54954.5)

Joint Powers Agency Issues

The Board may meet in closed session to discuss a claim for the payment of tort liability losses, public liability losses, or workers' compensation liability incurred by a joint powers agency (JPA) formed for the purpose of insurance pooling or self-insurance authority of which the district is a member. (Government Code 54956.95)

Closed session agenda items related to liability claims shall specify the claimant's name and the name of the agency against which the claim is made. (Government Code 54954.5)

(cf. 3530 - Risk Management/Insurance)

When the board of the JPA has so authorized and upon advice of district legal counsel, the Board may meet in closed session in order to receive, discuss, and take action concerning information obtained in a closed session of the JPA. During the Board's closed session, a Board member serving on the JPA board may disclose confidential information acquired during a closed session of the JPA to fellow Board members. (Government Code 54956.96)

The Board member may also disclose the confidential JPA information to district legal counsel in order to obtain advice on whether the matter has direct financial or liability implications for the district. (Government Code 54956.96)

Closed session agenda items related to conferences involving a JPA shall specify the closed session description used by the JPA and the name of the Board member representing the district on the JPA board. Additional information listing the names of agencies or titles of representatives attending the closed session as consultants or other representatives shall also be included. (Government Code 54954.5)

Review of Audit Report from California State Auditor's Office

Upon receipt of a confidential final draft audit report from the California State Auditor's Office, the Board may meet in closed session to discuss its response to that report. After public release of the report from the California State Auditor's Office, any Board meeting to discuss the report must be conducted in open session, unless exempted from that requirement by some other provision of law. (Government Code 54956.75)

Closed session agenda items related to an audit by the California State Auditor's Office shall state "Audit by California State Auditor's Office." (Government Code 54954.5)

Review of Assessment Instruments

The Board may meet in closed session to review the contents of any student assessment instrument approved or adopted for the statewide testing system. Before any such meeting, the Board shall agree by resolution to accept any terms or conditions established by the State Board of Education for this review. (Education Code 60617)

(cf. 6162.5 - Student Assessment)

Agenda items related to the review of student assessment instruments shall state that the Board is reviewing the contents of an assessment instrument approved or adopted for the statewide testing program and that Education Code 60617 authorizes a closed session for this purpose in order to maintain the confidentiality of the assessment under review.

Legal Reference:

EDUCATION CODE

35145 Public meetings

35146 Closed session (re student suspension)

44929.21 Districts with ADA of 250 or more

48912 Governing board suspension

48918 Rules governing expulsion procedures; hearings and notice

49070 Challenging content of students records

60617 Meetings of governing board

GOVERNMENT CODE

3540-3549.3 Educational Employment Relations Act

6252-6270 California Public Records Act

54950-54963 The Ralph M. Brown Act

COURT DECISIONS

Morrison v. Housing Authority of the City of Los Angeles Board of Commissioners, (2003) 107 Cal.App.4th 860

Bell v. Vista Unified School District, (2001) 82 Cal.App. 4th 672

Fischer v. Los Angeles Unified School District, (1999) 70 Cal.App. 4th 87

Furtado v. Sierra Community College District (1998) 68 Cal.App. 4th 876

Roberts v. City of Palmdale, (1993) 5 Cal.App. 4th 363
Sacramento Newspaper Guild v. Sacramento County Board of Supervisors, (1968) 263
Cal.App. 2d 41
San Diego Union v. City Council, (1983) 146 Cal.App.3d 947
ATTORNEY GENERAL OPINIONS
94 Ops.Cal.Atty.Gen. 82 (2011)
86 Ops.Cal.Atty.Gen. 210 (2003)
78 Ops.Cal.Atty.Gen. 218 (1995)
59 Ops.Cal.Atty.Gen. 532 (1976)
57 Ops. Cal. Atty. Gen. 209 (1974)

Management Resources:

CSBA PUBLICATIONS

The Brown Act: School Boards and Open Meeting Laws, 2009

ATTORNEY GENERAL PUBLICATIONS

The Brown Act: Open Meetings for Legislative Bodies, 2003

LEAGUE OF CALIFORNIA CITIES PUBLICATIONS

Open and Public IV: A Guide to the Ralph M. Brown Act, rev. July 2010

WEB SITES

CSBA: <http://www.csba.org>

California Attorney General's Office: <http://www.oag.ca.gov>

League of California Cities: <http://www.cacities.org>

Add

Board Bylaws

E(1) 9321(a)

CLOSED SESSION

BOARD MEETING AGENDA DESCRIPTIONS FOR CLOSED SESSION ITEMS

The Governing Board meeting agenda shall include the following description of a closed session item, as applicable:

Personnel Matters

PUBLIC EMPLOYEE APPOINTMENT

Government Code 54957

Title:

(Specify position to be filled)

PUBLIC EMPLOYMENT

Government Code 54957

Title:

(Specify position to be filled)

PUBLIC EMPLOYEE PERFORMANCE EVALUATION

Government Code 54957

Title:

(Specify position of employee being evaluated)

PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE

Government Code 54957

(No additional information is required. An employee's dismissal or nonrenewal shall not be reported until the employee has first exhausted any right to a hearing or other administrative remedy.)

SPECIFIC COMPLAINT OR CHARGE AGAINST EMPLOYEE

Government Code 54957

(No additional information is required.)

EMPLOYEE APPLICATION FOR EARLY WITHDRAWAL OF FUNDS IN DEFERRED COMPENSATION PLAN

Government Code 54957.10

(No additional information is required.)

CLOSED SESSION (continued)

Negotiations/Collective Bargaining

CONFERENCE WITH LABOR NEGOTIATORS
Government Code 54957.6

District-designated representatives:

(Specify names of representatives attending the closed session. If circumstances necessitate the absence of a specified designated representative, an agent or designee may participate in place of the absent representative as long as the name of the agent or designee is announced at an open session held prior to the closed session.)

Employee organization:

(Specify name of employee organization with which negotiations are being held.)

or

Unrepresented employee:

(Specify position of unrepresented employee who is the subject of the negotiations.)

Matters Related to Students

STUDENT SUSPENSION/OTHER DISCIPLINARY ACTION
Education Code 35146
Student identification number:

(It is recommended that the student's name not be listed. The district may use other means to identify the student for record-keeping purposes.)

STUDENT EXPULSION
Education Code 48912
Student identification number:

(It is recommended that the student's name not be listed. The district may use other means to identify the student for record-keeping purposes.)

STUDENT GRADE CHANGE APPEAL
Education Code 49070
Student identification number:

(It is recommended that the student's name not be listed. The district may use other means to identify the student for record-keeping purposes.)

CLOSED SESSION (continued)

CONFIDENTIAL STUDENT MATTER

Action under consideration:

(If the Board is considering a confidential student matter other than those listed above, specify type of action.)

Student identification number:

(It is recommended that the student's name not be listed. The district may use other means to identify the student for record-keeping purposes.)

Security Matters

THREAT TO PUBLIC SERVICES OR FACILITIES

Government Code 54957

Consultation with: _____

(Specify name of law enforcement agency and title of officer, or name of applicable agency representative and title, with whom the Board will consult.)

DEVELOPMENT/APPROVAL OF TACTICAL RESPONSE PLAN

Education Code 32281

Consultation with: _____

(Specify name of law enforcement agency and title of officer, or name of applicable agency representative and title, with whom the Board will consult.)

Real Property Negotiations

CONFERENCE WITH REAL PROPERTY NEGOTIATORS

Government Code 54956.8

Property:

(Specify street address or, if no street address, the parcel number or other unique reference of the real property under negotiation.)

District negotiator:

(Specify names of negotiators attending the closed session. If circumstances necessitate the absence of a specified negotiator, an agent or designee may participate in place of the absent negotiator as long as the name of the agent or designee is announced at an open session held prior to the closed session.)

CLOSED SESSION (continued)

Negotiating parties: _____
(Specify name of party, not agent.)

Under negotiation: _____
(Specify whether instruction to negotiator will concern price, terms of payment, or both.)

Pending Litigation

CONFERENCE WITH LEGAL COUNSEL—EXISTING LITIGATION
Government Code 54956.9(d)(1)

Name of case: _____
(Specify by reference to claimant's name, names of parties, or case or claim numbers.)

or

Case name unspecified, as identification of the case would jeopardize service of process or existing settlement negotiations.

CONFERENCE WITH LEGAL COUNSEL—ANTICIPATED LITIGATION
Government Code 54956.9(d)(2) or (3)

Significant exposure to litigation pursuant to Government Code 54956.9(d)(2) or (3).
Number of potential cases: _____

Or

Initiation of litigation pursuant to Government Code 54956.9(d)(4). Number of potential cases: _____

If applicable, facts and circumstances: _____
(The district may be required to provide additional information on the agenda or in an oral statement prior to the closed session pursuant to Government Code 54956.9(e)(2)-(5). These include facts and circumstances, such as an accident, disaster, incident, or transactional occurrence that might result in litigation against the district and that are known to potential plaintiff(s).)

Joint Powers Authority Issues

LIABILITY CLAIMS FOR INSURANCE-RELATED JOINT POWERS AGENCY
Government Code 54956.95

Name of claimant(s): _____

CLOSED SESSION (continued)

(Specify name, except pursuant to Government Code 54961 when the claimant is a victim or alleged victim of tortious sexual conduct or child abuse unless the identity of the person has been publicly disclosed.)

Name of agency against which the claim is made: _____

CONFERENCE INVOLVING INFORMATION FROM A JOINT POWERS AGENCY
WITH DIRECT FINANCIAL OR LIABILITY IMPLICATIONS FOR DISTRICT
Government Code 54956.96

Name of JPA: _____

Discussion will concern:

(Specify closed session description used by the JPA.)

Name of district representative on JPA board:

Names of agencies or titles of representatives attending the closed session as consultants or other representatives, if applicable: _____

Review of Audit from State Auditor's Office

AUDIT BY CALIFORNIA STATE AUDITOR'S OFFICE
Government Code 54956.75

(No additional information is required.)

Review of Assessment Instruments

REVIEW OF STUDENT ASSESSMENT INSTRUMENT
Education Code 60617

The Board is reviewing the contents of an assessment instrument approved or adopted for the statewide testing program. Education Code 60617 authorizes a closed session for this purpose in order to maintain the confidentiality of the assessment under review.

Add

Board Bylaws

E(2) 9321(a)

CLOSED SESSION

REPORTS OF CLOSED SESSION ACTIONS

Following a closed session during any Governing Board meeting, the Board shall reconvene in open session to present, orally or in writing, a report of any of the following actions taken during the closed session, as applicable:

Personnel Matters

Title of position: _____

Action taken: _____
(e.g., appointment/employment/evaluation/discipline/dismissal/release)

Board member votes/abstentions: _____

Negotiations/Collective Bargaining

Approval of final agreement with represented employees

Item approved: _____

Other party/parties to the negotiation: _____

Board member votes/abstentions: _____

Matters Related to Students

(Final action must be taken in open session. It is recommended that the student's name not be disclosed.)

Security Matters

Action taken: _____
(e.g., consultation with law enforcement; approval of contract or memorandum of understanding; approval of tactical response plan, without disclosing the details of the plan)

Board member votes/abstentions: _____

Real Property Negotiations

Action taken: _____
(Report if Board approves a final agreement concluding real estate negotiations. If final approval rests with the other party, report as soon as the other party has approved the agreement.)

CLOSED SESSION (continued)

Substance of the agreement: _____

Board member votes/abstentions: _____

Existing Litigation

Action taken related to existing litigation:

(e.g., approval to legal counsel to defend, appeal or not appeal, or otherwise appear in litigation; or approval to legal counsel of a settlement of pending litigation at any stage prior to or during a judicial or quasi-judicial proceeding. If final approval of settlement rests with the other party, report to any person upon request once the settlement is final.)

Adverse party/parties, if known: _____

Substance of the litigation: _____

Board member votes/abstentions: _____

Anticipated Litigation

Action taken: The Board has given approval to legal counsel to initiate or intervene in a lawsuit. The action, defendants, and other details will be disclosed to any person upon request after the lawsuit is commenced, unless doing so would jeopardize the district's ability to serve process on unserved parties or its ability to conclude existing settlement negotiations to its advantage.

(The report does not need to initially identify the action, defendants, or other details.)

Board member votes/abstentions: _____

Joint Powers Agency Issues

LIABILITY CLAIMS FOR INSURANCE-RELATED JOINT POWERS AGENCY

Name of claimant(s): _____

Name of agency against which the claim is made: _____

Substance of the claim: _____

Monetary settlement agreed upon by the claimant: _____

Board member votes/abstentions: _____

CLOSED SESSION (continued)

**CONFERENCE INVOLVING INFORMATION FROM A JOINT POWERS AGENCY
WITH DIRECT FINANCIAL OR LIABILITY IMPLICATIONS FOR DISTRICT**

Name of JPA: _____

Action taken: _____
(Law does not include any specific disclosures to be reported.)

Board member votes/abstentions: _____

Review of Audit from State Auditor's Office

Action taken: The Board reviewed the confidential final draft audit report received from the California State Auditor's Office and has prepared a response.
(No additional information is required. Unless otherwise exempted by law, after the audit report is subsequently released to the public, any Board discussion of the report must be conducted in open session.)

Review of Assessment Instruments

Action taken: The Board reviewed the contents of a student assessment instrument approved or adopted for the statewide testing system.

Center Unified SD

Board Bylaw

Closed Session Actions And Reports

BB 9321.1

Board Bylaws

No matters other than those announced in open session shall be acted upon during the closed session. (Government Code 54957.7)

(cf. 9321 - Closed Session Purposes and Agendas)

The Board shall reconvene in open session before adjourning and report closed session actions, the votes or abstentions thereon, and other disclosures required by Government Code 54957.1. These disclosures may be made at the location announced in the agenda for the closed session, as long as the public is allowed to be present at that location for the purpose of hearing them. (Government Code 54957.7)

Personnel Matters

The Board shall report any personnel action taken and the votes or abstentions thereon at the public meeting during which the closed session is held. This report shall identify the title of the position. However, the report of a dismissal or nonrenewal of an employment contract shall be deferred until the first public meeting after administrative remedies, if any, have been exhausted. (Government Code 54957.1)

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 2123 - Evaluation of the Superintendent)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Negotiations/Collective Bargaining

Final action on the proposed compensation of one or more unrepresented employees shall not be taken during the closed session. (Government Code 54957.6)

Approval of an agreement concluding closed session labor negotiations with represented employees shall be reported after the agreement is final and has been accepted or ratified by the other party. This report shall identify the item approved and the other party or parties to the negotiation. (Government Code 54957.1)

(cf. 4143/4243 - Negotiations/Consultation)

(cf. 4143.1/4243.1 - Public Notice - Personnel Negotiations)

Student Matters

Actions related to student matters shall be taken in open session and shall be a matter of public record. No information shall be released in violation of student privacy rights provided in law. (Education Code 35146, 48918; 20 USC 1232))

In an expulsion action, the student's name shall not be disclosed, but the cause for the expulsion shall be disclosed in open session.

(cf. 5117 - Interdistrict Attendance)

(cf. 5119 - Students Expelled from Other Districts)

(cf. 5125 - Student Records)

(cf. 5125.3 - Challenging Student Records)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

Real Estate Negotiations

Approval of an agreement concluding real estate negotiations shall be reported after the agreement is final. If the Board renders the agreement final, it shall report that approval, the votes or abstentions thereon, and the substance of the agreement in open session at the public meeting during which the closed session is held. If final approval rests with the other party, the Superintendent or designee shall disclose the fact of that approval and the substance of the agreement upon inquiry by any person, as soon as the other party or its agent has informed the district of its approval. (Government Code 54957.1)

Pending Litigation

The Board shall report the following actions related to pending litigation, and the votes or abstentions thereon, at the public meeting during which the closed session is held: (Government Code 54957.1)

1. Approval to legal counsel to defend, appeal or not appeal, or otherwise appear in litigation. This report shall identify the adverse parties, if known, and the substance of the litigation.
2. Approval to legal counsel to initiate or intervene in a lawsuit. This report shall state that directions to initiate or intervene in the action have been given and that details will be disclosed to inquiring parties after the lawsuit is commenced unless doing so would jeopardize the district's ability to serve process on unserved parties or its ability to conclude existing settlement negotiations to its advantage.
3. Acceptance of a signed offer from the other party or parties which finalizes the settlement of pending litigation. This report shall state the substance of the agreement.

If approval is given to legal counsel to settle pending litigation and if final approval rests

with the other party or with the court, the district shall report the fact of approval, the substance of the agreement and the vote and abstentions thereon to persons who inquire once the settlement is final. (Government Code 54957.1)

JPA/Self-Insurance Claims

The Board shall report the disposition of joint powers authority or self-insurance claims and the votes or abstentions thereon at the public meeting during which the closed session is held. This report shall include the name of the claimant(s), the name of the agency claimed against, the substance of the claim and the monetary settlement agreed upon by the claimant. (Government Code 54957.1)

(cf. 3320 - Claims and Actions Against the District)
(cf. 3530 - Risk Management/Insurance)

Review of Assessment Instruments

At the public meeting during which the Board holds a closed session to review student assessment instruments, the Board shall confirm that this review was made. Any actions related to the review shall be taken in open session without revealing any proprietary or confidential information and shall be a matter of public record.

(cf. 6162.5 - Student Assessment)

Legal Reference:

EDUCATION CODE

35145 Public meetings

35146 Closed session (re student matters)

48918 Rules governing expulsion procedures; hearings and notice

49073-49079 Privacy of student records

60617 Meetings of governing board

GOVERNMENT CODE

54950-54963 The Ralph M. Brown Act, especially:

54957.1 Closed sessions; public report of action taken

54957.6 Closed sessions; representatives to employee organization(s)

54957.7 Disclosure of items to be discussed

UNITED STATES CODE, TITLE 20

1232 Family Educational Rights and Privacy Act

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.8 Family Educational Rights and Privacy

80 Ops.Cal.Atty.Gen. 85 (1997)

COURT CASES

Kleitman v. Superior Court of Santa Clara County 87 Cal Rptr. 2d (1999)

Bylaw
adopted: August 5, 1998

CENTER UNIFIED SCHOOL DISTRICT
Antelope, California

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site:	Curriculum and Instruction	
Date:	November 7, 2019	Action Item <input checked="" type="checkbox"/>
To:	Board of Trustees	Information Item
From:	Michael Jordan	
	Director of Curriculum, Instruction and Special Education	
Initials:	<u>mgx</u>	<u>113</u> # Attached Pages

SUBJECT: Career Technical Education Facilities Program Cycle 6 Submission

The Proposition 51 State Facilities Bond measure includes \$500 million to construct or modernize Career Technical Education (CTE) facilities as well as purchase equipment on comprehensive high school sites. On June 26, 2019, the State Allocation Board approved \$250 million for the next Career Technical Education Facilities Program (CTEFP) funding cycle. New construction projects are eligible for up to \$3 million dollars in state funding. The District must provide a 50% match of the total project cost up to \$3 million dollars. Modernization projects are eligible for up to \$1.5 million dollars in state funding. The District must provide a 50% match of the total project cost up to \$1.5 million. This is a competitive grant process and applications must score at least 105 points out of a total of 141 point possible for consideration of funding.

Four applications will be submitted for new construction for Center Joint Unified School District: 1) the Marketing, Sales, and Services Industry Sector: Entrepreneurship and Self-Employment Pathway, 2) Building and Construction Trades Industry Sector: Residential and Commercial Construction Pathway, 3) Information and Communication Technologies Industry Sector with a Software and Systems Development Pathway focused on web and social media programming subpathway, and 4) Manufacturing and Product Development Industry Sector: Product Innovation and Design Pathway.

All applications require the approval of each of their Industry Sector Advisory Committees as well as School Board approval. The applications are due December 2, 2019. All four of the applications are consistent with the Facilities Assessment and Improvement Plan adopted by the Board in February 2019.

RECOMMENDATION: CJUSD Board of Trustees approve the four CTE Grant applications

Section 3: Project Information

Type of Project:

New Construction (including equipment):

Modernization/Reconfiguration (including equipment):

Equipment Only:

School Name:

Center High School

Name of Career Technical Education Industry Sector (Note: Only one industry sector per application will be accepted):

Marketing, Sales, and Services

Career Technical Education Pathway(s):

Entrepreneurship/ Self-Employment

Proposed Schematic Drawing Attached?: Yes No

School Site Plan Drawing Attached: Yes No

Estimated Total Cost of Project (See Form B): \$3,718,665

Total Amount of State Funds Requested (See Form B): \$1,859,333

Number of students occupying teaching stations or using equipment (per class period): 35

Number of Classrooms in Project: 1

Annual Number of Students Served: 175

Square Footage of Project: 2,880

Section 4: Approval

Date Governing Board Approved CTE Application (Board must approve project no later than November 27, 2019): November 20, 1019

Section 5: Certification

The local educational agency (LEA) certifies that the Advisory Committee pursuant to Education Code Section 8070 has met and approved the CTE Plan, and the other requirements contained in Education Code Section 17078.72, including sections (i) (1 thru 7) have been accomplished, and minutes and other supporting documentation are on file at the LEA's Office. Further, the LEA certifies that the project is on a comprehensive high school site that meets the requirements of Education Code sections 51224, 51225.3, and 51228.

Authorized LEA Representative to initial each Education Code Section.

E.C. 8070 ____

The governing board of each school district participating in a career technical education program shall appoint a career technical education advisory committee to develop recommendations on the program and to provide liaison between the district and potential employers.

The committee shall consist of one or more representatives of the general public knowledgeable about the disadvantaged, students, teachers, business, industry, school administration, and the field office of the Department of Employment Development.

E.C. 17078.72 ____

(a) The Career Technical Education Facilities Program is hereby established to provide funding to qualifying local educational agencies for the purpose of constructing new facilities or reconfiguring existing facilities, including, but not limited to, purchasing equipment with an average useful life expectancy of at least 10 years, to enhance educational opportunities for pupils in existing high schools in order to provide them with the skills and knowledge necessary for the high-demand technical careers of today and tomorrow.

(b) The State Department of Education, in cooperation with the Chancellor's Office of the California Community Colleges, the Labor and Workforce Development Agency, and industry groups, shall develop criteria and pupil outcome measures to evaluate the program. The criteria shall ensure equity, program relevance to industry needs, and articulation with more advanced coursework at the partnering community colleges or private institutions.

(c) The program shall be based on grant applications administered by the board.

(d) Grants shall be allocated on a per-square-foot basis for the applicable type of construction proposed or deemed necessary by the board consistent with the approved application for the project.

(e) New construction grants shall not exceed three million dollars (\$3,000,000) per project per schoolsite, inclusive of equipment, and shall only be allocated to comprehensive high schools that have an active Career Technical Advisory Committee pursuant to Section 8070, in either of the following methods:

(1) For a stand-alone project on a per-square-foot basis for the applicable type of construction proposed, based on the criteria established pursuant to subdivision (b), consistent with the approved application for the project.

(2) For new school projects, as a supplement to the per pupil allocation pursuant to Section 17072.10. The supplement is intended to cover excess costs uniquely related to the facilities required to provide the career technical education program or programs.

(f) Modernization grants shall not exceed one million five hundred thousand dollars (\$1,500,000) per project per schoolsite, inclusive of equipment and may be awarded to comprehensive high schools or joint power authorities currently operating career technical education programs that have an active Career Technical Advisory Committee pursuant to Section 8070 for the purpose of reconfiguration. For comprehensive high schools, the grant shall be supplemental to the per pupil allocation pursuant to Section 17074.10. The supplement is intended to cover excess costs uniquely related to the facilities required to provide the career technical education program or programs.

(g)(1) A school district shall contribute from local resources a dollar amount that is equal to the amount of the grant of state funds awarded under subdivisions (d), (e), and (f). The required local contribution may be provided by private industry groups, the school district, or a joint powers authority.

(2) A school district shall not be required to demonstrate that it has unhoused pupils or that a permanent school building is more than 25 years old in order to receive a grant under the program.

(h) The program shall allow the required local contribution to be paid over time if sufficient local funds are not immediately available. The board may provide for a repayment schedule consistent with subparagraphs (C) and (D) of paragraph (1) of subdivision (a) of Section 17078.57. The board shall not waive the required local contribution on the basis of financial hardship or on any other basis.

(i) Applications shall meet the criteria developed under subdivision (b) and shall require all of the following:

(1) A clear and comprehensive career technical education plan for each course of study applicable to the instructional space.

(2) Projections of pupil enrollment.

(3) Identification of feeder schools, industry partners, and community colleges or other postsecondary schools participating in the development, articulation, and review of the educational program.

(4) Evidence of approval of the plan by the entities listed in paragraph (3).

(5) The method by which accountability for pupil enrollments and outcomes will be maintained. Outcomes shall include, but are not limited to, certificate completion, the successful entry of pupil to employment in the applicable industry, and successful transition to post-secondary institutions for work in the applicable industry or other areas of study.

6) Evidence of coordination with all feeder schools, middle schools, and high schools within the area to ensure that the project and programs complement career technical education offerings in the area.

(7) Evidence that upon completion of the project the local educational agency will meet all of its obligations under Section 51228 relating to career technical education.

(j) Applications shall give weight to the number of pupils expected to attend, the cost per pupil, financial participation by industry partners in the construction and equipping of the facility, commitment to accountability for outcomes and participation, the strength and relevance of the educational plans to the needs of industry for qualified technical employees applicable to the economic development needs of the region in which the project will be located, and coordination and articulation with feeder schools, other high schools, and community colleges.

(k) The Office of Public School Construction shall develop and the board shall approve regulations to implement this article on or before April 19, 2007, and the board may promulgate those regulations first on an emergency basis, which shall be effective for no more than 12 months, after which any permanent regulations shall be promulgated in accordance with the Administrative Procedure Act (Chapter 3.5 (commencing with Section 11340) of Part 1 of Division 3 of Title 2 of the Government Code).

(l) Notwithstanding paragraphs (e) and (f), a project approved pursuant to this section is also eligible for an incentive grant from the funds specified in paragraph (8) of subdivision (a) of Section 101012 if the project meets the criteria prescribed in that section.

E.C. 51224 ____

The governing board of any school district maintaining a high school shall prescribe courses of study designed to provide the skills and knowledge required for adult life for pupils attending the schools within its school district. The governing board shall prescribe separate courses of study, including, but not limited to, a course of study designed to prepare prospective pupils for admission to state colleges and universities and a course of study for career technical training.

E.C. 51225.3 ____

(a) A pupil shall complete all of the following while in grades 9 to 12, inclusive, in order to receive a diploma of graduation from high school:

(1) At least the following numbers of courses in the subjects specified, each course having a duration of one year, unless otherwise specified:

(A) Three courses in English.

(B) Two courses in mathematics. If the governing board of a school district requires more than two courses in mathematics for graduation, the governing board of the school district may award a pupil up to one mathematics course credit pursuant to Section 51225.35.

(C) Two courses in science, including biological and physical sciences.

(D) Three courses in social studies, including United States history and geography; world history, culture, and geography; a one-semester course in American government and civics; and a one-semester course in economics.

(E) One course in visual or performing arts or foreign language. For purposes of satisfying the requirement specified in this subparagraph, a course in American Sign Language shall be deemed a course in foreign language.

(F) Two courses in physical education, unless the pupil has been exempted pursuant to the provisions of this code.

(2) Other coursework requirements adopted by the governing board of the school district.

(b) The governing board, with the active involvement of parents, administrators, teachers, and pupils, shall adopt alternative means for pupils to complete the prescribed course of study that may include practical demonstration of skills and competencies, supervised work experience or other outside school experience, career technical education classes offered in high schools, courses offered by regional occupational centers or programs, interdisciplinary study, independent study, and credit earned at a postsecondary educational institution. Requirements for graduation and specified alternative modes for completing the prescribed course of study shall be made available to pupils, parents, and the public.

(c) If a pupil completed a career technical education course that met the requirements of subparagraph (E) of paragraph (1) of subdivision (a) of Section 51225.3, as amended by the act adding this section, before the inoperative date of that section, that course shall be deemed to fulfill the requirements of subparagraph (E) of paragraph (1) of subdivision (a) of this section.

(d) This section shall become operative upon the date that Section 51225.3, as amended by the act adding this section, becomes inoperative.

E.C. 51228 ____

(a) Each school district maintaining any of grades 7 to 12, inclusive, shall offer to all otherwise qualified pupils in those grades a course of study fulfilling the requirements and prerequisites for admission to the California public institutions of postsecondary education and shall provide a timely opportunity to each of those pupils to enroll within a four-year period in each course necessary to fulfill those requirements and prerequisites prior to graduation from high school.

b) Each school district maintaining any of grades 7 to 12, inclusive, shall offer to all otherwise qualified pupils in those grades a course of study that provides an opportunity for those pupils to attain entry-level employment skills in business or industry upon graduation from high school. Districts are encouraged to provide all pupils with a rigorous academic curriculum that integrates academic and career skills, incorporates applied learning in all disciplines, and prepares all pupils for high school graduation and career entry.

(c) A school district that adopts a required curriculum that meets or exceeds the model standards developed and adopted by the state board pursuant to Section 51226 shall be deemed to have fulfilled its responsibilities pursuant to subdivision (b).

d) A school district that adopts a required curriculum pursuant to subdivision (c) that meets or exceeds the model standards developed by the state board pursuant to Section 51226, or that adopts alternative means for pupils to complete the prescribed course of study pursuant to subdivision (b) of Section 51225.3, may substitute pupil demonstration of competence in the prescribed subjects through a practical demonstration of these skills in a regional occupational center or program, work experience, interdisciplinary study, independent study, credit earned at a postsecondary institution, or other outside school experience, as prescribed by Section 51225.3.

Print Name of Authorized L E A Representative: Scott Loehr

Signature of Authorized L E A Representative: _____

Initials of Authorized L E A Representative: _____

Title: Superintendent

Phone Number: 916-338-6400

Date: November 21, 2019

Center Joint Unified School District Entrepreneurship/ Self-Employment Pathway

Project Abstract

Center Joint Unified School District (CJUSD) plans to construct a new Institute for Innovation and Entrepreneurship at Center High School to support the Marketing, Sales, and Services Industry Sector with an Entrepreneurship and Self-Employment Pathway. Students will focus on strategic, financial planning and marketing skills, with hands-on experience developing, launching and growing a new business.

The new facility will house Entrepreneurship and Self-Employment Pathway providing a 21st century collaborative learning environment that is currently not available. The new Institute for Innovation and Entrepreneurship will provide a dynamic collaborative learning environment that gives students an opportunity to take business ideas from concept to the store shelf, while gaining business knowledge and skills required for entrepreneurs. Students will get to express their entrepreneurial spirit by creating, manufacturing, marketing, and selling promotional items and apparel to the local community. The income generated from the business will be reinvested into the pathway. Through the hands-on learning and the pathway course sequence, students will also gain intangible skills like creativity, collaboration and innovation, that are essential to success in the global economy. The new facility will enable students to expand their pathway program options to incorporate dual enrollment, community college partnerships, and offer advanced classes in this industry sector. Center's goal is for students to graduate from high schools and be prepared for the work force with industry certifications that are relevant/competitive in the local economy, to attend a certificate program at either the local community college or with an apprenticeship program, or to attend a four-year university program.

The curriculum will integrate academic and career technical instruction, provide work-based learning opportunities for students and prepare students for postsecondary education and employment, with the personalized learning environment offered within the pathway community. Teachers and students integrate academic and occupation-related classes as a way to enhance real world relevance and maintain high academic standards. The projected average annual student enrollment for this program at five years is 175 students at Center High School. This projection is based upon past trends of students at Center High School choosing this field of study as well as student interviews with school counselors and student surveys regarding chosen pathway selection. The total estimated cost for the project is \$3,718,665. A total of \$1,859,333 in State funds is requested.

Center High School is located in northern Sacramento County, in a rural community, where public transportation is unavailable thus limiting options to other communities and agencies. Therefore, the District must provide training for the entire career technical education of their students.

Part 1: Career Technical Education Plan

A. Proposed CTE Plan

Center Joint Unified School District (District) is in an unincorporated area of northern Sacramento County, in a rural area. Many of the families live far below the poverty level (63% of the students receive free/reduced lunch) and have limited transportation. Center High School is committed to change this paradigm by developing CTE pathways that offer students a sequence of courses that provide real-life meaningful learning opportunities through project-based learning that prepare students with technical skills to obtain industry certifications. This CTE Plan is to prepare students for the multitude of careers in business to support the ever-present opportunities to innovate and create new companies. Persons with expertise in entrepreneurship can start new businesses and provide professional services to small businesses as a consultant, insurance broker, or travel agent. Small business comprises a significant portion of the economy and this career pathway will provide fundamental business skill to students. The District also strives for successful dual enrollment courses in institutions of higher education providing their students the opportunity for employment in high wage and high demand jobs.

The Center High School new Institute for Innovation and Entrepreneurship facility will support Marketing, Sales, and Services Industry Sector by providing students with the hands-on experience of the launching a new business and learning the critical skills of financial and strategic planning, marketing, and entrepreneurship to support that business. These technical skills and knowledge will allow students to complete dual enrollment courses, enter institutions of higher education (IHE), and secure employment in high wage and high demand jobs related to starting and operating a small business. Students will focus on the latest business skills, advanced design skills and use of manufacturing equipment that requires knowledge in programming, design, and fabrication techniques. This pathway was developed in collaboration with Sierra College and both courses are dual enrollment. Students will launch a business and sell the product they make. The business will allow the program to generate income that will be reinvested into the pathway and contribute to its sustainability. Entrepreneurship/ Self-Employment Pathway provides all students with (1) rigorous core academic and CTE courses that are based on CTE Model Curriculum Standards, fulfill a–g requirements, and vertically aligns with Sierra College’s business programs; (2) dual enrollment CTE course work and college readiness programming; (3) career readiness training through engaging work-based learning, such as job shadowing and internships; (4) leadership development through Future Business Leaders of America participation; and (5) holistic student support services. See Appendix A, page 16 for CAL-PADS course numbers.

This proposal is to create an entrepreneurship facility so that students can gain the skills necessary for creating, developing and operating their own business, certifications from Sierra College, internships through dual enrollment with Sierra College, and technical skills in the Entrepreneurship/ Self-Employment Pathway to be competitive jobseekers in the local economy upon graduation.

CTE Credentialed Teachers: The District has a rigorous hiring process for teachers and all courses are monitored by the District. All teachers in the Entrepreneurship/ Self-Employment pathway will hold either a Single Subject Business Credential or the Designated CTE credential in the Marketing, Sales, and Services Sector. The current teacher holds the Business Credential, the CTE Marketing, Sales and Services and the CTE Business and Finance credentials. The District is familiar with the process, procedures, paperwork and guidelines for obtaining a CTE Credential and will follow all procedures necessary to safeguard the authenticity of the CTE programs.

The Labor Market Demand: According to the Regional Labor Market Assessment (Update 2019), the Labor Market Overview for the region prepared by the Far North Center of Excellence, entrepreneurship and small business has been identified as a top Priority Industry in the Far North. According to the Labor Market for the Far North, the Sales and Related Industry Sector is expected to grow 5% over the next five years. In particular, the industry sector will experience increases in specific occupations that require technical skill: Travel Agents, 19%; Insurance Sales Agents, 14%; Sales Representatives, 9%; Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific, 8%; and Sales and Related Workers, All Other, 7%. In the Far North region, it is expected that approximately 280 jobs will be created each year for the five-year period.

Rationale for the requested CTE program: Center High School has a well-developed Entrepreneurship and Self-Employment Pathway that also offers dual enrollment courses with Sierra College. The program is located in a standard portable classroom that has limited the kinds of hands on learning opportunities students need to create and run their own business and does not have the infrastructure or the space to support the expanded pathway, therefore limiting the learning opportunities of students. Students are currently able to learn the theoretical aspects of entrepreneurship but not the real life developing and operating a business. The pathway needs a learning environment that is large enough to provide a design and fabrication areas in which students learn to program, design, make, advertise, and then sell their products. Initially, the program will begin with programming and designing logos that are printed or embroidered onto clothing and sold to students and the community. As the pathway grows, student will be encouraged to come up with business ideas of their own and work in groups to design, fabricate and then sell the products. Industry standard equipment is needed for students to learn the technical skills necessary to make the products they have designed. Understanding all the necessary phases of designing, building and launching a business will lead to employment opportunities for the students. This new facility will provide hands-on learning opportunities that only a properly outfitted learning environment can offer to students. The new facility and equipment for the Entrepreneurship and Self-Employment Pathway will lead to a more articulated and robust curriculum that will provide Career Technical Skills certificate from Sierra College. The labor market demand indicates that there are significant jobs in this industry sector and these jobs require high levels of skill and pay well.

The Marketing, Sales, and Services Advisory Committee was consulted about the projects beginning in September 2019 and will continue to meet twice a year. Having specialize facility with industry standard equipment will provide many new learning opportunities for students, particularly those students who do not have resources and enable them to access careers related to entrepreneurship that involve identifying, promoting, and transferring products or services within the environment of rapidly changing technology, interdependent nations and economies, and increasing demands for ethical and social responsibility.

This proposal is to build a new Institute for Innovation and Entrepreneurship facility and provide equipment so that students can obtain industry recognized skills and Career Technical Skills certificate from Sierra College so they can be competitive jobseekers in the local economy or open their own business upon graduation. With this new facility, our program will implement a comprehensive Entrepreneurship and Self-Employment Pathway that will integrate all aspects of designing, developing and operating a business and provide students with a hands-on real-life learning environment. The business will allow the program to generate income that will be reinvested into the pathway and contribute to its sustainability.

B. Accessibility to the CTE program:

The District is committed to ensuring that all students are given equal opportunity to participate in all CTE programs, activities, and experiences of their choice. Brochures have been created in English, Spanish, Russian, and Ukrainian for each pathway offered that includes the program of study, certifications, and potential careers available within the pathway. The District advertises pathway programs on the District website for easy access for parents and students. Translation is provided at all parent meetings.

Each year high school counselors travel to the feeder school to talk with all 8th graders about all academic opportunities at Center High School including the CTE pathways. All eighth graders are then invited to attend the Center High School Elective Fair in the evening the following week. At the Center High School Elective Fair students and their families can learn all about the CTE pathways, courses, certifications, and dual enrollment opportunities offered at Center High School. Eighth grade students will complete their course selection forms the following week. In addition to the Elective Fair students with an IEP and their parents have individual transition meetings with case managers in which they discuss all CTE pathways, courses, certifications and dual enrollment opportunities. The District has an open pathway selection process in that all students have equal opportunity to identify and choose a preferred pathway with no restrictions that prevent individuals from entering an introductory course.

Guidance counselors meet with all students at least annually to review academic progress towards their four-year plan and ensure students are taking a coherent program of study. Career guidance and academic counseling is continually provided to students, including links to further education and community college opportunities, part-time classes, and vocational training opportunities. Field trips and presentations assist students in being aware of opportunities available to them in the industry and post-secondary education.

Teachers receive special training on instructional strategies to meet the needs of the English Learners. Teachers will apply these strategies while teaching students to ensure an understanding of the curriculum. Because the classes within the Entrepreneurship/Self-Employment Pathway provide for hands-on learning experiences, demonstrations and practicing by doing, successful understanding and learning of the curriculum is provided for English Learners.

Center High School has students with special needs, including Socioeconomic Disadvantaged (63%), English Language Learners (17%), Foster Youth, and Special Education. Barrier identification is essential to ensure the greatest opportunity for success for students with extraordinary challenges. Formal data gathering and evaluation practices include analysis of participation rates of special needs students in CTE pathways and study of individualized education plans as well as student outcomes. Students from special populations are included in all instructional programs and activities, with accommodations and modifications provided as needed for the specific needs of each student. Instructors assist students with levels of performance and career success by improving study techniques, communication skills, project planning, budgets and financing of materials and organization skills. Students learn responsibility, leadership, cooperation, and critical thinking skills that will provide them with employable work habits. These anchor standards will be connected to the CTE model curriculum standards for each class. Equipment is provided in the program of study for their use, and supplies are provided as needed for projects and presentations. Modifications in labor or workload are made to accommodate students' needs. Strategies adopted to overcome barriers for specific needs include additional time on assignments and assessments, different types of evaluations; interpreters in the classroom; modified projects; computer-assisted learning and assessments; and other strategies that increase success of our special population students. To further reduce barriers to participation, mentorship opportunities will be offered to students through local businesses or through opportunities online with professionals in the industry sector.

C. Professional Development, CTE Standards, Certifications

Professional Development for Teachers: Each year, Center High School has two Inservice days. Two days will be dedicated to training instructors on the use and integration of the new equipment purchased for the program by industry specialists and manufacturers. The instructors are also encouraged to attend other professional development training geared to their industry. The teacher regularly meets with business leaders to discuss business practices and how to integrate it into the program. The District will provide release days for teachers to obtain needed training for specialized certifications and specialized curriculum content as well as ongoing training to keep abreast of changes in industry standards and practices.

CTE Model Curriculum Standards: The State Board has adopted the Model Curriculum Standards for all courses in the Entrepreneurship and Self-Employment Pathway. These standards, as well as the Knowledge and Performance Anchor Standards, are used in every CTE course in the District. Math and English common core state standards have

been incorporated within the California Career Technical Education (CCTE) model curriculum standards. This has provided for the incorporation of the academic knowledge with the technical knowledge for courses in the pathway.

Industry Recognized/Validated Certification(s): The following industry certifications are available to students in the Entrepreneurship and Self-Employment Pathway: Career Technical Skills certificate from Sierra College.

D. Establishment/history of the proposed CTE program

The District has supported the Marketing, Sales and Services pathway through the expenditures of funds from the Career Technical Education Incentive Grant (CTEIG) for 17-18 \$46,404 (in school year 17-18) and for \$17,615 (in school year 18-19) were spent on materials and supplies, capitalized equipment, and training. The District is committed to continue funding of the Entrepreneurship and Self-Employment Pathway through the LCAP and CTEIG funds in the future.

E. CTE program supported and sustained through LCAP

Goal 2 of the LCAP for the District is "Through Multi-Tiered Systems of Support (MTSS) Center JUSD students will be college and career ready." The District spent \$1,357,528 on this goal for fiscal year 2018-19 and has budgeted to spend \$1,384,679 for fiscal year 2019-20. Of this amount, the District has budgeted \$261,212 for increased student accessibility and enrollment specifically for the CTE programs, and another \$87,831 for increased one-on-one college and career counseling to discuss course offerings and CTE pathways. The District funds 1 FTE for the Entrepreneurship Self-Employment Pathway.

To achieve several of the LCAP goals, CJUSD outlines numerous instructional and programmatic strategies, including CTE. The CTE programs are chosen to meet the 21st Century demand to prepare students for high-demand, high-wage careers in the marketing, sales and services industries. The District is committed to funding the Entrepreneurship and Self-Employment Pathway and will monitor and align appropriate expenses as part of the LCAP to achieve the goals of the program.

Because the District is committed to ensuring this pathway continues, it will continue Goal 2 for the next three years and will monitor and align appropriate expenses to achieve the goals of the program. Marketing, Sales and Services Industry Sector Advisory Committee will provide input for Goal 2. The District will include the outcomes for Goal 2 in the summary for the fiscal year.

CTE Included in the LCAP summary for the first fiscal year: The CTE project's outcomes will be included in CJUSD's comprehensive annual LCAP scorecard.

Part 2: Projections of Student Enrollment

Total Expected to Attend/Method to Project Annual Enrollment: Using current enrollment in this pathway of 125 students, student surveys, counselor interviews, and data trends, it is estimated that 175 students will be enrolled in the pathway by year four.

Table 2: Projected 5-Year Entrepreneurship Pathway Enrollment by Course						
CTE Course	2020-21	2021-22	2022-23	2023-24	2024-25	Total
Entrepreneurship/ Self-Employment	70	70	98	105	105	448
Advanced Entrepreneurship/ Self-Employment	25	35	50	70	70	250
Total	95	105	148	175	175	698

B. Describe the Enrollment Procedures for the Proposed Project:

Policies and Procedures to ensure projected Student Enrollment for Proposed Project:

The project will review trend data and results of recruitment efforts to project annual enrollment. To sustain attendance and retention, the Entrepreneurship instructors review attendance and student progress monthly and provide academic and counseling support to ensure engagement and success in the program. Enrollment, course completion, grades, attendance, discipline and graduation rates are monitored by the instructors, counselors, site administrators, and Advisory Board members. The program results are analyzed and shared annual through reports to the Board and to the Advisory Committee.

Recruitment and Enrollment Procedures (guidance and counseling staff): Each year high school counselors travel to the feeder school to talk with all 8th graders about all academic opportunities at Center High School including the CTE pathways. All eighth graders are then invited to attend the Center High School Elective Fair in the evening the following week. At the Center High School Elective Fair students and their families can learn about the CTE pathways, courses, certifications, and dual enrollment opportunities offered at Center High School. Eighth grade students will complete their course selection forms the following week. In addition to the Elective Fair students with an IEP and their parents have individual transition meetings with case managers in which they discuss all CTE pathways, courses, certifications and dual enrollment opportunities. During the 9th grade year, the high school counselors meet with students and their parents in individual meetings to develop their four-year plan and explain the corresponding CTE pathway program available. The pathway courses, as well as dual enrollment opportunities and available certifications, are explained, and the student has the opportunity to select a pathway at the conclusion of the meeting. Case managers and placement work counselors hold additional counseling sessions with Special Education students and Foster Youth to meet their unique needs. The four-year plan based on student interest is updated yearly during guidance counselor conferences that also address progress towards graduation and college entrance requirements. Guidance counselors assist students in pursuing a coherent program of study in the CTE program area of their interest by helping them enroll in the next sequence of courses for their chosen pathway. Career guidance and academic counseling is continually provided to students, including links to further education and community college opportunities, part-time classes, and vocational training instruction and other training opportunities. Students are encouraged to enroll in community college classes while still in high school and after graduation.

Part 3: Identification of Feeder Schools and Partners

A. Feeder Schools and Partners

List of Feeder Schools and Stakeholders: Please see attached Appendix B for list of feeder schools and partners. Please see Appendix D for partner letters of support.

Project would complement, enhance or differ from the existing CTE offerings in area:

There are no high schools in the area that offer an Entrepreneurship and Self-Employment Pathway. The Innovation and Entrepreneurship facility will provide a model for the full development of the pathway for other local high schools. Teachers will attend regional meetings to share ideas, collaborate, training, student competitions and proficiency testing. American River College, Sierra College and industry partners will collaborate with the District on a regular basis for post-secondary industry summits, and externships (professional develop for the teacher in the industry).

Part 4: The Accountability Plan

A. School's accountability plan for enrollment and expected outcomes

Expected number of students complete/qualify Certification or Certificate:

The following chart illustrates the projected numbers of students entering employment, military or going on to post-secondary training and the expected outcomes. These numbers are based on past trends, current enrollment in the pathway, expected growth in the number of students selecting the Entrepreneurship and Self Employment Pathway with the addition of the dual enrollment courses. This table assumes that 2% will go into the military and that the number of students completing the certification will increase over time to reach 90% and that the number of students graduating into 2-or-4 year college will increase to 70% over time.

School/Project Year					
	2020-21	2021-22	2022-23	2023-24	2024-25
Enrollment of Juniors/Seniors	81	89	126	149	149
Number/percentage holding certification	76	84	126	149	149
Graduates into Industry/Military	2	2	3	4	4
Graduates into 2-or-4 year college	63	70	101	121	123

Process the school will use to gather, analyze and disseminate the data to stakeholders:

Evaluation of the project will examine program effectiveness through periodic progress checks through which the District and site leadership teams can make data driven decisions regarding program modification and improvement. The method of evaluation will be aligned with the goals and objectives of the project. The evaluation process will use multiple measures with several sources of data obtained from our Student Information System, Series, CALPADS reports which include all industry certifications, certificate, real-world experiences in local employment, and track college course work while in high school, college applications, and college and university acceptance/attendance. Periodic assessment ensures progress toward achieving intended outcomes including measures of: student achievement, course completion, college and career readiness, completed FASFA application, teacher effectiveness, increased enrollment, program growth, student discipline and attendance. This information will be reported annually in September to the Center Board of Trustees, school site council members, ELAC members, CALPADS,

Districtwide CTE Advisory Board meetings and pathway advisory committees.

B. Project meets or exceeds its obligations pursuant to EC Section 51228: Students in the Marketing, Sales, and Services Industry Sector will take a rigorous core academic curriculum that integrates the core academic knowledge and skills into those classes in the Entrepreneurship and Self-Employment Pathway. Center High School shall meet their obligation to offer a program of study to all qualified pupils that provides an opportunity for student to attain entry-level employment skills in the Marketing, Sales, and Services Industry Sector upon graduation from high school through the following sequence of courses: Immediate and Advanced Entrepreneurship and Self-Employment. Students who take these classes will obtain industry certifications that enable them to attain entry-level jobs upon high school graduation. This curriculum will also prepare graduates for enrollment in higher education in the areas such as finance, accounting, and business development. This new facility will provide the opportunity to offer dual enrollment courses in both the concentrator and advanced entrepreneurship and self-employment courses and provide the certifications identified on page 5 of this application.

Part 5: Educational Specifications and Equipment/Space Requirements

A. Project Description

Summary of scope of the construction/equipment of project

The Institute for Innovation and Entrepreneurship contains a 1,600 square foot Computer Design Studio, which includes prototyping and collaboration areas, and a 1,280 square foot Fabrication Shop, which includes production and assembly areas, with 105 square feet for raw material storage, 102 square feet for finish storage, and a 94 square foot spirit shop sales area.

List any site constraints (i.e., accessibility, engineering) associated with the project

The site will require the removal of some portable classrooms that are at the end of their useful life. Additional site work will be minimal since the site has direct access to an existing fire road and fire water supply, and all other utilities proximate. Some accessibility upgrades will be required to the path of travel and restrooms.

B. School Site Plan: See site plans, in Appendix C.

C. Schematic Drawing: See Institute for Innovation and Entrepreneurship schematic in Appendix D.

D. Space Requirement:

Summarize instruction/support space to adequately implement CTE Program

The educational environment needs to support students in learning and applying critical business skills. Students will have space for direct instruction of marketing and business concepts, but also adequate space to practice presentation skills, develop prototype logos and products, and create marketing materials. To support this the 1,600 square feet Computer Design Studio has spaces for product design computer work, student presentations, and prototype printing. In the Entrepreneurship pathway, it is important that students gain experience producing items to sell. The 1,280 square feet Fabrication Shop

serves multiple functions to support this hands-on learning with production equipment, assembly areas, storage (105 square feet for raw material storage, 102 square feet for finish storage) and a store to sell products (94 square foot spirit shop). The schematic design reflects that the square footage of the shop is adequate to meet all requirements of the Entrepreneurship pathway.

List square footage of areas for equipment, lecture space and hands on teaching:

The Computer Design Studio is utilized for equipment, lecture space and hands-on learning, and provides 1,600 square feet of instructional space. There is an additional 1,280 square foot Fabrication Shop that provides space for hands-on instruction for the production and assembly of products, and for selling products.

E. Planning process and level of industry partnership engagement:

Planning process and level of industry partnership engagement: The Marketing, Sales, and Services Industry Sector Advisory Committee meets twice a year and is composed of industry partners, school representatives and representatives of higher education. The Advisory Committee met on September 19, 2019, to develop a list of equipment needs and facility needs for Entrepreneurship Center. On October 17, 2019 the advisory committee met to approve the list of equipment and to provide feedback on the schematic the architect created using the equipment list. The committee met on October 30, 2019 and approved the schematic design determining that it would provide a facility that will prepare the students for careers in Marketing, Sales, and Services industries. At this meeting the advisory committee found that the plans aligned with the industry standards and meet the educational needs of the Vocational and CTE Marketing, Sales, and Services Program consistent with Education Code sections 51224, 51225.3 (b), 51228 (b), and 52336.1. They also approved the list of equipment, the grant application and agreed that the facility and equipment will prepare learners for jobs in the advanced manufacturing and design industry.

Evidence that the educational space/equipment aligns with industry standards and educational activities not available to students prior to this award:

The design of the educational space and the selection of the equipment was done in collaboration with industry partners and guided by the educational standards required to prepare students to obtain industry certification. The new facility will provide the learning environment for students to learn all aspects of designing, developing and operating a small business, that includes accounting, developing business models, sales, graphic design, social media marketing, managing web sites, creating commercials, creating financial documents, and customer service in a real life situation.

F. Program and Space Justification

Classroom support program activities and correlates with annual number of learners:

The classroom is designed to support the specific courses Entrepreneurship and Self-Employment and Advanced Entrepreneurship with up to 35 students anticipated to be enrolled in each course. The room is designed to support the development and operation of a business that is specific to design, printing, advertising, accounting and selling products.

The table describes the Innovation and Entrepreneurship facility and the equipment to be funded through the grant: the courses that will be in the facility, the number of periods each course will be offered per year, the number of students in each period and the total number of students for course per year. Core equipment is used in both courses and other equipment is course specific.

Innovation and Entrepreneurship Facility		
Projected Courses	Entrepreneurship Self-Employment/ Dual Enrollment Sierra College: Business 0140	Advanced Entrepreneurship Self-Employment/ Dual Enrollment Sierra College: Business 0141
Periods	3	2
Students per Period	35	35
Students per Course	105	70
Course-Specific Equipment	<ul style="list-style-type: none"> • Break Room Cabinets • Planner Access Stations • Cascade Free Standing Drawer Pedestal • Intuit Adjustable stool • Crescent Table 	<ul style="list-style-type: none"> • UV LED Flatbed Printer • Direct to Garment Printer • 3D Product Prototyping Printer • Printer, Cutter Machine • Label Printer • Commercial Embroidery Machine • Product Display Rack
Core Equipment	<ul style="list-style-type: none"> • 35 Student Computer Workstations • 35 Student Chairs • Cascade Mini Case • Cascade Mega-Tower • White Board • Work/Assembly Benches • Wood Gear Lockers 	

Part 6: Budget Justification/Detail Sheet

A. Estimated annual capital cost per student and the rationale/method used: The projected average number of students attending annually over a ten-year period is 1,573. The total projected cost of the project is \$3,718,665 divided by 1,573 students is \$2,364. The projected cost includes proposed total construction costs of \$3,272,653, total site development cost of \$261,000, and total equipment of costs \$446,012. See Form B for budget detail.

B. Financial participation and ongoing support plan by business and industry partners: This program has a diversified representation of local businesses and representatives of postsecondary institutions that donate their time and expertise to sit on the Marketing, Sales, and Services Advisory Committee; these partners have been integral in identifying needs, creating a vision, planning of the facility, providing input on equipment, and advise the program on new technologies and market trends. In addition, local and regional businesses donate time to host field trips, provide training, offer

internships and mentor students. The value of their contributions of time and expertise cannot be adequately quantified; the benefit for our students and teachers in increased skills and knowledge will be felt well into the future. Please see letters of donations and support to this project in Appendix E for a total amount of \$TBD.

C. Equipment needs Correlate with Coursework and Industry Sector and Business and Industry Input and Collaboration:

Several methods were used to ensure that equipment needs directly correlated to coursework and industry standards including meeting with postsecondary partners and aligned equipment with that being utilized at the IHE. After collecting quotes from various vendors, we surveyed IHE to identify equipment that had the greatest longevity and functionality in an educational setting. At the September 19, 2019 meeting, the Marketing, Sales, and Services Advisory Committee reviewed the list of equipment and provided feedback on the equipment relative to the industry needs, vision for the Entrepreneurship/Self-Employment program, facility design, and equipment. Based upon the feedback, the equipment list was approved on October 17, 2019 and facility design was subsequently approved on October 30, 2019.

D. Process used to Determine Best Value: Warranty, safety and life expectancy information was obtained for each piece of equipment per District policy. Industry partners and post-secondary training institutions were consulted as to the maintenance and upkeep issues of the equipment. The final selection of equipment was based upon first safety, then warranty, then maintenance and upkeep of the equipment.

E. Ensure Maintenance and Upkeep Sustained: The District's Routine Repair and General Maintenance Program, in accordance with Ed Code 17070.75, allocated annually at 3% of the District's General Fund expenditure, provides for the repair of District buildings and equipment. Funding support for the maintenance and upkeep of the CTE facility and equipment will continue with LCFF funding through the LCAP.

Part 7: Unique Conditions

Center Joint Unified School District is a rural community located in the City of Antelope and serves an unincorporated area in north Sacramento County. Surrounded by farmland, the District is situated at the end of the regional arterial road Watt Avenue. It is among the poorest communities in the county of Sacramento (76% unduplicated count). Large numbers of people work in the agriculture industry in low-paying jobs. Many of the students are underprivileged (63% on free and reduced lunch), speak a language other than English: Spanish, 10%, Russian, 6% or Ukrainian, 5%. Many of the students do not have access to transportation and public transportation is limited. The partnership between the District, Sierra College and the Industry Partners to provide for training and additional opportunities to provide dual enrollment courses will enhance the students' ability to obtain careers in well-paying jobs in marketing, sales, and services. Local industries and businesses in Antelope have told high school representatives at advisory meetings that they need to have a more educated workforce; they need to have high school graduates with more employable skills who are prepared with technical skills to work in the more advanced areas of the product innovation industry. The District is

committed to providing a quality educational program that incorporates a rigorous academic core program, shows students the relationship between high school work and future success, as well as prepares them for life after high school.

Part 8: Overall Feasibility of the Project

CAREER TECHNICAL EDUCATION FACILITIES PROGRAM APPLICATION

FORM B – BUDGET JUSTIFICATION/DETAIL SHEET (Rev. 3/18)

Local Education Agency: Center Joint Unified School District

Name of Industry Sector: Marketing, Sales, and Service Sector

Name of Pathway(s): Entrepreneurship/ Self-Employment

Provide sufficient detail to justify the budget. The budget justification page(s) must provide all required information even if the items have already been identified and discussed in another section. For each expenditure type, list the associated costs. The scope and budget in this application must be consistent with the funding application submitted to Office of Public School Construction. Equipment without a 10 year life span are not eligible.

Expenditure Type	Cost
Construction Cost Estimate:	\$3,011,653
Equipment Total Cost** (list expenditures on a separate spreadsheet. See below)	\$446,012
Site Development Cost Estimate:	\$261,000
Estimated Total Cost of Project	\$ 3,718,655.00

****For Equipment Expenditures:** On a separate piece of 8/12 by 11 paper, list each equipment item using the following format:

Equipment Description	Make	Model	Quantity	Price	Subtotal

Equipment Total Cost: _____

State Funding Guidelines: Under Education Code Section 17078.72, the state grant maximum is \$3 million for new construction and \$1.5 million for modernization career technical education projects regardless of the total cost of the project.

Loan From the State: Under State Allocation Board Regulations Section 15859.194, LEAs may request a loan for their CTE projects from the Office of Public School Construction (OPSC). The loan repayment term will be ten years with interest. For more information, visit the OPSC website at <http://www.dgs.ca.gov/opsc/Programs/careertechnicaleducationfacilitiesprogram.aspx>

**CAREER TECHNICAL EDUCATION FACILITIES PROGRAM APPLICATION
FORM B – BUDGET JUSTIFICATION/DETAIL SHEET – ADDITIONAL SHEET**

CAREER TECHNICAL EDUCATION FACILITIES PROGRAM APPLICATION					
LOCAL EDUCATION AGENCY Center Unified School District			NAME OF SECTOR AND PATHWAY Marketing, Sales, and Service Sector Entrepreneurship/Self-Employment		
EQUIPMENT DESCRIPTION	MAKE	MODEL	QUANTITY	PRICE	SUBTOTAL EACH ITEM
UV LED Flatbed Printer 71.25 inches by 51.37 inches	Compress	iUV-12003	1	\$ 44,995.00	\$ 44,995.00
Direct to Garment Printer 10ft wide, 6ft deep and 6ft tall	OmniPrint	Cheetah Industrial DTG	1	\$ 260,000.00	\$ 260,000.00
3D Product Prototype Printer 64in x 34in x 28in	Stratesys	f270	1	\$ 25,000.00	\$ 25,000.00
Printer, Cutter Machine 105.7 in wide, 29.3 in deep, 51.6 in high	TrueVia	SG-s40	1	\$ 11,995.00	\$ 11,995.00
Label Printer 19.5 in wide, 10.2 in high, 10.5 in deep	Primera	LX-2000	1	\$ 3,595.00	\$ 3,595.00
Commercial Embroidery Machine 56 in wide, 30 in deep, 63 in high	Carnfive	EMB HT1502	1	\$ 18,799.00	\$ 18,799.00
Work/Assembly Benches 96in wide, 36 in deep, 42 in high	FORMASPACE	FBX-C1008711-0	3	\$ 3,485.34	\$ 10,456.02
Break Room Cabinets 9ft wide, 2'1" deep, 7ft high	storemoretore	#sms-29-ssg-br09-9-1	1	\$ 4,508.42	\$ 4,508.42
Compass Four Leg Shair	VS America	#32300	35	\$ 185.25	\$ 6,483.75
Multi Media Table	Smith Systems	#04138	2	\$ 1,795.00	\$ 3,590.00
Intuit Adjustable Stool	Smith Systems	#00547	18	\$ 479.00	\$ 8,622.00
Cascade mini Case	Smith Systems	#121L000000P	2	\$ 818.00	\$ 1,636.00
Cascade Mega Tower	Smith Systems	#c10W24000P	1	\$ 2,475.00	\$ 2,475.00
Product Displace Rack	Retail Resource	72727	3	\$ 289.00	\$ 867.00
Computer Table	VS America	#1006S	18	\$ 552.90	\$ 9,952.20
					\$ -
					\$ 412,974.39
				Sales Tax	\$ 33,037.95
				Total	\$ 446,012.34

Appendix A

Identify the industry sector, pathway, sequence of courses being considered and the CALPADS numbering

Industry Sector: Marketing, Sales, and Services Sector

Pathway 1: 241 Entrepreneurship/ Self-Employment

Sequence of Courses

Introductory: _____ CALPADS #: _____

Concentrator 1: Entrepreneurship/ Self-Employment CALPADS #: 8330

Concentrator 2: _____ CALPADS #: _____

Capstone: Advanced Entrepreneurship/ Self-Employment CALPADS #: 8331

Pathway 2: _____

Sequence of Courses

Introductory: _____ CALPADS #: _____

Concentrator 1: _____ CALPADS #: _____

Concentrator 2: _____ CALPADS #: _____

Capstone: _____ CALPADS #: _____

Pathway 3: _____

Sequence of Courses

Introductory: _____ CALPADS #: _____

Concentrator 1: _____ CALPADS #: _____

Concentrator 2: _____ CALPADS #: _____

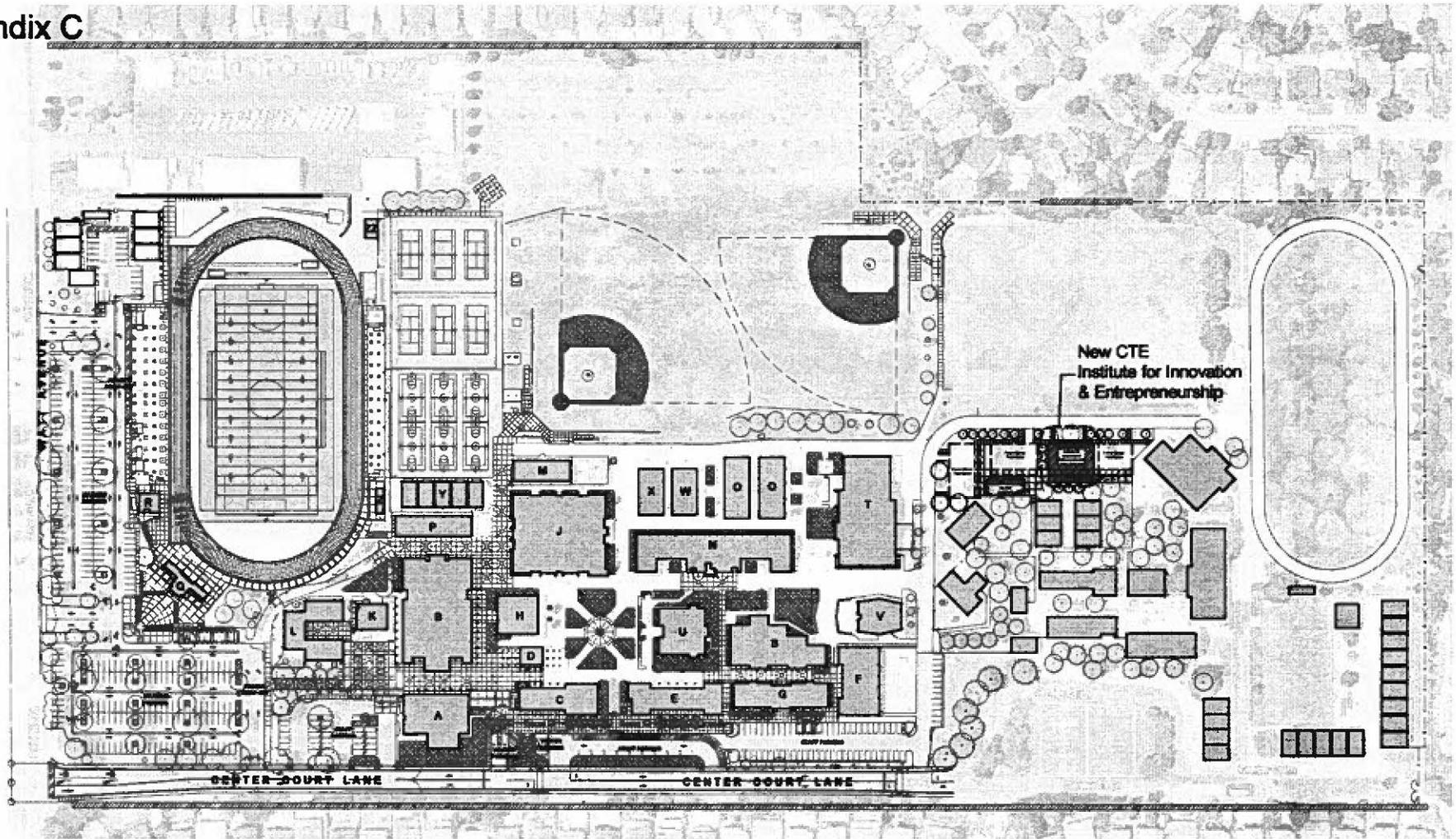
Capstone: _____ CALPADS #: _____

Appendix B

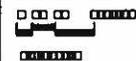
Identification of Feeder Schools and Partners

Name	Title	Name of School/Organization	Phone Number	Feeder School/Middle School	High School/ROCP	Student	Parent	Counselor	Community Member	Business/Industry Member	Community College	Other Stakeholder	Participated In:	Development of CTE Project	Articulation/Dual/Concurrent Enrollment	Review and Approval of CTE Plan
Chris Borasi	Principal	Wilson C Riles Middle Sch	916-338-6330	✓										✓	✓	✓
Jerald Ferguson	Principal	Center High School	916-338-6330		✓									✓	✓	✓
David French	Principal	McClellan High School	916-338-6330		✓									✓	✓	✓
Roxanne Lupino	Outreach Spec	American River College	916-484-8071								✓			✓	✓	
Thomas Greene	College Presid	American River College	916-484-8011								✓			✓	✓	✓
Jason Farrel	Principal	North Country Elementary	916-338-6330											✓	✓	✓
Julie Opfer	Principal	Cyril Spinelli Elementary S	916-338-6330											✓	✓	✓
Steve Jackson	Principal	Dudley Elementary School	916-338-6330											✓	✓	✓
Patricia Spore	Principal	Oak Hill Elementary Schoc	916-338-6330											✓	✓	✓

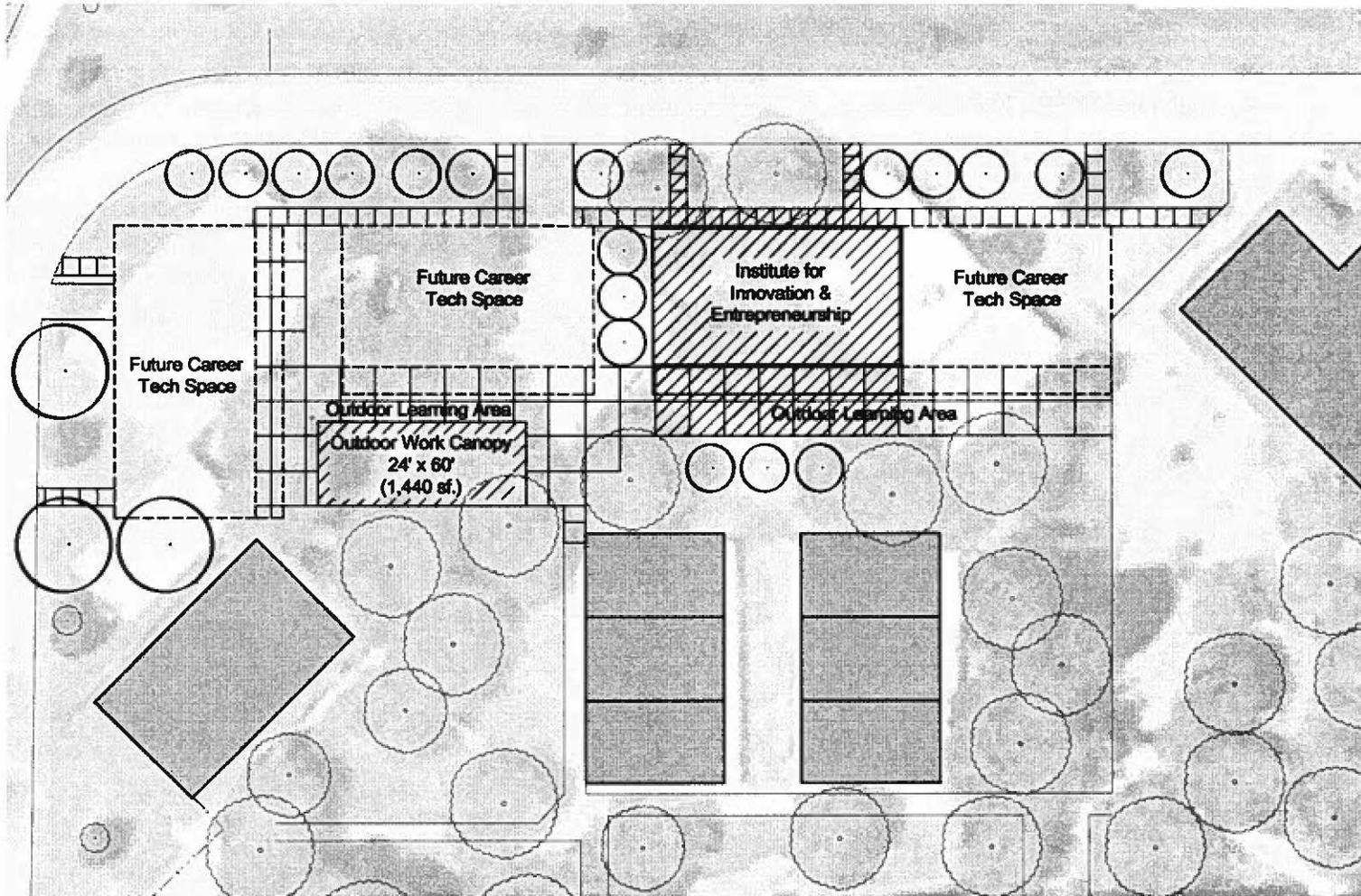
Appendix C



Overall Site Plan



Appendix C



Enlarged Site Plan

Section 3: Project Information

Type of Project:

New Construction (including equipment):

Modernization/Reconfiguration (including equipment):

Equipment Only:

School Name:

Center High School

Name of Career Technical Education Industry Sector (Note: Only one industry sector per application will be accepted):

Building and Construction Trades

Career Technical Education Pathway(s):

Residential and Commercial Construction

Proposed Schematic Drawing Attached?: Yes No

School Site Plan Drawing Attached: Yes No

Estimated Total Cost of Project (See Form B): \$3,602,089

Total Amount of State Funds Requested (See Form B): \$1,801,044

Number of students occupying teaching stations or using equipment (per class period): 25

Number of Classrooms in Project: 1

Annual Number of Students Served: 125

Square Footage of Project: 2,880

Section 4: Approval

Date Governing Board Approved CTE Application (Board must approve project no later than November 27, 2019): November 20, 1019

Section 5: Certification

The local educational agency (LEA) certifies that the Advisory Committee pursuant to Education Code Section 8070 has met and approved the CTE Plan, and the other requirements contained in Education Code Section 17078.72, including sections (i) (1 thru 7) have been accomplished, and minutes and other supporting documentation are on file at the LEA's Office. Further, the LEA certifies that the project is on a comprehensive high school site that meets the requirements of Education Code sections 51224, 51225.3, and 51228.

Authorized LEA Representative to initial each Education Code Section.

E.C. 8070 ____

The governing board of each school district participating in a career technical education program shall appoint a career technical education advisory committee to develop recommendations on the program and to provide liaison between the district and potential employers.

The committee shall consist of one or more representatives of the general public knowledgeable about the disadvantaged, students, teachers, business, industry, school administration, and the field office of the Department of Employment Development.

E.C. 17078.72 ____

(a) The Career Technical Education Facilities Program is hereby established to provide funding to qualifying local educational agencies for the purpose of constructing new facilities or reconfiguring existing facilities, including, but not limited to, purchasing equipment with an average useful life expectancy of at least 10 years, to enhance educational opportunities for pupils in existing high schools in order to provide them with the skills and knowledge necessary for the high-demand technical careers of today and tomorrow.

(b) The State Department of Education, in cooperation with the Chancellor's Office of the California Community Colleges, the Labor and Workforce Development Agency, and industry groups, shall develop criteria and pupil outcome measures to evaluate the program. The criteria shall ensure equity, program relevance to industry needs, and articulation with more advanced coursework at the partnering community colleges or private institutions.

(c) The program shall be based on grant applications administered by the board.

(d) Grants shall be allocated on a per-square-foot basis for the applicable type of construction proposed or deemed necessary by the board consistent with the approved application for the project.

(e) New construction grants shall not exceed three million dollars (\$3,000,000) per project per schoolsite, inclusive of equipment, and shall only be allocated to comprehensive high schools that have an active Career Technical Advisory Committee pursuant to Section 8070, in either of the following methods:

(1) For a stand-alone project on a per-square-foot basis for the applicable type of construction proposed, based on the criteria established pursuant to subdivision (b), consistent with the approved application for the project.

(2) For new school projects, as a supplement to the per pupil allocation pursuant to Section 17072.10. The supplement is intended to cover excess costs uniquely related to the facilities required to provide the career technical education program or programs.

(f) Modernization grants shall not exceed one million five hundred thousand dollars (\$1,500,000) per project per schoolsite, inclusive of equipment and may be awarded to comprehensive high schools or joint power authorities currently operating career technical education programs that have an active Career Technical Advisory Committee pursuant to Section 8070 for the purpose of reconfiguration. For comprehensive high schools, the grant shall be supplemental to the per pupil allocation pursuant to Section 17074.10. The supplement is intended to cover excess costs uniquely related to the facilities required to provide the career technical education program or programs.

(g)(1) A school district shall contribute from local resources a dollar amount that is equal to the amount of the grant of state funds awarded under subdivisions (d), (e), and (f). The required local contribution may be provided by private industry groups, the school district, or a joint powers authority.

(2) A school district shall not be required to demonstrate that it has unhoused pupils or that a permanent school building is more than 25 years old in order to receive a grant under the program.

(h) The program shall allow the required local contribution to be paid over time if sufficient local funds are not immediately available. The board may provide for a repayment schedule consistent with subparagraphs (C) and (D) of paragraph (1) of subdivision (a) of Section 17078.57. The board shall not waive the required local contribution on the basis of financial hardship or on any other basis.

(i) Applications shall meet the criteria developed under subdivision (b) and shall require all of the following:

(1) A clear and comprehensive career technical education plan for each course of study applicable to the instructional space.

(2) Projections of pupil enrollment.

(3) Identification of feeder schools, industry partners, and community colleges or other postsecondary schools participating in the development, articulation, and review of the educational program.

(4) Evidence of approval of the plan by the entities listed in paragraph (3).

(5) The method by which accountability for pupil enrollments and outcomes will be maintained. Outcomes shall include, but are not limited to, certificate completion, the successful entry of pupil to employment in the applicable industry, and successful transition to post-secondary institutions for work in the applicable industry or other areas of study.

6) Evidence of coordination with all feeder schools, middle schools, and high schools within the area to ensure that the project and programs complement career technical education offerings in the area.

(7) Evidence that upon completion of the project the local educational agency will meet all of its obligations under Section 51228 relating to career technical education.

(j) Applications shall give weight to the number of pupils expected to attend, the cost per pupil, financial participation by industry partners in the construction and equipping of the facility, commitment to accountability for outcomes and participation, the strength and relevance of the educational plans to the needs of industry for qualified technical employees applicable to the economic development needs of the region in which the project will be located, and coordination and articulation with feeder schools, other high schools, and community colleges.

(k) The Office of Public School Construction shall develop and the board shall approve regulations to implement this article on or before April 19, 2007, and the board may promulgate those regulations first on an emergency basis, which shall be effective for no more than 12 months, after which any permanent regulations shall be promulgated in accordance with the Administrative Procedure Act (Chapter 3.5 (commencing with Section 11340) of Part 1 of Division 3 of Title 2 of the Government Code).

(l) Notwithstanding paragraphs (e) and (f), a project approved pursuant to this section is also eligible for an incentive grant from the funds specified in paragraph (8) of subdivision (a) of Section 101012 if the project meets the criteria prescribed in that section.

E.C. 51224 ____

The governing board of any school district maintaining a high school shall prescribe courses of study designed to provide the skills and knowledge required for adult life for pupils attending the schools within its school district. The governing board shall prescribe separate courses of study, including, but not limited to, a course of study designed to prepare prospective pupils for admission to state colleges and universities and a course of study for career technical training.

E.C. 51225.3 ____

(a) A pupil shall complete all of the following while in grades 9 to 12, inclusive, in order to receive a diploma of graduation from high school:

(1) At least the following numbers of courses in the subjects specified, each course having a duration of one year, unless otherwise specified:

(A) Three courses in English.

(B) Two courses in mathematics. If the governing board of a school district requires more than two courses in mathematics for graduation, the governing board of the school district may award a pupil up to one mathematics course credit pursuant to Section 51225.35.

(C) Two courses in science, including biological and physical sciences.

(D) Three courses in social studies, including United States history and geography; world history, culture, and geography; a one-semester course in American government and civics; and a one-semester course in economics.

(E) One course in visual or performing arts or foreign language. For purposes of satisfying the requirement specified in this subparagraph, a course in American Sign Language shall be deemed a course in foreign language.

(F) Two courses in physical education, unless the pupil has been exempted pursuant to the provisions of this code.

(2) Other coursework requirements adopted by the governing board of the school district.

(b) The governing board, with the active involvement of parents, administrators, teachers, and pupils, shall adopt alternative means for pupils to complete the prescribed course of study that may include practical demonstration of skills and competencies, supervised work experience or other outside school experience, career technical education classes offered in high schools, courses offered by regional occupational centers or programs, interdisciplinary study, independent study, and credit earned at a postsecondary educational institution. Requirements for graduation and specified alternative modes for completing the prescribed course of study shall be made available to pupils, parents, and the public.

(c) If a pupil completed a career technical education course that met the requirements of subparagraph (E) of paragraph (1) of subdivision (a) of Section 51225.3, as amended by the act adding this section, before the inoperative date of that section, that course shall be deemed to fulfill the requirements of subparagraph (E) of paragraph (1) of subdivision (a) of this section.

(d) This section shall become operative upon the date that Section 51225.3, as amended by the act adding this section, becomes inoperative.

E.C. 51228 ____

(a) Each school district maintaining any of grades 7 to 12, inclusive, shall offer to all otherwise qualified pupils in those grades a course of study fulfilling the requirements and prerequisites for admission to the California public institutions of postsecondary education and shall provide a timely opportunity to each of those pupils to enroll within a four-year period in each course necessary to fulfill those requirements and prerequisites prior to graduation from high school.

b) Each school district maintaining any of grades 7 to 12, inclusive, shall offer to all otherwise qualified pupils in those grades a course of study that provides an opportunity for those pupils to attain entry-level employment skills in business or industry upon graduation from high school. Districts are encouraged to provide all pupils with a rigorous academic curriculum that integrates academic and career skills, incorporates applied learning in all disciplines, and prepares all pupils for high school graduation and career entry.

(c) A school district that adopts a required curriculum that meets or exceeds the model standards developed and adopted by the state board pursuant to Section 51226 shall be deemed to have fulfilled its responsibilities pursuant to subdivision (b).

d) A school district that adopts a required curriculum pursuant to subdivision (c) that meets or exceeds the model standards developed by the state board pursuant to Section 51226, or that adopts alternative means for pupils to complete the prescribed course of study pursuant to subdivision (b) of Section 51225.3, may substitute pupil demonstration of competence in the prescribed subjects through a practical demonstration of these skills in a regional occupational center or program, work experience, interdisciplinary study, independent study, credit earned at a postsecondary institution, or other outside school experience, as prescribed by Section 51225.3.

Print Name of Authorized L E A Representative: Scott Loehr

Signature of Authorized L E A Representative: _____

Initials of Authorized L E A Representative: _____

Title: Superintendent

Phone Number: 916-338-6400

Date: November 21, 2019

Center Joint Unified School District Residential and Commercial Construction

Project Abstract

Center Joint Unified School District (District) plans to construct a new Career Technical Education (CTE) Residential and Commercial Construction Shop for Center High School (CHS). The District needs a shop to prepare students for careers in the Residential and Commercial Construction Pathway. The new facility will prepare students for careers in the Building and Construction Trades Industry Sector and allow the high school to expand their pathway programs to incorporate dual enrollment, community college partnerships, and offer advanced classes in this industry sector. The District's goal is for students to graduate from high school and be prepared for the workforce with industry certifications that are relevant and competitive in the local economy, to attend a certificate program at either the local community college or with an apprenticeship program, or to attend a four-year university program.

The new shop will house Residential and Commercial Construction Pathway providing a 21st century collaborative learning environment that is currently not available. This building will provide a learning environment that simulates a real-world construction site to prepare students for careers in the Building and Construction Trades Industry Sector. The new facility will enable students to expand their pathway program options to incorporate dual enrollment, community college partnerships, and offer advanced classes in this industry sector. Center's goal is for students to graduate from high schools and be prepared for the work force with industry certifications that are relevant/competitive in the local economy, to attend a certificate program at either the local community college or with an apprenticeship program, or to attend a four-year university program.

The curriculum will integrate academic and career technical instruction, provide work-based learning opportunities for students and prepare students for post-secondary education and employment, with the personalized learning environment offered within the pathway community. Teachers and students integrate academic and occupation-related classes to enhance real world relevance and maintain high academic standards. The projected average annual student enrollment for this program at five years is 125 students at CHS. This projection is based upon past trends of students at CHS choosing this field of study as well as student interviews with school counselors and student surveys regarding chosen pathway selection. The total estimated cost for the project is \$3,602,089. A total of \$1,801,044 in State funds is requested.

Center High School is located in northern Sacramento County, in a rural community. Transportation options to other communities and agencies are limited so the District must provide training for the entire career technical education of their students.

Part 1: Career Technical Education Plan

A. Proposed CTE Plan

Center Joint Unified School District (District) is in an unincorporated area of northern Sacramento County, in a rural area. Many of the families live far below the poverty level (63% of the students receive free/reduced lunch) and have limited transportation. Center High School is committed to change this paradigm by developing CTE pathways that offer students a sequence of courses that provide real-life meaningful learning opportunities through project-based learning that prepare students with technical skills to obtain industry certifications. This CTE Plan is to prepare students for the multitude of careers in construction. The District also strives for successful dual enrollment courses in institutions of higher education providing their students the opportunity for employment in high wage and high demand jobs.

Six years ago, Center High School began a Residential and Construction pathway and has aligned its courses to the CTE industry sector and pathway and the CALPADS courses, currently serving 55 students. This proposal is to build a Residential and Commercial Construction Shop facility so that students can obtain industry certifications and technical skills in the Residential and Commercial Construction Pathway to be competitive jobseekers in the local economy upon graduation. The Residential and Commercial Construction courses are designed to teach beginning skills in carpentry and basic skills for the construction trades. The course covers safety, hands-on use of hand and power tools; blueprint reading; measurement and estimating. As part of instruction this course reinforces skills in reading, writing, speaking, listening and mathematics and requires their application in workplace situations. Integrated throughout the course are foundation standards, which include communication, ethics, interpersonal/team skills, critical thinking and problem solving, safety, technology, and other employment skills. Students are given opportunities to demonstrate personal qualities, including responsibility, self-confidence, and self-management. Students will train at a simulated construction site and will build small houses which they sell to the public learning entrepreneurial skills as well. The Residential and Commercial Construction Pathway uses the Construction in Geometry curriculum. Students will take the following sequence of courses: Introduction to Residential and Commercial Construction, Intermediate Residential and Commercial Construction (concentrator) and Advanced Residential and Commercial Construction (capstone). This sequence of courses will provide students with the technical skills and knowledge to obtain industry certifications, be successful in dual enrollment courses, and enter institutions of higher education (IHE) providing them the opportunity for employment in high wage and high demand jobs in residential and commercial construction fields. See Appendix A, page 14 for sequence of courses.

CTE Credentialed Teachers: The District is committed to hiring CTE credentialed teachers and to ensure that they are providing the instruction to the students. The teacher in the Building and Construction Trades Industry Sector pathways holds the appropriate CTE credential. All teachers hired in the future will hold this credential as a requirement for employment. The District is familiar with the process, procedures, paperwork and

guidelines for obtaining a CTE Credential and will follow all procedures necessary to safeguard the authenticity of the CTE programs.

The Labor Market Demand: According to labor market data, work in the construction industry sector is one of the high growth areas for the Antelope area. Job Outlook for California Employment Projections, prepared for the Far North Region (Update 2019) is projecting the following increases in construction related jobs that require technical skill: Electricians, 46%; Construction and Building Inspectors, 45%; Elevator Installers and Repairers: 41%; Structural Iron and Steel Workers, 36%; Plumbers, Pipefitters, and Steamfitters, 32%; Carpenters, 25%.

Rationale for the requested CTE program: CHS has a well-developed Residential and Construction pathway that is limited by the current facility. The program is housed in a facility that was a former auto shop that is too small for students to work on real life residential construction projects and there is no outdoor area in which students can build large projects. A larger facility is necessary if students are to engage in projects that simulate real world construction projects. The current equipment is outdated and no longer meets the industry standard. Reviewing past trends and survey information collected by counselors, it was determined that there is significant student interest in this pathway and career choice. In addition, the labor market demand indicates that there are significant jobs in this industry sector and these jobs pay well. CHS has the space to build a new Residential and Commercial Construction Shop facility that will provide students a learning laboratory to support students with training in the construction fields.

This project would provide a new state of the art Residential and Commercial Construction Shop on the existing high school. Having a specialized facility with industry standard equipment will provide many new learning opportunities for students, particularly those students who do not have resources and enable them to access careers as plumbers, electricians, building inspectors, estimators, and carpenters.

B. Accessibility to the CTE program:

The District is committed to ensuring that all students are given equal opportunity to participate in all CTE programs, activities, and experiences of their choice. Brochures will be created in English, Spanish, Russian and Ukrainian for each pathway offered that includes the program of study, certifications, and potential careers available within the pathway. The District advertises pathway programs on the District website for easy access for parents and students. Translation is provided at all parent meetings.

Each year high school counselors travel to the feeder school to talk with all 8th graders about all academic opportunities at Center High School including the CTE pathways. All eighth graders are then invited to attend the Center High School Elective Fair in the evening the following week. At the Center High School Elective Fair students and their families can learn about the CTE pathways, courses, certifications, and dual enrollment opportunities offered at Center High School. Eighth grade students will complete their course selection forms the following week. In addition to the Elective Fair students with an IEP and their parents have individual transition meetings with case managers in which

they discuss all CTE pathways, courses, certifications and dual enrollment opportunities. The District has an open pathway selection process in that all students have equal opportunity to identify and choose a preferred pathway with no restrictions that prevent individuals from entering an introductory course.

Guidance counselors meet with all students at least annually to review academic progress towards their four-year plan and ensure students are taking a coherent program of study. Career guidance and academic counseling is continually provided to students, including links to further education and community college opportunities, part-time classes, and vocational training opportunities. Field trips and presentations assist students in being aware of opportunities available to them in the industry and post-secondary education.

Teachers receive special training on instructional strategies to meet the needs of the English Learners. Teachers will apply these strategies while teaching students to ensure an understanding of the curriculum. Because many of the classes within the Residential and Commercial Construction Pathway provide for hands-on learning experiences, demonstrations and practicing by doing, successful understanding and learning of the curriculum is provided for English Learners.

Center High School has students with special needs, including Socioeconomic Disadvantaged (62%), English Language Learners (17%), Foster Youth, and Special Education. Barrier identification is essential to ensure the greatest opportunity for success for students with extraordinary challenges. Formal data gathering and evaluation practices include analysis of participation rates of special needs students in CTE pathways and study of individualized education plans as well as student outcomes. Students from special populations are included in all instructional programs and activities, with accommodations and modifications provided as needed for the specific needs of each student. Instructors assist students with levels of performance and career success by improving study techniques, communication skills, project planning, budgets and financing of materials and organization skills. Students learn responsibility, leadership, cooperation, and critical thinking skills that will provide them with employable work habits. These anchor standards will be connected to the CTE model curriculum standards for each class. Equipment is provided in the program of study for their use, and supplies are provided as needed for projects and presentations. Modifications in labor or workload are made to accommodate students' needs. Strategies adopted to overcome barriers for specific needs include additional time on assignments and assessments, different types of evaluations; interpreters in the classroom; modified projects; computer-assisted learning and assessments; and other strategies that increase success of our special population students. To further reduce barriers to participation, mentorship opportunities will be offered to students through local businesses or through opportunities online with professionals in the industry sector.

Residential and Commercial Construction Pathway has a relatively low female participation rate. In order to increase the number of young females enrolling in this pathway, school staff is committed to informing all students of the professions available to all in this field of study. Special recruitment efforts are made by female role models for

young women in this career pathway.

C. Professional Development, CTE Standards, Certifications

Professional Development for Teachers: Each year, the District has two staff development days prior to school starting. The District will provide these days for the specific training needed for specialized equipment used at the Residential and Commercial Construction facility. Manufacturers of specialized equipment will provide training on the use of highly specialized equipment that will also include safety features and procedures on usage, proper cleaning and care, and how it is best used within the construction industry. Teachers will work with industry partners to align the CTE model standards with industry practices and the use of the industry standard equipment requested in this application. The District will provide release days for teachers to obtain needed training for specialized certifications and specialized curriculum content as well as ongoing training to keep abreast of changes in industry standards and practices.

CTE Model Curriculum Standards: The State Board has adopted the Model Curriculum Standards for all courses in the Residential and Commercial Construction Pathways. These standards, as well as the Knowledge and Performance Anchor Standards, are used in every CTE course in the District. Math and English common core state standards have been incorporated within the California Career Technical Education (CCTE) model curriculum standards. This has provided for the incorporation of the academic knowledge with the technical knowledge for courses in the each of the pathways.

Industry Recognized/Validated Certification(s): Upon completion of the pathway courses, students will be able to obtain their Homebuilders Institute Pre-Apprenticeship Certificate Training or HBI PACT Certificate.

D. Establishment/history of the proposed CTE program

The District has a strong history of financial support through the expenditures of funds from the Career Technical Education Incentive Grant (CTEIG) for the Residential and Construction pathway. In 2017-18, \$29,620, and in 2018-19, \$112,000 from CTEIG were spent on capitalized equipment and training for the pathway. The District is committed to continue funding of the Residential and Commercial Construction program through the LCAP and CTEIG funds in the future.

E. CTE program supported and sustained through LCAP

Goal 2 of the LCAP for the District is "Through Multi-Tiered Systems of Support (MTSS) Center JUSD students will be college and career ready." The District spent \$1,357,528 on this goal for fiscal year 2018-19 and has budgeted to spend \$1,384,679 for fiscal year 2019-20. Of this amount, the District has budgeted: \$261,212 for increased student accessibility and enrollment specifically for the CTE programs, and another \$87,831 for increased one-on-one college and career counseling to discuss course offerings and CTE pathways.

Because the District is committed to ensuring this pathway continues, it will continue Goal 2 for the next three years and will monitor and align appropriate expenses to achieve the

goals of the program. Building and Construction Trades Advisory Committee will provide input for Goal 2. The District will include the outcomes for Goal 2 in the summary for the fiscal year.

To achieve several of the LCAP goals, CJUSD outlines numerous instructional and programmatic strategies, including CTE. The CTE programs are chosen to meet the 21st Century demand to prepare students for high-demand, high-wage careers in construction industries. The District is committed to funding the Residential and Construction pathway and will monitor and align appropriate expenses as part of the LCAP to achieve the goals of the program.

CTE Included in the LCAP summary for the first fiscal year: The CTE project's outcomes will be included in CJUSD's comprehensive annual LCAP scorecard.

Part 2: Projections of Student

A. Projected Number of Students

Total Expected to Attend/Method to Project Annual Enrollment

Using current enrollment numbers, student surveys, counselor interviews, and data trends, it is estimated that 100 students will utilize the CTE site Residential and Commercial Construction Shop, 105 the second year, 115 the third year, 120 the fourth year, and 125 the fifth year. The District has realigned their courses into pathways, added new courses as required for a pathway and is placing students into the pathway during their freshman and sophomore high school years thus ensuring that more students will complete capstone courses and complete the pathway program of study with a certification. These policies and procedures will ensure the anticipated projected student enrollment for this proposed project over the next five years or more.

B. Enrollment Procedures

Policies and Procedures Projected Number of Student Meet and Sustained:

The project will review trend data and results of recruitment efforts to project annual enrollment. To sustain attendance and retention, the Residential and Commercial Construction instructor reviews attendance and student progress monthly and provide academic and counseling support to ensure engagement and success in the program. Enrollment, course completion, grades, attendance, discipline and graduation rates are monitored by the instructors, counselors, site administrators, and Advisory Board members. The program results are analyzed and shared annual through reports to the Board and to the Advisory Committee.

Recruitment and Enrollment Procedures (guidance and counseling staff): Each year high school counselors travel to the feeder school to talk with all 8th graders about all academic opportunities at Center High School including the CTE pathways. All eighth graders are then invited to attend the Center High School Elective Fair in the evening the following week. At the Center High School Elective Fair students and their families can learn about the CTE pathways, courses, certifications, and dual enrollment opportunities offered at Center High School. Eighth grade students will complete their course selection forms the following week. In addition to the Elective Fair students with an IEP and their parents

have individual transition meetings with case managers in which they discuss all CTE pathways, courses, certifications and dual enrollment opportunities. During the 9th grade year, the high school counselors meet with students and their parents in individual meetings to develop their four-year plan and explain the corresponding CTE pathway program available. The pathway courses, as well as dual enrollment opportunities and available certifications, are explained, and the student has the opportunity to select a pathway at the conclusion of the meeting. Case managers and placement work counselors hold additional counseling sessions with Special Education students and Foster Youth to meet their unique needs. The four-year plan based on student interest is updated yearly during guidance counselor conferences that also address progress towards graduation and college entrance requirements. Guidance counselors assist students in pursuing a coherent program of study in the CTE program area of their interest by helping them enroll in the next sequence of courses for their chosen pathway. Career guidance and academic counseling is continually provided to students, including links to further education and community college opportunities, part-time classes, and vocational training instruction and other training opportunities. Students are encouraged to enroll in community college classes while still in high school and after graduation.

Part 3: Identification of Feeder Schools and Partners

A. Feeder School and Partners

List of Feeder Schools and Stakeholders: Please see attached Appendix B for list of feeder schools and partners. Please see Appendix D for partner letters of support.

Project would complement, enhance or differ from the existing CTE offerings in area: No high schools in the surrounding area offer the Residential and Construction pathway. The new shop at CHS will provide a model for the full development of this pathway for other local high schools. The proposed facility could also be a training site for other high school students. Teachers will attend regional meetings to share ideas, collaborate, training, student competitions and proficiency testing. American River College, Sierra College and industry partners will collaborate with the District on a regular basis for post-secondary industry summits, and externships (professional develop for the teacher in the industry).

Part 4: The Accountability Plan

A. School’s accountability plan for enrollment and expected outcomes

Expected number of students complete/qualify Certification or Certificate:

Of the 100 students that will be enrolled pathway in Year 1, approximately 75% will be juniors and seniors. Trends indicate that 40% of the students go into the industry or enter the military, 40% go into postsecondary education, and 35% will obtain one or more certifications.

School/Project Year					
	2020-21	2021-22	2022-23	2023-24	2024-25
Enrollment of Juniors/Seniors	75	79	86	90	94
Number/percentage holding certification	35	42	46	54	63
Graduates into Industry/Military	40	43	48	52	55
Graduates into 2-or-4 year college	40	43	48	52	55

Process the school will use to gather, analyze and disseminate the data to stakeholders:

Evaluation of the project will examine program effectiveness through periodic progress checks through which the District and site leadership teams can make data driven decisions regarding program modification and improvement. The method of evaluation will be aligned with the goals and objectives of the project. The evaluation process will use multiple measures with several sources of data obtained from our Student Information System, Aeries, CALPADS reports which include all industry certifications, certificate, real-world experiences in local employment, and track college course work while in high school, college applications, and college and university acceptance/attendance. Periodic assessment ensures progress toward achieving intended outcomes including measures of: student achievement, course completion, college and career readiness, completed FASFA application, teacher effectiveness, increased enrollment, program growth, student discipline and attendance. This information will be reported annually in September to the Center Board of Trustees, school site council members, ELAC members, CALPADS, Districtwide CTE Advisory Board meetings and pathway advisory committees.

B. Project meets or exceeds its obligations pursuant to EC Section 51228: Students in the Building and Construction Trades Industry Sector will take a rigorous core academic curriculum that integrates the core academic knowledge and skills into the classes of the Residential and Commercial Construction Pathway. Center High School shall meet its obligation to offer a program of study to all qualified pupils that provides an opportunity for students to attain entry-level employment skills in the Building and Construction Trades Industry Sector upon graduation from high school through the following sequence of courses: Introduction to Residential and Commercial Construction, Intermediate Residential and Commercial Construction (concentrator) and Advanced Residential and Commercial Construction (capstone). Students who take these classes will obtain industry certifications that enable them to attain entry-level jobs upon high school graduation. This curriculum will also prepare graduates for enrollment in apprenticeship programs as well as advanced training post-secondary institutions.

Part 5: Educational Specifications and Equipment/Space Requirements

A. Project Description

Summary of scope of the construction/equipment of project: The project consists of a 2,880 square foot open shop to house the Residential and Commercial Construction courses. The large open area has two designated areas: 1) for instruction and safety training, and 2) construction project. The shop was designed to be open so that space could be used in a flexible manner to meet the needs of the student construction projects and simulate a work residential or commercial construction project. There is an additional 1,440 square foot Outdoor Work Canopy to accommodate large-scale construction such as the small houses that will be built. Tools and small materials storage is provided in the classroom and lumber and materials storage is located in a secured area adjacent to the building.

List any site constraints (i.e., accessibility, engineering) associated with the project

The site will require the removal of some portable classrooms that are at the end of their useful life. Additional site work will be minimal since the site has direct access to an

existing fire road and fire water supply, and all other utilities proximate. Some accessibility upgrades will be required to the path of travel and restrooms.

B. School Site Plan: See site plan provided in Appendix C.

C. Schematic Drawing: See design showing the schematic and equipment layout provided in Appendix D.

D. Spaces Requirements:

Summarize instruction/support space to adequately implement CTE Program:

The Residential and Commercial Construction Shop facility is 2,880 square feet of open space split into two 1,440 square foot work areas: 1) student worktables area to be used for safety training, construction math, and blueprint reading, and also for hands-on skills building for construction techniques, 2) the main floor construction area, where students learn and engage with a variety of exercises and materials including: wall framing, roof trusses, electrical wiring, interior sheet-rocking and finishing, exterior wall covering and finishing, door and window installation, and the installation of insulation materials. There is a 1,440 square foot Outdoor Work Canopy adjacent to the shop will simulate a construction job site and provide space for students to complete large-scale construction projects. There is a secured outdoor area for lumber storage. The schematic design reflects that the square footage of the shop is adequate to meet all requirements of the Residential and Commercial Construction pathway.

List square footage of areas for equipment, lecture and hands on teaching:

The Residential and Commercial Construction Shop is a large, open space that will be flexibly used to meet the needs of the student construction projects and simulate a work residential or commercial construction project. The 2,880 square foot space has an approximately 1,440 square feet classroom area with student worktables for direct instruction and hands-on learning. Additionally, another 1,440 square foot area has critical construction equipment and project spaces for students to complete projects and apply skills. An approximately 1,440 square foot Outdoor Work Canopy will provide additional space for the simulated job site and large construction projects.

E. Facilities/Equipment Planning Process

Planning process and level of industry partnership engagement:

Building and Construction Trades Advisory Committee was consulted on both the shop building and selected equipment in July and August 2019. Information about needs for a shop was compiled and given to the architect to develop schematic drawings on September 19, 2019. The Advisory Committee reviewed and approved the equipment list on October 17, 2019 and provided feedback on the schematic drawings to the architect. The Advisory Committee approved the design on October 30, 2019. At this meeting the advisory committee found that the plans aligned with the industry standards and meet the educational needs of the Vocational and CTE Program consistent with Education Code sections 51224, 51225.3 (b), 51228 (b), and 52336.1. The Advisory Committee also approved this application at the October 30, 2019 meeting. They unanimously agreed that this training facility was needed for the training students to be able to work in the

industry. The District will continue to hold Building and Construction Trades Advisory committees a minimum of twice a year to continue developing and providing work-based learning opportunities, job shadowing and internships, community classroom hours, and other vocational educational opportunities.

Evidence that the educational space/equipment aligns with industry standards and educational activities not available to students prior to this award:

The design of the educational space and the selection of the equipment was done in collaboration with industry partners and guided by the educational standards required to prepare students to obtain industry certification. By having access to a Residential and Commercial Construction shop and equipment, students will be able to engage in hands-on real-world experiences. They will engage in learning activities such as orientation and safety; measurement; joining materials: nails, fasteners, adhesives and wood; introduction to blueprints; hand tools; stationary and portable power tools; floor framing; wall and ceiling framing; roof framing; windows and exterior doors; electrical theory; residential wiring; plumbing; insulation; roofing; drywall; exterior/interior wall coverings; ceramic tile; concrete finishing and masonry. There is an outdoor area with sufficient space to simulate an onsite construction site in which students will build small houses. They will also be able to receive additional certifications from Home Builders Institute, which has certificates available upon successful completion of project units.

F. Program and Space Justification

Classroom support program activities and correlates with annual number of students: The shop is designed to support the specific courses for residential and commercial construction including introductory, intermediate and advanced courses with up to 35 students in each course.

The table on the next page describes the Residential and Commercial Construction Shop and the equipment to be funded through the grant: the courses that will be in the facility, the number of periods each course will be offered per year, the number of students in each period and the total number of students for course per year.

Projected Courses	Introduction to Residential and Commercial Construction	Intermediate Residential and Commercial Construction	Advanced Residential and Commercial Construction
Periods	3	1	1
Students per Period	25	25	25
Students per Course	75	25	25
Core Equipment	<ul style="list-style-type: none"> • Student chairs and Workbenches • SawStop Industrial Table saw 5HP 1PH x/base & dust removal • SawStop Jobsite Saw Pro • Dewalt 12" Miter Saw w/ Stand • Dewalt 12" Sliding Miter Saw • Dewalt Saw Stand • Safety Speed Panel Saw • Powermatic Planer • Drill Press • Air Compressor 		

Part 6: Budget Justification/Detail Sheet

A. Estimated annual capital cost per student and the rationale/method used: The projected annual average number of students attending over a ten-year period is 1,190. The total projected cost of the project is \$3,602,089 divided by 1,190 students is \$3,027. The projected cost includes proposed total construction costs of \$3,288,900, total site development cost of \$261,000, and total equipment costs of \$52,189. See Form B for budget detail.

B. Financial participation and ongoing support plan by business and industry partners: This program has a diversified representation of local construction industry and representatives of postsecondary institutions that donate their time and expertise to sit on the Building Construction and Trades Advisory Committee; these partners have been integral in identifying needs, creating a vision, planning of the facility, providing input on equipment, and advise the program on new technologies and market trends. In addition, local and regional industry providers donate time to host field trips, provide training, offer internships and mentor students. The value of their contributions of time and expertise cannot be adequately quantified; the benefit for our students and teachers in increased skills and knowledge will be felt well into the future. Please see letters of donations and support to this project in Appendix E for a total amount of \$TBD.

C. Equipment needs Correlate with Coursework and Industry Sector and Business and Industry Input and Collaboration:

Over the past two years, the CTE teacher has discussed with industry partners the latest trends in equipment in the industry. The Residential and Construction pathway teacher attends statewide meetings to obtain the latest information on equipment for CTE Programs as well as visited similar programs to see up-to-date teaching materials in use.

Based upon information obtained, a list of equipment needed at the Residential and Commercial Construction Shop was compiled and given to the Building and Construction Trades Advisory Committee on September 19, 2019. The group provided feedback on the equipment relative to the industry needs, vision for the Residential and Commercial Construction program, facility design, and equipment. Based upon the feedback, the equipment list was approved on October 17, 2019 and facility design was subsequently approved on October 30, 2019.

D. Process used to Determine Best Value: Industry partners and post-secondary training institutions were consulted as to the durability and functionality of the equipment. The final selection of equipment was based upon first safety, then warranty, maintenance, and upkeep of the equipment.

E. Ensure Maintenance and Upkeep Sustained: The District's Routine Repair and General Maintenance Program, in accordance with Ed Code 17070.75, allocated annually at 3% of the District's General Fund expenditure, provides for the repair of District buildings and equipment. Funding support for the maintenance and upkeep of the CTE facility and equipment will continue with LCFF funding through the LCAP.

Part 7: Unique Conditions

Center Joint Unified School District is a rural community located in the City of Antelope and serves an unincorporated area in north Sacramento County. Surrounded by farmland, the District is situated at the end of the regional arterial road Watt Avenue. It is the among the poorest communities in the county of Sacramento (76% unduplicated count). Large numbers of people work in the agriculture industry in low-paying jobs. Many of the students are underprivileged (63% on free and reduced lunch), speak Spanish, Russian or Ukrainian (22%). Many of the students do not have access to transportation and public transportation is limited. The partnership between the District, American River Community College and the Industry Partners to provide for training and additional opportunities to provide dual enrollment courses will enhance the students' ability to obtain careers in well-paying jobs. Local industries and businesses in Antelope have told high school representatives at advisory meetings that they need to have a more educated workforce; they need to have high school graduates with more employable skills who are prepared with technical skills to work in the more advanced areas of the residential construction industry. The District is committed to providing a quality educational program that incorporates a rigorous academic core program, shows students the relationship between high school work and future success, as well as prepares them for life after high school.

Part 8: Overall Feasibility of the Project

CAREER TECHNICAL EDUCATION FACILITIES PROGRAM APPLICATION

FORM B – BUDGET JUSTIFICATION/DETAIL SHEET (Rev. 3/18)

Local Education Agency: Center Joint Unified School District

Name of Industry Sector: Building and Construction Trades

Name of Pathway(s): Residential and Commercial Construction

Provide sufficient detail to justify the budget. The budget justification page(s) must provide all required information even if the items have already been identified and discussed in another section. For each expenditure type, list the associated costs. The scope and budget in this application must be consistent with the funding application submitted to Office of Public School Construction. Equipment without a 10 year life span are not eligible.

Expenditure Type	Cost
Construction Cost Estimate:	\$3,288,900
Equipment Total Cost** (list expenditures on a separate spreadsheet. See below)	\$52,189
Site Development Cost Estimate:	\$261,000
Estimated Total Cost of Project	\$ 3,602,089.00

****For Equipment Expenditures:** On a separate piece of 8/12 by 11 paper, list each equipment item using the following format:

Equipment Description	Make	Model	Quantity	Price	Subtotal

Equipment Total Cost: _____

State Funding Guidelines: Under Education Code Section 17078.72, the state grant maximum is \$3 million for new construction and \$1.5 million for modernization career technical education projects regardless of the total cost of the project.

Loan From the State: Under State Allocation Board Regulations Section 15859.194, LEAs may request a loan for their CTE projects from the Office of Public School Construction (OPSC). The loan repayment term will be ten years with interest. For more information, visit the OPSC website at <http://www.dgs.ca.gov/opsc/Programs/careertechnicaleducationfacilitiesprogram.aspx>

**CAREER TECHNICAL EDUCATION FACILITIES PROGRAM APPLICATION
FORM B – BUDGET JUSTIFICATION/DETAIL SHEET – ADDITIONAL SHEET**

CAREER TECHNICAL EDUCATION FACILITIES PROGRAM APPLICATION					
LOCAL EDUCATION AGENCY Center Unified School District			NAME OF SECTOR AND PATHWAY Building and Construction Trades Residential and Commercial Construction		
EQUIPMENT DESCRIPTION	MAKE	MODEL	QUANTITY	PRICE	SUBTOTAL EACH ITEM
SawStop Industrial Table saw 5HP 1PH w/base & dust removal	Sawstop	ICS51230	1	\$ 5,397.00	\$ 5,397.00
SawStop Jobsite Saw Pro	Sawstop	Jobsite Saw Pro	1	\$ 1,399.00	\$ 1,399.00
Dewalt 12" Miter Saw w/ Stand	Dewalt	DWS779WDWX726	3	\$ 699.00	\$ 2,097.00
Dewalt 12" Sliding Miter Saw	Dewalt	DWS780	1	\$ 599.00	\$ 599.00
Dewalt Saw Stand	Dewalt	DWX726	1	\$ 199.00	\$ 199.00
Safety Speed Panel Saw	Safety Speed	H55	1	\$ 2,647.00	\$ 2,647.00
Powermatic Planer	Powermatic	1791261	1	\$6,399.99	\$ 6,399.99
Drill Press	JET	JDP-15F	2	\$899.00	\$ 1,798.00
Air Compressor	Quincy	3103D12HCA23M	1	\$6,300.00	\$ 6,300.00
Workbench: Butcher Block, 37 3/4 in Overall Ht, 60 in Overall Wd, 1 3/4 in Thick	Little Giant	WSJ2-3060-AH	8	\$ 769.85	\$ 6,158.80
Intuit Adjustable Stool	Smith Systems	#00547	32	\$ 479.00	\$ 15,328.00
					\$ 48,322.79
					Sales Tax \$ 3,865.82
					Total \$ 52,188.61

Appendix A

Identify the industry sector, pathway, sequence of courses being considered and the CALPADS numbering

Industry Sector: Building and Construction Trades

Pathway 1: 123 Residential and Commercial Construction

Sequence of Courses

Introductory: Introduction to Residential and Commercial Cor CALPADS #: 7340

Concentrator 1: Intermediate Residential and Commercial Cc CALPADS #: 7341

Concentrator 2: _____ CALPADS #: _____

Capstone: Advanced Residential and Commercial Constructi CALPADS #: 7342

Pathway 2: _____

Sequence of Courses

Introductory: _____ CALPADS #: _____

Concentrator 1: _____ CALPADS #: _____

Concentrator 2: _____ CALPADS #: _____

Capstone: _____ CALPADS #: _____

Pathway 3: _____

Sequence of Courses

Introductory: _____

CALPADS #: _____

Concentrator 1: _____

CALPADS #: _____

Concentrator 2: _____

CALPADS #: _____

Capstone: _____

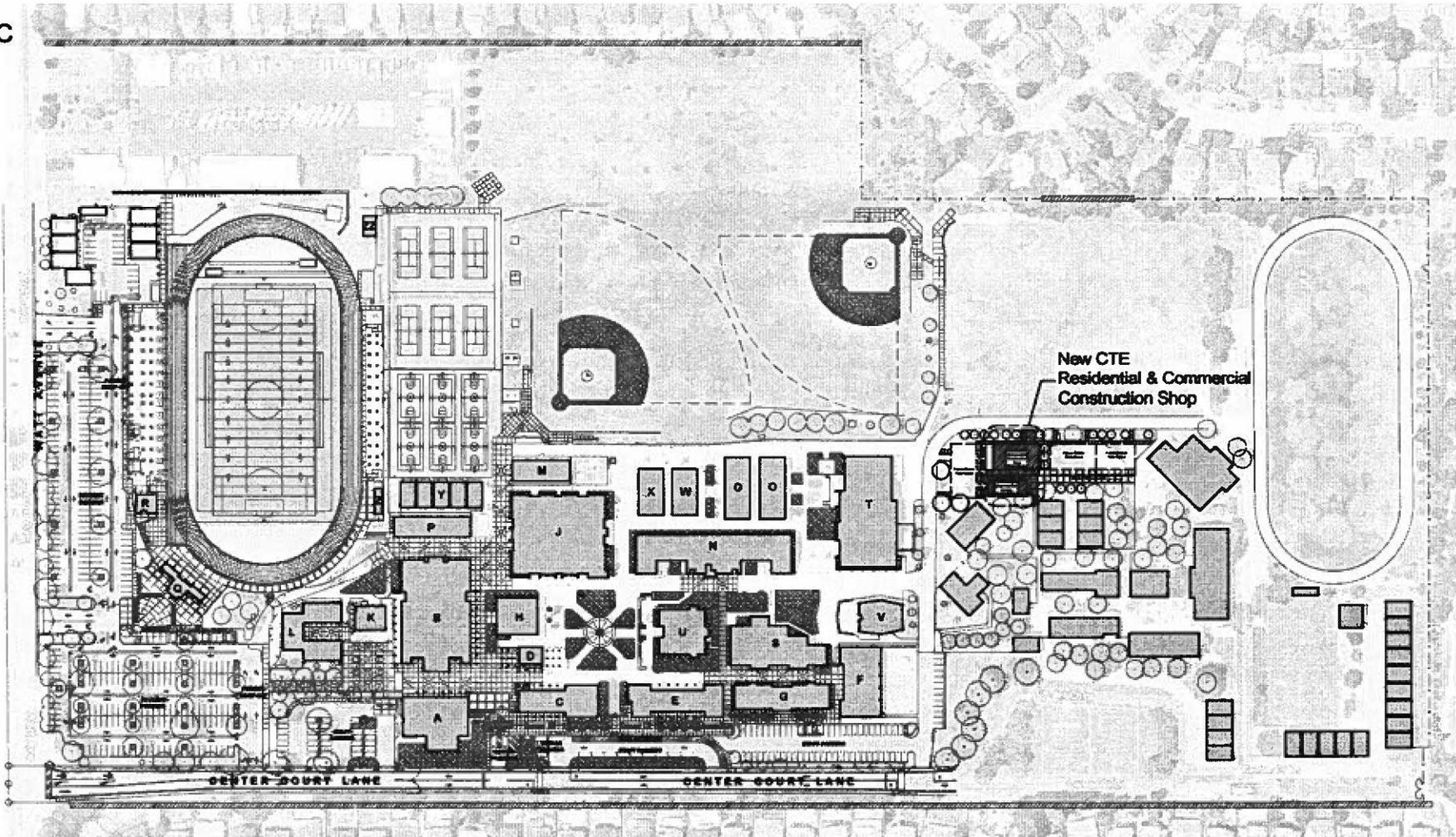
CALPADS #: _____

Appendix B

Identification of Feeder Schools and Partners

Name	Title	Name of School/Organization	Phone Number	Feeder School/Middle School	High School/ROCP	Student	Parent	Counselor	Community Member	Business/Industry Member	Community College	Other Stakeholder	Participated in:	Development of CTE Project	Articulation/Dual/Concurrent Enrollment	Review and Approval of CTE Plan
Chris Borasi	Principal	Wilson C Riles Middle Sch	916-338-6330	✓										✓	✓	✓
Jerald Ferguson	Principal	Center High School	916-338-6330		✓									✓	✓	✓
David French	Principal	McClellan High School	916-338-6330		✓									✓	✓	✓
Roxanne Lupino	Outreach Spec	American River College	916-484-8071								✓			✓	✓	
Patricia Spore	Principal	Oak Hill Elementary Schoo	916-338-6330											✓	✓	✓
Jason Farrel	Principal	North Country Elementary	916-338-6330											✓	✓	✓
Julie Opfer	Principal	Cyril Spinelli Elementary S	916-338-6330											✓	✓	✓
Steve Jackson	Principal	Dudley ElementarySchool	916-338-6330											✓	✓	✓
Thomas Greene	College Presid	American River College	916-484-8011								✓					

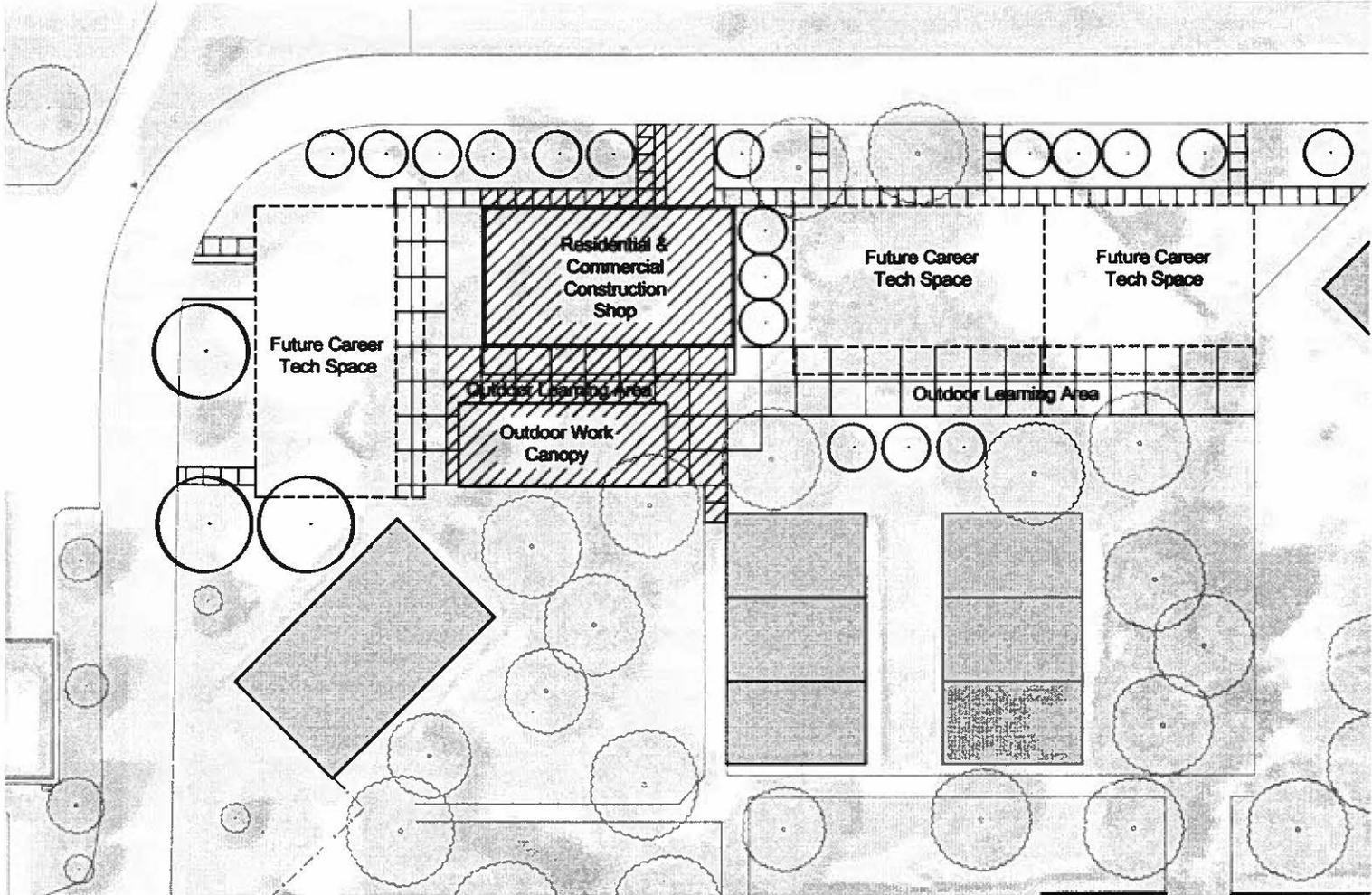
Appendix C



Overall Site Plan



Appendix C



Enlarged Site Plan

Section 3: Project Information

Type of Project:

New Construction (including equipment):

Modernization/Reconfiguration (including equipment):

Equipment Only:

School Name:

Center High School

Name of Career Technical Education Industry Sector (Note: Only one industry sector per application will be accepted):

Information and Communication Technologies

Career Technical Education Pathway(s):

Software & Systems Development: Web and Social Media Programming & Design Sub-Pathway

Proposed Schematic Drawing Attached?: Yes No

School Site Plan Drawing Attached: Yes No

Estimated Total Cost of Project (See Form B): \$2,741,057

Total Amount of State Funds Requested (See Form B): \$1,370,529

Number of students occupying teaching stations or using equipment (per class period): 35

Number of Classrooms in Project: 1

Annual Number of Students Served: 280

Square Footage of Project: 2,400

Section 4: Approval

Date Governing Board Approved CTE Application (Board must approve project no later than November 27, 2019): November 20, 2019

Section 5: Certification

The local educational agency (LEA) certifies that the Advisory Committee pursuant to Education Code Section 8070 has met and approved the CTE Plan, and the other requirements contained in Education Code Section 17078.72, including sections (i) (1 thru 7) have been accomplished, and minutes and other supporting documentation are on file at the LEA's Office. Further, the LEA certifies that the project is on a comprehensive high school site that meets the requirements of Education Code sections 51224, 51225.3, and 51228.

Authorized LEA Representative to initial each Education Code Section.

E.C. 8070 ____

The governing board of each school district participating in a career technical education program shall appoint a career technical education advisory committee to develop recommendations on the program and to provide liaison between the district and potential employers.

The committee shall consist of one or more representatives of the general public knowledgeable about the disadvantaged, students, teachers, business, industry, school administration, and the field office of the Department of Employment Development.

E.C. 17078.72 ____

(a) The Career Technical Education Facilities Program is hereby established to provide funding to qualifying local educational agencies for the purpose of constructing new facilities or reconfiguring existing facilities, including, but not limited to, purchasing equipment with an average useful life expectancy of at least 10 years, to enhance educational opportunities for pupils in existing high schools in order to provide them with the skills and knowledge necessary for the high-demand technical careers of today and tomorrow.

(b) The State Department of Education, in cooperation with the Chancellor's Office of the California Community Colleges, the Labor and Workforce Development Agency, and industry groups, shall develop criteria and pupil outcome measures to evaluate the program. The criteria shall ensure equity, program relevance to industry needs, and articulation with more advanced coursework at the partnering community colleges or private institutions.

(c) The program shall be based on grant applications administered by the board.

(d) Grants shall be allocated on a per-square-foot basis for the applicable type of construction proposed or deemed necessary by the board consistent with the approved application for the project.

(e) New construction grants shall not exceed three million dollars (\$3,000,000) per project per schoolsite, inclusive of equipment, and shall only be allocated to comprehensive high schools that have an active Career Technical Advisory Committee pursuant to Section 8070, in either of the following methods:

(1) For a stand-alone project on a per-square-foot basis for the applicable type of construction proposed, based on the criteria established pursuant to subdivision (b), consistent with the approved application for the project.

(2) For new school projects, as a supplement to the per pupil allocation pursuant to Section 17072.10. The supplement is intended to cover excess costs uniquely related to the facilities required to provide the career technical education program or programs.

(f) Modernization grants shall not exceed one million five hundred thousand dollars (\$1,500,000) per project per schoolsite, inclusive of equipment and may be awarded to comprehensive high schools or joint power authorities currently operating career technical education programs that have an active Career Technical Advisory Committee pursuant to Section 8070 for the purpose of reconfiguration. For comprehensive high schools, the grant shall be supplemental to the per pupil allocation pursuant to Section 17074.10. The supplement is intended to cover excess costs uniquely related to the facilities required to provide the career technical education program or programs.

(g)(1) A school district shall contribute from local resources a dollar amount that is equal to the amount of the grant of state funds awarded under subdivisions (d), (e), and (f). The required local contribution may be provided by private industry groups, the school district, or a joint powers authority.

(2) A school district shall not be required to demonstrate that it has unhoused pupils or that a permanent school building is more than 25 years old in order to receive a grant under the program.

(h) The program shall allow the required local contribution to be paid over time if sufficient local funds are not immediately available. The board may provide for a repayment schedule consistent with subparagraphs (C) and (D) of paragraph (1) of subdivision (a) of Section 17078.57. The board shall not waive the required local contribution on the basis of financial hardship or on any other basis.

(i) Applications shall meet the criteria developed under subdivision (b) and shall require all of the following:

(1) A clear and comprehensive career technical education plan for each course of study applicable to the instructional space.

(2) Projections of pupil enrollment.

(3) Identification of feeder schools, industry partners, and community colleges or other postsecondary schools participating in the development, articulation, and review of the educational program.

(4) Evidence of approval of the plan by the entities listed in paragraph (3).

(5) The method by which accountability for pupil enrollments and outcomes will be maintained. Outcomes shall include, but are not limited to, certificate completion, the successful entry of pupil to employment in the applicable industry, and successful transition to post-secondary institutions for work in the applicable industry or other areas of study.

6) Evidence of coordination with all feeder schools, middle schools, and high schools within the area to ensure that the project and programs complement career technical education offerings in the area.

(7) Evidence that upon completion of the project the local educational agency will meet all of its obligations under Section 51228 relating to career technical education.

(j) Applications shall give weight to the number of pupils expected to attend, the cost per pupil, financial participation by industry partners in the construction and equipping of the facility, commitment to accountability for outcomes and participation, the strength and relevance of the educational plans to the needs of industry for qualified technical employees applicable to the economic development needs of the region in which the project will be located, and coordination and articulation with feeder schools, other high schools, and community colleges.

(k) The Office of Public School Construction shall develop and the board shall approve regulations to implement this article on or before April 19, 2007, and the board may promulgate those regulations first on an emergency basis, which shall be effective for no more than 12 months, after which any permanent regulations shall be promulgated in accordance with the Administrative Procedure Act (Chapter 3.5 (commencing with Section 11340) of Part 1 of Division 3 of Title 2 of the Government Code).

(l) Notwithstanding paragraphs (e) and (f), a project approved pursuant to this section is also eligible for an incentive grant from the funds specified in paragraph (8) of subdivision (a) of Section 101012 if the project meets the criteria prescribed in that section.

E.C. 51224 ____

The governing board of any school district maintaining a high school shall prescribe courses of study designed to provide the skills and knowledge required for adult life for pupils attending the schools within its school district. The governing board shall prescribe separate courses of study, including, but not limited to, a course of study designed to prepare prospective pupils for admission to state colleges and universities and a course of study for career technical training.

E.C. 51225.3 ____

(a) A pupil shall complete all of the following while in grades 9 to 12, inclusive, in order to receive a diploma of graduation from high school:

(1) At least the following numbers of courses in the subjects specified, each course having a duration of one year, unless otherwise specified:

(A) Three courses in English.

(B) Two courses in mathematics. If the governing board of a school district requires more than two courses in mathematics for graduation, the governing board of the school district may award a pupil up to one mathematics course credit pursuant to Section 51225.35.

(C) Two courses in science, including biological and physical sciences.

(D) Three courses in social studies, including United States history and geography; world history, culture, and geography; a one-semester course in American government and civics; and a one-semester course in economics.

(E) One course in visual or performing arts or foreign language. For purposes of satisfying the requirement specified in this subparagraph, a course in American Sign Language shall be deemed a course in foreign language.

(F) Two courses in physical education, unless the pupil has been exempted pursuant to the provisions of this code.

(2) Other coursework requirements adopted by the governing board of the school district.

(b) The governing board, with the active involvement of parents, administrators, teachers, and pupils, shall adopt alternative means for pupils to complete the prescribed course of study that may include practical demonstration of skills and competencies, supervised work experience or other outside school experience, career technical education classes offered in high schools, courses offered by regional occupational centers or programs, interdisciplinary study, independent study, and credit earned at a postsecondary educational institution. Requirements for graduation and specified alternative modes for completing the prescribed course of study shall be made available to pupils, parents, and the public.

(c) If a pupil completed a career technical education course that met the requirements of subparagraph (E) of paragraph (1) of subdivision (a) of Section 51225.3, as amended by the act adding this section, before the inoperative date of that section, that course shall be deemed to fulfill the requirements of subparagraph (E) of paragraph (1) of subdivision (a) of this section.

(d) This section shall become operative upon the date that Section 51225.3, as amended by the act adding this section, becomes inoperative.

E.C. 51228 ____

(a) Each school district maintaining any of grades 7 to 12, inclusive, shall offer to all otherwise qualified pupils in those grades a course of study fulfilling the requirements and prerequisites for admission to the California public institutions of postsecondary education and shall provide a timely opportunity to each of those pupils to enroll within a four-year period in each course necessary to fulfill those requirements and prerequisites prior to graduation from high school.

b) Each school district maintaining any of grades 7 to 12, inclusive, shall offer to all otherwise qualified pupils in those grades a course of study that provides an opportunity for those pupils to attain entry-level employment skills in business or industry upon graduation from high school. Districts are encouraged to provide all pupils with a rigorous academic curriculum that integrates academic and career skills, incorporates applied learning in all disciplines, and prepares all pupils for high school graduation and career entry.

(c) A school district that adopts a required curriculum that meets or exceeds the model standards developed and adopted by the state board pursuant to Section 51226 shall be deemed to have fulfilled its responsibilities pursuant to subdivision (b).

d) A school district that adopts a required curriculum pursuant to subdivision (c) that meets or exceeds the model standards developed by the state board pursuant to Section 51226, or that adopts alternative means for pupils to complete the prescribed course of study pursuant to subdivision (b) of Section 51225.3, may substitute pupil demonstration of competence in the prescribed subjects through a practical demonstration of these skills in a regional occupational center or program, work experience, interdisciplinary study, independent study, credit earned at a postsecondary institution, or other outside school experience, as prescribed by Section 51225.3.

Print Name of Authorized L E A Representative: Scott Loehr

Signature of Authorized L E A Representative: _____

Initials of Authorized L E A Representative: _____

Title: Superintendent

Phone Number: 916-338-6400

Date: November 21, 2019

Center Joint Unified School District Software and Systems Development Pathway

Project Abstract

Center Joint Unified School District (CJUSD) plans to construct a new Information and Communication Technologies Center at Center High School to support the Information and Communication Technologies Industry Sector with a Software and Systems Development Pathway focused on web and social media programming sub pathway. Students will focus on hands-on application and computerized skills while learning advanced concepts and theories that are fundamental to software design and programming.

The new facility will house Software and Systems Development Pathway providing a 21st century collaborative learning environment that is currently not available. This building will house the Web and Social Media Programming and Design sub-pathway, that provides instruction in design and encoding skills to create multimedia productions and presentations and to program mobile apps and websites. The latest software design, development, implementation, maintenance, and management of systems techniques will be covered to allow students to create professional-level media, images, documents, audio and video clips, and software. The new facility will enable students to expand their pathway program options to incorporate dual enrollment, community college partnerships, and offer advanced classes in this industry sector. Center's goal is for students to graduate from high school and be prepared for the work force with industry certifications that are relevant/competitive in the local economy, to attend a certificate program at either the local community college or with an apprenticeship program, or to attend a four-year university program.

The curriculum will integrate academic and career technical instruction, provide work-based learning opportunities for students and prepare students for postsecondary education and employment, with the personalized learning environment offered within the pathway community. Teachers and students integrate academic and occupation-related classes as a way to enhance real world relevance and maintain high academic standards. By year five of the program, we expect there to be 280 students enrolled in the program at Center High School. This projection is based upon past trends of students at Center High School choosing related fields of study as well as student interviews with school counselors and student surveys regarding chosen pathway selection. The total estimated cost for the project is \$2,741,057. A total of \$1,370,529 in State funds is requested.

Center High School is located in northern Sacramento County, in a rural community, where public transportation is unavailable thus limiting options to other communities and agencies. Therefore, the District must provide training for the entire career technical education of their students.

Part 1: Career Technical Education Plan

A. Proposed CTE Plan

D. Software and Systems Development Pathway.

Center Joint Unified School District (District) is in an unincorporated area of northern Sacramento County, in a rural area. Many of the families live far below the poverty level (63% of the students receive free/reduced lunch) and have limited transportation. Center High School is committed to change this paradigm by developing CTE pathways that offer students a sequence of courses that provide real-life meaningful learning opportunities through project-based learning that prepare students with technical skills to obtain industry certifications. This CTE Plan is to prepare students for the multitude of careers in software development to support the ever-growing fields of software development and design. Persons with expertise in systems development and programming are critical to support operations like electronic commerce, records management, retail sales and inventory management, digital entertainment, and use of energy. The District also strives for successful dual enrollment courses in institutions of higher education providing their students the opportunity for employment in high wage and high demand jobs.

The Center High School's new Information and Communication Technologies Center will support the Information and Communications Technologies Industry Sector with a Software and Systems Development Pathway that provides hands-on experiences to the students of web and social media design and software development. Students will produce content through design and editing software, animation and drawing software and image editor, and students will learn to encode this content on websites and mobile apps. Students will acquire the technical skills and knowledge to obtain industry certifications, be successful in dual enrollment courses, and enter institutions of higher education (IHE) providing them the opportunity for employment in high wage and high demand jobs related to computer science that involve design, development, implementation, maintenance, and management of systems that rely on software programs to satisfy the operational needs of modern business organizations. Students will focus on the latest software development and programming techniques while learning advanced and revolutionary technologies now used in the software industry. Software and Systems Development Pathway provides all students with (1) rigorous core academic and CTE courses that are based on CTE Model Curriculum Standards and fulfills a–g requirements, and vertically aligns with American River College's Computer Information Science program; (2) dual enrollment CTE course work and college readiness programming; (3) career readiness training through engaging work-based learning, such as job shadowing and internships; (4) leadership development through SkillsUSA participation; and (5) holistic student support services. See Appendix A, page 15 for CAL-PADS course numbers.

This proposal is to obtain a new Information and Communication Technologies Center so that students can obtain industry certifications and technical skills in the Software and Systems Development Pathway to be competitive jobseekers in the local economy upon graduation.

CTE Credentialed Teachers: The District has a rigorous hiring process for teachers and all courses are monitored by the District. All teachers in the Software and Systems Development pathway will hold either a Single Subject Industrial Technology Credential or the Designated Subject credential in the Information and Communications Technologies Sector. The District is familiar with the process, procedures, paperwork and guidelines for obtaining a CTE Credential and will follow all procedures necessary to safeguard the authenticity of the CTE programs.

The Labor Market Demand: According to the Regional Labor Market Assessment (Update 2019), the Labor Market Overview for the region prepared by the Far North Center of Excellence, software and systems has been identified as one of three Priority Industries in the Far North. According to the Labor Market for the Far North, there is expected growth in the following jobs that require technical skill: Computer Network Architects, 12%; Computer Network Support Specialist, 8%; Web Developers, 7%; Network and Computer Systems Administrators, 7%; Computer User Support Specialist, 6%; and Computer, All Other, 4%. The growth across these occupations represents 200 annual job openings over the next five years.

Rationale for the requested CTE program: Center High School is developing the Software and Systems Development Pathway by aligning a set of elective classes that were very popular at the high school but had not been fully developed into a coherent program of study. The new program of study for the pathway was developed in summer of 2019 based upon the information from the labor market (North Far North Center of Excellence) and work with the American River College. The new pathway will be launched beginning August 2020 with the Introduction to Web and Social Media Programming and Design course. The current elective classes are located in standard portable classrooms throughout the campus and do not meet the infrastructure requirements. The existing space is inadequate to support the coursework and therefore limits the learning opportunities of students. This new facility will provide hands-on learning opportunities that only a properly outfitted classroom can offer to students. The new classroom will provide specific functional spaces to meet the requirements for the concentrator and capstone courses. The new facility and equipment for the Software and Systems Development pathway will lead to a more articulated and robust curriculum that will provide industry certifications for students. The labor market demand indicates that there are significant jobs in this industry sector and these jobs require high levels of skill and pay well.

The Information and Communication Technologies Advisory Committee was consulted about the projects beginning in September 2019 and will continue to meet twice a year. Having specialize facility with industry standard equipment will provide many new learning opportunities for students, particularly those students who do not have resources and enable them to access careers related to computer science that involve the design, development, implementation, maintenance, and management of systems that rely on software programs to satisfy the operational needs of modern business organizations.

This proposal is to build a new Information and Communication Technology facility and provide equipment so that students can obtain additional industry certifications and technical skills in the Software and Systems Development Pathway to be competitive jobseekers in the local economy upon graduation. With this new facility, our program will implement a comprehensive Software and Systems Development Pathway that will integrate all aspects of web programming, social media publishing, and information systems.

B. Accessibility to the CTE program:

The District is committed to ensuring that all students are given equal opportunity to participate in all CTE programs, activities, and experiences of their choice. Brochures have been created in English, Spanish, Russian, and Ukrainian for each pathway offered that includes the program of study, certifications, and potential careers available within the pathway. The District advertises pathway programs on the District website for easy access for parents and students. Translation is provided at all parent meetings.

Each year high school counselors travel to the feeder school to talk with all 8th graders about all academic opportunities at Center High School including the CTE pathways. All eighth graders are then invited to attend the Center High School Elective Fair in the evening the following week. At the Center High School Elective Fair students and their families have the opportunity to learn all about the CTE pathways, courses, certifications, and dual enrollment opportunities offered at Center High School. Eighth grade students will complete their course selection forms the following week. In addition to the Elective Fair students with an IEP and their parents have individual transition meetings with case managers in which they discuss all CTE pathways, courses, certifications and dual enrollment opportunities. The District has an open pathway selection process in that all students have equal opportunity to identify and choose a preferred pathway with no restrictions that prevent individuals from entering an introductory course.

Guidance counselors meet with all students at least annually to review academic progress towards their four-year plan and ensure students are taking a coherent program of study. Career guidance and academic counseling is continually provided to students, including links to further education and community college opportunities, part-time classes, and vocational training opportunities. Field trips and presentations assist students in being aware of opportunities available to them in the industry and post-secondary education. Teachers receive special training on instructional strategies to meet the needs of the English Learners. Teachers will apply these strategies while teaching students to ensure an understanding of the curriculum. Because many of the classes within the Residential and Commercial Construction Pathway provide for hands-on learning experiences, demonstrations and practicing by doing, successful understanding and learning of the curriculum is provided for English Learners.

Center High School has students with special needs, including Socioeconomic Disadvantaged (62%), English Language Learners (17%), Foster Youth, and Special Education. Barrier identification is essential to ensure the greatest opportunity for success

for students with extraordinary challenges. Formal data gathering and evaluation practices include analysis of participation rates of special needs students in CTE pathways and study of individualized education plans as well as student outcomes. Students from special populations are included in all instructional programs and activities, with accommodations and modifications provided as needed for the specific needs of each student. Instructors assist students with levels of performance and career success by improving study techniques, communication skills, project planning, budgets and financing of materials and organization skills. Students learn responsibility, leadership, cooperation, and critical thinking skills that will provide them with employable work habits. These anchor standards will be connected to the CTE model curriculum standards for each class. Equipment is provided in the program of study for their use, and supplies are provided as needed for projects and presentations. Modifications in labor or workload are made to accommodate students' needs. Strategies adopted to overcome barriers for specific needs include additional time on assignments and assessments, different types of evaluations; interpreters in the classroom; modified projects; computer-assisted learning and assessments; and other strategies that increase success of our special population students. To further reduce barriers to participation, mentorship opportunities will be offered to students through local businesses or through opportunities online with professionals in the industry sector.

C. Professional Development, CTE Standards, Certifications

Professional Development for Teachers: Each year, Center High School has two Inservice days. Two days will be dedicated to training instructors on the use and integration of the new equipment purchased for the program by industry specialists and manufacturers. The instructors are also encouraged to attend other professional development training geared to their industry. Teachers will complete professional development to obtain certifications offered through Adobe, Microsoft, and Toon Boom. The District will provide release days for teachers to obtain needed training for specialized certifications and specialized curriculum content as well as ongoing training to keep abreast of changes in industry standards and practices.

CTE Model Curriculum Standards: The State Board has adopted the Model Curriculum Standards for all courses in the Software and Systems Development Pathway. These standards, as well as the Knowledge and Performance Anchor Standards, are used in every CTE course in the District. Math and English common core state standards have been incorporated within the California Career Technical Education (CCTE) model curriculum standards. This has provided for the incorporation of the academic knowledge with the technical knowledge for courses in the pathway.

Industry Recognized/Validated Certification(s): The following industry certifications are available to students in the Software and Systems Development Pathway: Adobe Certified Associate (ACA) in Creative Suite, Microsoft Technology Associate HTML5 App Development Fundamentals, and Toon Boom Harmony Certification. Additional topical certifications will be available to students through Precision Exams.

D. Establishment/history of the proposed CTE program

This is a new pathway to the District so there is no history of financial support through the expenditures of funds from the Career Technical Education Incentive Grant (CTEIG). The District is committed to continue funding of the Software and Systems Development Pathway through the LCAP and CTEIG funds in the future.

E. CTE program supported and sustained through LCAP

Goal 2 of the LCAP for the District is "Through Multi-Tiered Systems of Support (MTSS) Center JUSD students will be college and career ready." The District spent \$1,357,528 on this goal for fiscal year 2018-19 and has budgeted to spend \$1,384,679 for fiscal year 2019-20. Of this amount, the District has budgeted: \$261,212 for increased student accessibility and enrollment specifically for the CTE programs, and another \$87,831 for increased one-on-one college and career counseling to discuss course offerings and CTE pathways.

To achieve several of the LCAP goals, CJUSD outlines numerous instructional and programmatic strategies, including CTE. The CTE programs are chosen to meet the 21st Century demand to prepare students for high-demand, high-wage careers in the information and communications technologies industries. The District is committed to funding the Software and Systems Development pathway and will monitor and align appropriate expenses as part of the LCAP to achieve the goals of the program.

Because the District is committed to ensuring this pathway continues, it will continue Goal 2 for the next three years and will monitor and align appropriate expenses to achieve the goals of the program. The computers and software necessary to support the pathway are ineligible for the CTE Facilities Program Grant, so the District will use LCAP and CTEIG funds to purchase these items. Information and Communication Technologies Advisory Committee will provide input for Goal 2. The District will include the outcomes for Goal 2 in the summary for the fiscal year.

CTE Included in the LCAP summary for the first fiscal year: The CTE project's outcomes will be included in CJUSD's comprehensive annual LCAP scorecard.

Part 2: Projections of Student Enrollment

Total Expected to Attend/Method to Project Annual Enrollment: Using current enrollment in related elective courses, student surveys, counselor interviews, and data trends, it is estimated that 280 students by year five. Currently, there are 290 students are enrolled in related elective courses at CHS.

Table 2: Projected 5-Year Manufacturing Pathway Enrollment by Course						
CTE Course	2020-21	2021-22	2022-23	2023-24	2024-25	Total
Introduction to Web and Social Media Programming and Design	70	70	70	105	105	420

Intermediate Web and Social Media Programming and Design	0	70	70	70	105	315
Advanced Web and Social Media Programming and Design	0	0	35	35	70	140
Total	70	140	175	210	280	875

B. Describe the Enrollment Procedures for the Proposed Project:

Policies and Procedures to ensure projected Student Enrollment for Proposed Project:

The project will review trend data and results of recruitment efforts to project annual enrollment. To sustain attendance and retention, the Software and Systems Development instructors review attendance and student progress monthly and provide academic and counseling support to ensure engagement and success in the program. Enrollment, course completion, grades, attendance, discipline and graduation rates are monitored by the instructors, counselors, site administrators, and Advisory Board members. The program results are analyzed and shared annual through reports to the Board and to the Advisory Committee.

Recruitment and Enrollment Procedures (guidance and counseling staff): Each year high school counselors travel to the feeder school to talk with all 8th graders about all academic opportunities at Center High School including the CTE pathways. All eighth graders are then invited to attend the Center High School Elective Fair in the evening the following week. At the Center High School Elective Fair students and their families can learn about the CTE pathways, courses, certifications, and dual enrollment opportunities offered at Center High School. Eighth grade students will complete their course selection forms the following week. In addition to the Elective Fair students with an IEP and their parents have individual transition meetings with case managers in which they discuss all CTE pathways, courses, certifications and dual enrollment opportunities. During the 9th grade year, the high school counselors meet with students and their parents in individual meetings to develop their four-year plan and explain the corresponding CTE pathway program available. The pathway courses, as well as dual enrollment opportunities and available certifications, are explained, and the student has the opportunity to select a pathway at the conclusion of the meeting. Case managers and placement work counselors hold additional counseling sessions with Special Education students and Foster Youth to meet their unique needs. The four-year plan based on student interest is updated yearly during guidance counselor conferences that also address progress towards graduation and college entrance requirements. Guidance counselors assist students in pursuing a coherent program of study in the CTE program area of their interest by helping them enroll in the next sequence of courses for their chosen pathway. Career guidance and academic counseling is continually provided to students, including links to further education and community college opportunities, part-time classes, and vocational training instruction and other training opportunities. Students are encouraged to enroll in community college classes while still in high school and after graduation.

Part 3: Identification of Feeder Schools and Partners

Center Joint Unified School District: Center High School, Information and Communication Technologies Industry Sector with a Software and Systems Development Pathway, Web and Social Media Programming Sub-pathway

A. Feeder Schools and Partners

List of Feeder Schools and Stakeholders: Please see attached Appendix B for list of feeder schools and partners. Please see Appendix D for partner letters of support.

Project would complement, enhance or differ from the existing CTE offerings in area: There are no high schools in the area that offer a Software and Systems Development pathway. The new Information and Communication Technologies center will provide a model for the full development of the pathway for other local high schools. Teachers will attend regional meetings to share ideas, collaborate, share training, student competitions and proficiency testing. American River College, Sierra College and industry partners will collaborate with the District on a regular basis for post-secondary industry summits, and externships (professional develop for the teacher in the industry).

Part 4: The Accountability Plan

A. School's accountability plan for enrollment and expected outcomes

Expected number of students complete/qualify Certification or Certificate:

The following chart illustrates the projected numbers of students entering employment, military or going on to post-secondary training and the expected outcomes. These numbers are based on past trends, growth in the number of students selecting the courses in existing elective courses that will now feed into the new pathway and 90% retention rate, articulation of the courses with the local community colleges and increased dual enrollment courses. This table assumes that 2% will go into the military and that the number of students completing the certification will increase over time to reach 50% and that the number of students graduating into 2-or-4 year college will increase to 70% over time.

School/Project Year					
	2020-21	2021-22	2022-23	2023-24	2024-25
Enrollment of Juniors/Seniors	53	105	131	158	210
Number/percentage holding certification	25	56	70	95	140
Graduates into Industry/Military	1	3	4	4	6
Graduates into 2-or-4 year college	46	94	119	145	196

Process the school will use to gather, analyze and disseminate the data to stakeholders: Evaluation of the project will examine program effectiveness through periodic progress checks through which the District and site leadership teams can make data driven decisions regarding program modification and improvement. The method of evaluation will be aligned with the goals and objectives of the project. The evaluation process will use multiple measures with several sources of data obtained from our Student Information System, Aries, CALPADS reports which include all industry certifications, certificate, real-world experiences in local employment, and track college course work while in high school, college applications, and college and university acceptance/attendance. Periodic assessment ensures progress toward achieving intended outcomes including measures of student achievement, course completion, college and career readiness, completed FASFA application, teacher effectiveness, increased enrollment, program growth, student discipline and attendance. This information will be reported annually in September to the

Center Board of Trustees, school site council members, ELAC members, CALPADS, Districtwide CTE Advisory Board meetings and pathway advisory committees.

B. Project meets or exceeds its obligations pursuant to EC Section 51228: Students in the Information and Communication Technologies Industry Sector will take a rigorous core academic curriculum that integrates the core academic knowledge and skills into those classes in the Software and Systems Development Pathway. Center High School shall meet their obligation to offer a program of study to all qualified pupils that provides an opportunity for student to attain entry-level employment skills in the Information and Communication Technologies Industry Sector upon graduation from high school through the following sequence of courses: Introduction to Web and Social Media Programming and Design, Intermediate Web and Social Media Programming and Design, and Advanced Web and Social Media Programming and Design. Students who take these classes will obtain industry certifications that enable them to attain entry-level jobs upon high school graduation. This curriculum will also prepare graduates for enrollment in higher education in the areas such as: computer science, marketing and business, and graphic design. This new facility will provide the opportunity to offer dual enrollment courses and new certifications.

Part 5: Educational Specifications and Equipment/Space Requirements

A. Project Description

Summary of scope of the construction/equipment of project

The Information and Communication Technologies Center is composed of 1,440 square foot Computer Design Studio that includes a computer design class space, two 49 square foot media editing rooms, a 70 square foot Foley space, and a 70 square foot secure storage room. Additionally, there is a 960 square foot Project Production Area, which is designed to provide an open, flexible space for content creation and project production, and includes a 49 square foot resource room with a sink

List any site constraints (i.e., accessibility, engineering) associated with the project

The site will require the removal of some portable classrooms that are at the end of their useful life. Additional site work will be minimal since the site has direct access to an existing fire road and fire water supply, and all other utilities proximate. Some accessibility upgrades will be required to the path of travel and restrooms.

B. School Site Plan: See site plans, in Appendix C.

C. Schematic Drawing: See Information and Communication Technologies Center schematic in Appendix D.

D. Space Requirement:

Summarize instruction/support space to adequately implement CTE Program

The educational environment needs to support students in learning and applying computer design and software programming skills. Students will have space for direct instruction on design and encoding to create multimedia productions and presentations,

and to program mobile apps and websites. To support this the 1,440 square feet Computer Design Studio has spaces for design and programming computer work, student collaboration, and content editing. The two 49 square foot media editing room and the 70 square foot Foley room will provide critical spaces for students to create the professional caliber of media/content required by the web and mobile application programming. The 960 square foot Project Production Area support this hands-on learning with an open, flexible space to allow students to produce professional-level media, images, documents, audio and video clips.

List square footage of areas for equipment, lecture and hands on teaching:

The Computer Design Studio is utilized for equipment, lecture space and hands-on media creation and software programming, and provides 1,440 square feet of instructional space. There is an additional 960 square foot Project Production Area that provides hands-on instructional space for the project development and collaboration.

E. Planning process and level of industry partnership engagement:

Planning process and level of industry partnership engagement: The Information and Communication Technologies Advisory Committee meets twice a year and is composed of industry partners, school representatives and representatives of higher education. The Advisory Committee met on September 19, 2019, to develop a list of equipment needs and facility needs for the Information and Communications Technologies Center. On October 17, 2019 the advisory committee met to approve the list of equipment and to provide feedback on the schematic the architect created using the equipment list. The committee met on October 30, 2019 and approved the schematic design determining that it would provide a facility that will prepare the students for careers in Software and Systems Development industries. At this meeting the advisory committee found that the plans aligned with the industry standards and meet the educational needs of the Vocational and CTE Software and Systems Development Program consistent with Education Code sections 51224, 51225.3 (b), 51228 (b), and 52336.1. They also approved the list of equipment, the grant application and agreed that the facility and equipment will prepare learners for jobs in the industry.

Evidence that the educational space/equipment aligns with industry standards and educational activities not available to students prior to this award:

The design of the educational space and the selection of the equipment was done in collaboration with industry partners and guided by the educational standards required to prepare students to obtain industry certification. Students will be able to create professional-level media, images, documents, audio and video clips, and software. The facility will provide space for software programming, content editing, and media production.

F. Program and Space Justification

Classroom support program activities and correlates with annual number of learners: The classroom is designed to support the pathway of courses with up to 35 students anticipated to be enrolled in each course. The room is designed to support students in

learning programming methods for websites and mobile applications, media design and editing software, animation, and drawing software.

The table below describes the Information and Communications Technology facility and the equipment to be funded through the grant: the courses that will be in the facility, the number of periods each course will be offered per year, the number of students in each period and the total number of students for course per year. Only computer tables and student chairs are included in this application, as other core equipment such as computers, monitors, and software are ineligible for this program.

Information and Communication Technologies Center			
Projected Courses	Introduction to Web and Social Media Programming	Intermediate Web and Social Media Programming	Advanced Web and Social Media Programming
Periods*	4	2	2
Students per Period	35	35	35
Students per Course	140	105	70
Course-Specific Equipment	**	**	**
Core Equipment	<ul style="list-style-type: none"> • Student Chairs • Student Computer Desks 		

*The District has an eight-period double block schedule.

**Computers and software are the primary equipment used for this pathway. These items are ineligible for this funding. The District is committed to using the LCAP and CTEIG funding to buy the items necessary for this program.

Part 6: Budget Justification/Detail Sheet

A. Estimated annual capital cost per student and the rationale/method used: The projected average number of students attending annually over a ten-year period is 2,275. The total projected cost of the project is \$2,741,057 divided by 2,275 students is \$1,205. The projected cost includes proposed total construction costs of \$2,490,656, total site development costs of \$217,500 and total equipment costs \$32,901. See Form B for budget detail.

B. Financial participation and ongoing support plan by business and industry partners: This program has a diversified representation of local computing and design industry, businesses and representatives of postsecondary institutions that donate their time and expertise to sit on the Information and Communication Technologies Advisory Committee; these partners have been integral in identifying needs, creating a vision, planning of the facility, providing input on equipment, and advise the program on new technologies and market trends. In addition, local and regional computing and design businesses donate time to host field trips, provide training, offer internships and mentor students. The value of their contributions of time and expertise cannot be adequately quantified; the benefit for our students and teachers in increased skills and knowledge will be felt well into the future. Please see letters of donations and support to this project in Appendix E for a total amount of \$TBD.

C. Equipment needs Correlate with Coursework and Industry Sector and Business and Industry Input and Collaboration:

Several methods were used to ensure that equipment needs directly correlated to coursework and industry standards including meeting with postsecondary partners and aligned equipment with that being utilized at the IHE. The computer tables and student chairs that are included in the equipment list were selected to provide the greatest longevity and functionality in this classroom setting. Since the computers and software necessary to support this pathway are ineligible for the CTE Facilities Program, the District intends to use LCAP and CTEIG funds to purchase these items.

D. Process used to Determine Best Value: Warranty, safety and life expectancy information was obtained for each piece of furniture/equipment per District policy. The final selection of furniture/equipment was based upon warranty, maintenance and upkeep.

E. Ensure Maintenance and Upkeep Sustained: The District's Routine Repair and General Maintenance Program, in accordance with Ed Code 17070.75, allocated annually at 3% of the District's General Fund expenditure, provides for the repair of District buildings and equipment. Funding support for the maintenance and upkeep of the CTE facility and equipment will continue with LCFF funding through the LCAP.

Part 7: Unique Conditions

Center Joint Unified School District is a rural community located in the City of Antelope and serves an unincorporated area in north Sacramento County. Surrounded by farmland, the District is situated at the end of the regional arterial road Watt Avenue. It is among the poorest communities in the county of Sacramento (76% unduplicated count), with large numbers of residents working in low-paying jobs. Many of the students are underprivileged (63% on free and reduced lunch), speak a language other than English: Spanish, 10%, Russian, 6% or Ukrainian, 5%. Many of the students do not have access to transportation and public transportation is limited. The partnership between the District, American River Community College and the Industry Partners to provide for training and additional opportunities to provide dual enrollment courses will enhance the students' ability to obtain careers in well-paying jobs. Local industries and businesses in Antelope have told high school representatives at advisory meetings that they need to have a more educated workforce; they need to have high school graduates with more employable skills who are prepared with technical skills to work in the more advanced areas of the product innovation industry. The District is committed to providing a quality educational program that incorporates a rigorous academic core program, shows students the relationship between high school work and future success, as well as prepares them for life after high school.

Part 8: Overall Feasibility of the Project

CAREER TECHNICAL EDUCATION FACILITIES PROGRAM APPLICATION

FORM B – BUDGET JUSTIFICATION/DETAIL SHEET (Rev. 3/18)

Local Education Agency: Center Joint Unified School District

Name of Industry Sector: Information and Communication Technologies

Name of Pathway(s): Software and Systems Development- Web and Social Media Program

Provide sufficient detail to justify the budget. The budget justification page(s) must provide all required information even if the items have already been identified and discussed in another section. For each expenditure type, list the associated costs. The scope and budget in this application must be consistent with the funding application submitted to Office of Public School Construction. Equipment without a 10 year life span are not eligible.

Expenditure Type	Cost
Construction Cost Estimate:	\$2,490,656
Equipment Total Cost** (list expenditures on a separate spreadsheet. See below)	\$32,901
Site Development Cost Estimate:	\$217,500
Estimated Total Cost of Project	\$ 2,741,057.00

****For Equipment Expenditures:** On a separate piece of 8/12 by 11 paper, list each equipment item using the following format:

Equipment Description	Make	Model	Quantity	Price	Subtotal

Equipment Total Cost: _____

State Funding Guidelines: Under Education Code Section 17078.72, the state grant maximum is \$3 million for new construction and \$1.5 million for modernization career technical education projects regardless of the total cost of the project.

Loan From the State: Under State Allocation Board Regulations Section 15859.194, LEAs may request a loan for their CTE projects from the Office of Public School Construction (OPSC). The loan repayment term will be ten years with interest. For more information, visit the OPSC website at <http://www.dgs.ca.gov/opsc/Programs/careertechnicaleducationfacilitiesprogram.aspx>

CAREER TECHNICAL EDUCATION FACILITIES PROGRAM APPLICATION

LOCAL EDUCATION AGENCY Center Unified School District	NAME OF SECTOR AND PATHWAY INFORMATION AND COMMUNICATION TECHNOLOGIES SOFTWARE AND SYSTEMS DEVELOPMENT- Web and Social Media Sub-Pathway
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EQUIPMENT DESCRIPTION	MAKE	MODEL	QUANTITY	PRICE	SUBTOTAL EACH ITEM
Student Computer Tables	VS America	11140	38	\$ 502.00	\$ 19,076.00
Student Chair	VS America	31506	39	\$ 292.00	\$ 11,388.00

	\$ 30,464.00
Sales Tax	\$ 2,437.12
Total	\$ 32,901.12

Appendix A

Identify the industry sector, pathway, sequence of courses being considered and the CALPADS numbering

Industry Sector: Information and Communication Technologies

Pathway 1: 174B Software and Systems Development, Web and Social Media Programming and Des

Sequence of Courses

Introductory: Introduction to Web and Social Media Program CALPADS #: 8133

Concentrator 1: Intermediate Web and Social Media Prograrr CALPADS #: 8134

Concentrator 2: _____ CALPADS #: _____

Capstone: Advanced Web and Social Media Programming a CALPADS #: 8135

Pathway 2: _____

Sequence of Courses

Introductory: _____ CALPADS #: _____

Concentrator 1: _____ CALPADS #: _____

Concentrator 2: _____ CALPADS #: _____

Capstone: _____ CALPADS #: _____

Pathway 3: _____

Sequence of Courses

Introductory: _____

CALPADS #: _____

Concentrator 1: _____

CALPADS #: _____

Concentrator 2: _____

CALPADS #: _____

Capstone: _____

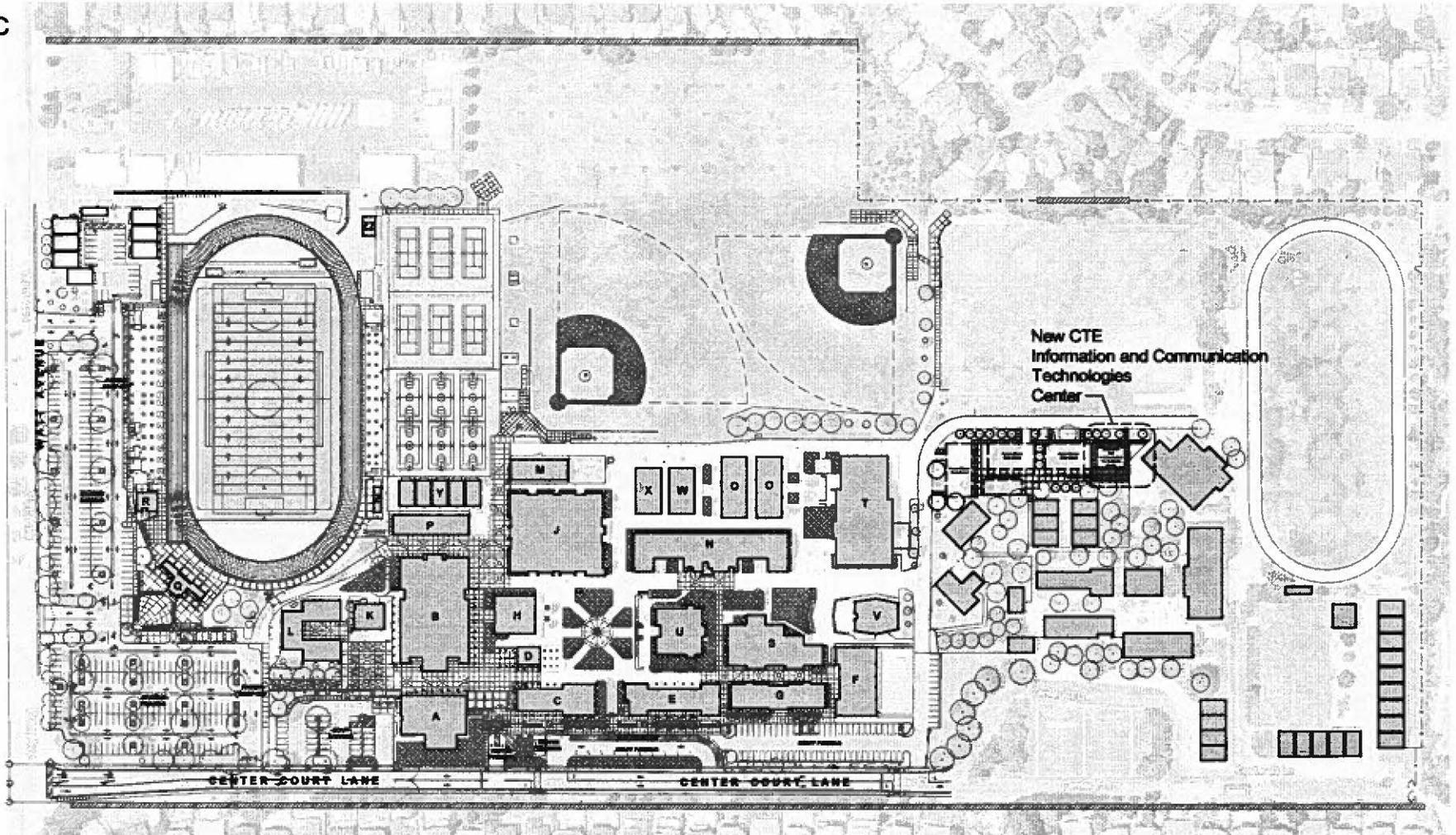
CALPADS #: _____

Appendix B

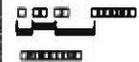
Identification of Feeder Schools and Partners

Name	Title	Name of School/Organization	Phone Number	Feeder School/Middle School	High School/ROCP	Student	Parent	Counselor	Community Member	Business/Industry Member	Community College	Other Stakeholder	Participated in:	Development of CTE Project	Articulation/Dual/Concurrent Enrollment	Review and Approval of CTE Plan
Chris Borasi	Principal	Wilson C Riles Middle Sch	916-338-6330	✓										✓	✓	✓
Jerald Ferguson	Principal	Center High School	916-338-6330		✓									✓	✓	✓
David French	Principal	McClellan High School	916-338-6330		✓									✓	✓	✓
Roxanne Lupino	Outreach Spec	American River College	916-484-8071								✓			✓	✓	
Patricia Spore	Principal	Oak Hill Elementary Scho	916-338-6330											✓	✓	✓
Jason Farrel	Principal	North Country Elementary	916-338-6330											✓	✓	✓
Julie Opfer	Principal	Cyril Spinelli Elementary S	916-338-6330											✓	✓	✓
Steve Jackson	Principal	Dudley Elementary School	916-338-6330											✓	✓	✓
Thomas Greene	College Presid	American River College	916-484-8011								✓					

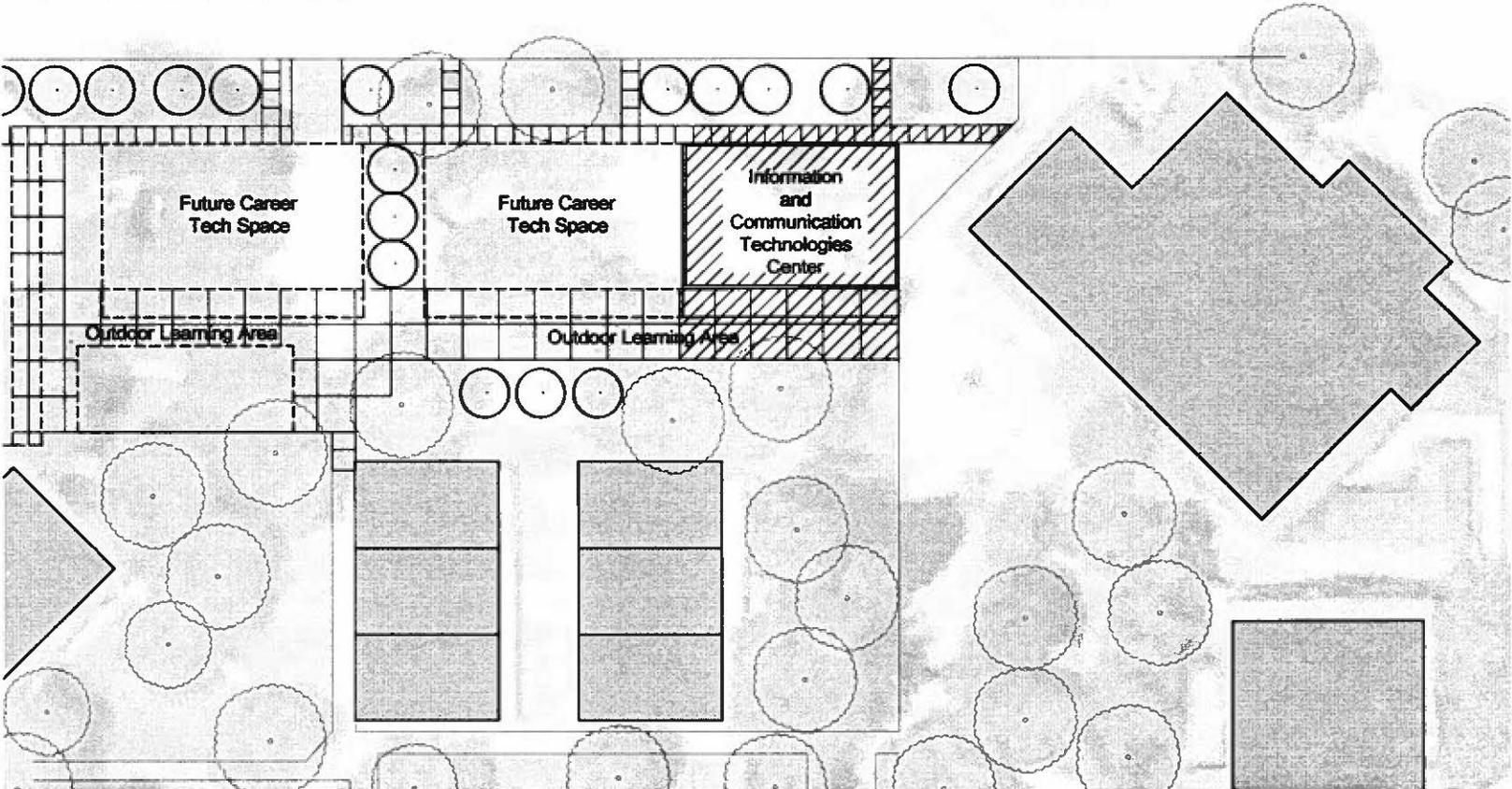
Appendix C



Overall Site Plan

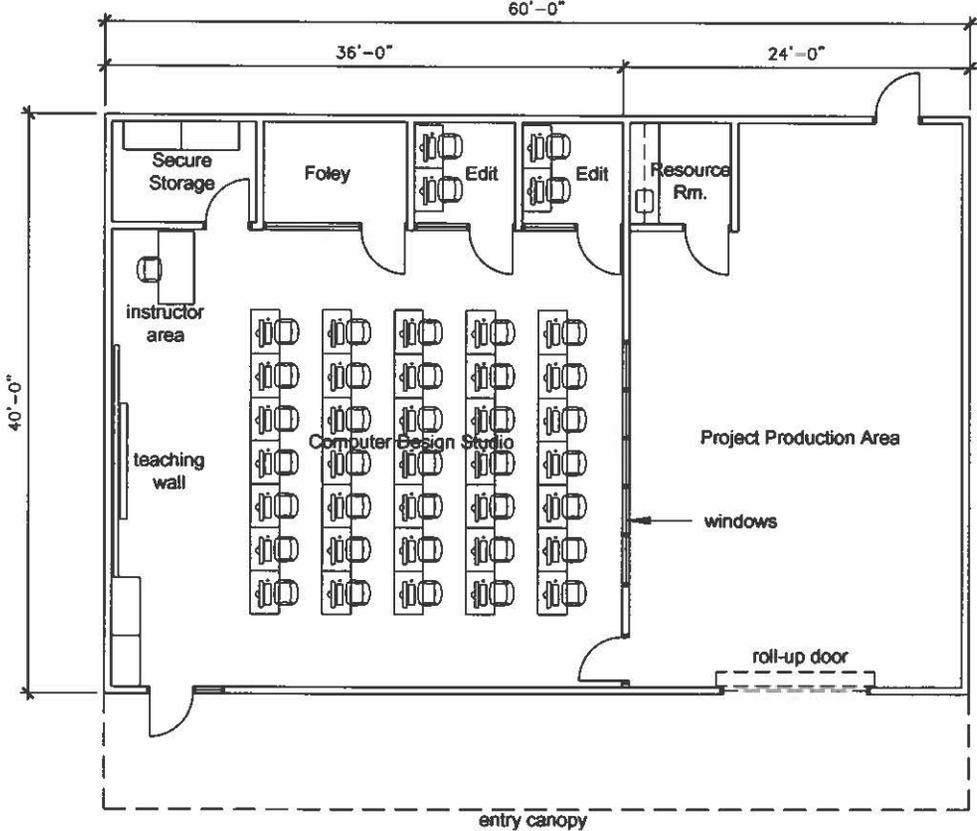


Appendix C



Enlarged Site Plan

Appendix D



Floor Plan - 2,400 sf.



Section 3: Project Information

Type of Project:

New Construction (including equipment):

Modernization/Reconfiguration (including equipment):

Equipment Only:

School Name:

Center High School

Name of Career Technical Education Industry Sector (Note: Only one industry sector per application will be accepted):

Manufacturing and Product Development

Career Technical Education Pathway(s):

Product Innovation and Design Pathway

Proposed Schematic Drawing Attached?: Yes No

School Site Plan Drawing Attached: Yes No

Estimated Total Cost of Project (See Form B): \$4,479,024

Total Amount of State Funds Requested (See Form B): \$2,239,512

Number of students occupying teaching stations or using equipment (per class period): 35

Number of Classrooms in Project: 1

Annual Number of Students Served: 280

Square Footage of Project: 3,360

Section 4: Approval

Date Governing Board Approved CTE Application (Board must approve project no later than November 27, 2019): November 20, 2019

Section 5: Certification

The local educational agency (LEA) certifies that the Advisory Committee pursuant to Education Code Section 8070 has met and approved the CTE Plan, and the other requirements contained in Education Code Section 17078.72, including sections (i) (1 thru 7) have been accomplished, and minutes and other supporting documentation are on file at the LEA's Office. Further, the LEA certifies that the project is on a comprehensive high school site that meets the requirements of Education Code sections 51224, 51225.3, and 51228.

Authorized LEA Representative to initial each Education Code Section.

E.C. 8070 ____

The governing board of each school district participating in a career technical education program shall appoint a career technical education advisory committee to develop recommendations on the program and to provide liaison between the district and potential employers.

The committee shall consist of one or more representatives of the general public knowledgeable about the disadvantaged, students, teachers, business, industry, school administration, and the field office of the Department of Employment Development.

E.C. 17078.72 ____

(a) The Career Technical Education Facilities Program is hereby established to provide funding to qualifying local educational agencies for the purpose of constructing new facilities or reconfiguring existing facilities, including, but not limited to, purchasing equipment with an average useful life expectancy of at least 10 years, to enhance educational opportunities for pupils in existing high schools in order to provide them with the skills and knowledge necessary for the high-demand technical careers of today and tomorrow.

(b) The State Department of Education, in cooperation with the Chancellor's Office of the California Community Colleges, the Labor and Workforce Development Agency, and industry groups, shall develop criteria and pupil outcome measures to evaluate the program. The criteria shall ensure equity, program relevance to industry needs, and articulation with more advanced coursework at the partnering community colleges or private institutions.

(c) The program shall be based on grant applications administered by the board.

(d) Grants shall be allocated on a per-square-foot basis for the applicable type of construction proposed or deemed necessary by the board consistent with the approved application for the project.

(e) New construction grants shall not exceed three million dollars (\$3,000,000) per project per schoolsite, inclusive of equipment, and shall only be allocated to comprehensive high schools that have an active Career Technical Advisory Committee pursuant to Section 8070, in either of the following methods:

(1) For a stand-alone project on a per-square-foot basis for the applicable type of construction proposed, based on the criteria established pursuant to subdivision (b), consistent with the approved application for the project.

(2) For new school projects, as a supplement to the per pupil allocation pursuant to Section 17072.10. The supplement is intended to cover excess costs uniquely related to the facilities required to provide the career technical education program or programs.

(f) Modernization grants shall not exceed one million five hundred thousand dollars (\$1,500,000) per project per schoolsite, inclusive of equipment and may be awarded to comprehensive high schools or joint power authorities currently operating career technical education programs that have an active Career Technical Advisory Committee pursuant to Section 8070 for the purpose of reconfiguration. For comprehensive high schools, the grant shall be supplemental to the per pupil allocation pursuant to Section 17074.10. The supplement is intended to cover excess costs uniquely related to the facilities required to provide the career technical education program or programs.

(g)(1) A school district shall contribute from local resources a dollar amount that is equal to the amount of the grant of state funds awarded under subdivisions (d), (e), and (f). The required local contribution may be provided by private industry groups, the school district, or a joint powers authority.

(2) A school district shall not be required to demonstrate that it has unhoused pupils or that a permanent school building is more than 25 years old in order to receive a grant under the program.

(h) The program shall allow the required local contribution to be paid over time if sufficient local funds are not immediately available. The board may provide for a repayment schedule consistent with subparagraphs (C) and (D) of paragraph (1) of subdivision (a) of Section 17078.57. The board shall not waive the required local contribution on the basis of financial hardship or on any other basis.

(i) Applications shall meet the criteria developed under subdivision (b) and shall require all of the following:

(1) A clear and comprehensive career technical education plan for each course of study applicable to the instructional space.

(2) Projections of pupil enrollment.

(3) Identification of feeder schools, industry partners, and community colleges or other postsecondary schools participating in the development, articulation, and review of the educational program.

(4) Evidence of approval of the plan by the entities listed in paragraph (3).

(5) The method by which accountability for pupil enrollments and outcomes will be maintained. Outcomes shall include, but are not limited to, certificate completion, the successful entry of pupil to employment in the applicable industry, and successful transition to post-secondary institutions for work in the applicable industry or other areas of study.

6) Evidence of coordination with all feeder schools, middle schools, and high schools within the area to ensure that the project and programs complement career technical education offerings in the area.

(7) Evidence that upon completion of the project the local educational agency will meet all of its obligations under Section 51228 relating to career technical education.

(j) Applications shall give weight to the number of pupils expected to attend, the cost per pupil, financial participation by industry partners in the construction and equipping of the facility, commitment to accountability for outcomes and participation, the strength and relevance of the educational plans to the needs of industry for qualified technical employees applicable to the economic development needs of the region in which the project will be located, and coordination and articulation with feeder schools, other high schools, and community colleges.

(k) The Office of Public School Construction shall develop and the board shall approve regulations to implement this article on or before April 19, 2007, and the board may promulgate those regulations first on an emergency basis, which shall be effective for no more than 12 months, after which any permanent regulations shall be promulgated in accordance with the Administrative Procedure Act (Chapter 3.5 (commencing with Section 11340) of Part 1 of Division 3 of Title 2 of the Government Code).

(l) Notwithstanding paragraphs (e) and (f), a project approved pursuant to this section is also eligible for an incentive grant from the funds specified in paragraph (8) of subdivision (a) of Section 101012 if the project meets the criteria prescribed in that section.

E.C. 51224 ____

The governing board of any school district maintaining a high school shall prescribe courses of study designed to provide the skills and knowledge required for adult life for pupils attending the schools within its school district. The governing board shall prescribe separate courses of study, including, but not limited to, a course of study designed to prepare prospective pupils for admission to state colleges and universities and a course of study for career technical training.

E.C. 51225.3 ____

(a) A pupil shall complete all of the following while in grades 9 to 12, inclusive, in order to receive a diploma of graduation from high school:

(1) At least the following numbers of courses in the subjects specified, each course having a duration of one year, unless otherwise specified:

(A) Three courses in English.

(B) Two courses in mathematics. If the governing board of a school district requires more than two courses in mathematics for graduation, the governing board of the school district may award a pupil up to one mathematics course credit pursuant to Section 51225.35.

(C) Two courses in science, including biological and physical sciences.

(D) Three courses in social studies, including United States history and geography; world history, culture, and geography; a one-semester course in American government and civics; and a one-semester course in economics.

(E) One course in visual or performing arts or foreign language. For purposes of satisfying the requirement specified in this subparagraph, a course in American Sign Language shall be deemed a course in foreign language.

(F) Two courses in physical education, unless the pupil has been exempted pursuant to the provisions of this code.

(2) Other coursework requirements adopted by the governing board of the school district.

(b) The governing board, with the active involvement of parents, administrators, teachers, and pupils, shall adopt alternative means for pupils to complete the prescribed course of study that may include practical demonstration of skills and competencies, supervised work experience or other outside school experience, career technical education classes offered in high schools, courses offered by regional occupational centers or programs, interdisciplinary study, independent study, and credit earned at a postsecondary educational institution. Requirements for graduation and specified alternative modes for completing the prescribed course of study shall be made available to pupils, parents, and the public.

(c) If a pupil completed a career technical education course that met the requirements of subparagraph (E) of paragraph (1) of subdivision (a) of Section 51225.3, as amended by the act adding this section, before the inoperative date of that section, that course shall be deemed to fulfill the requirements of subparagraph (E) of paragraph (1) of subdivision (a) of this section.

(d) This section shall become operative upon the date that Section 51225.3, as amended by the act adding this section, becomes inoperative.

E.C. 51228 ____

(a) Each school district maintaining any of grades 7 to 12, inclusive, shall offer to all otherwise qualified pupils in those grades a course of study fulfilling the requirements and prerequisites for admission to the California public institutions of postsecondary education and shall provide a timely opportunity to each of those pupils to enroll within a four-year period in each course necessary to fulfill those requirements and prerequisites prior to graduation from high school.

b) Each school district maintaining any of grades 7 to 12, inclusive, shall offer to all otherwise qualified pupils in those grades a course of study that provides an opportunity for those pupils to attain entry-level employment skills in business or industry upon graduation from high school. Districts are encouraged to provide all pupils with a rigorous academic curriculum that integrates academic and career skills, incorporates applied learning in all disciplines, and prepares all pupils for high school graduation and career entry.

(c) A school district that adopts a required curriculum that meets or exceeds the model standards developed and adopted by the state board pursuant to Section 51226 shall be deemed to have fulfilled its responsibilities pursuant to subdivision (b).

d) A school district that adopts a required curriculum pursuant to subdivision (c) that meets or exceeds the model standards developed by the state board pursuant to Section 51226, or that adopts alternative means for pupils to complete the prescribed course of study pursuant to subdivision (b) of Section 51225.3, may substitute pupil demonstration of competence in the prescribed subjects through a practical demonstration of these skills in a regional occupational center or program, work experience, interdisciplinary study, independent study, credit earned at a postsecondary institution, or other outside school experience, as prescribed by Section 51225.3.

Print Name of Authorized L E A Representative: Scott Loehr

Signature of Authorized LEA Representative: _____

Initials of Authorized LEA Representative: _____

Title: Superintendent

Phone Number: 916-338-6400

Date: November 21, 2019

**Center Joint Unified School District
Product Innovation and Design Technologies**

Project Abstract

Center Joint Unified School District (CJUSD) plans to construct a new Advanced Manufacturing shop at Center High School to support the Manufacturing and Product Development Industry Sector with a Product Innovation and Design Pathway focused on product design and development, computer aided design, and advanced fabrication and manufacturing processes. Students will focus on hands-on application and computerized skills while learning advanced concepts and theories that are fundamental to product design and development.

The new facility will house Product Innovation and Design Pathway providing a 21st century collaborative learning environment that is currently not available. This building will house introduction, intermediate and advanced product innovation and design courses and focus on innovative technologies and the latest design techniques to prepare students for careers in the Manufacturing and Product Development Industry Sector. This is a new pathway. Currently, Center High School offers several related elective courses, and the school lacks the fabrication space necessary to offer the capstone course. The new facility will make it possible to offer the capstone course and create a cohesive program of study for its students. The new facility will also enable students to expand their pathway program options to incorporate dual enrollment, community college partnerships, and offer advanced classes in this industry sector. Center's goal is for students to graduate from high schools and be prepared for the work force with industry certifications that are relevant/competitive in the local economy, to attend a certificate program at either the local community college or with an apprenticeship program, or to attend a four-year university program.

The curriculum will integrate academic and career technical instruction, provide work-based learning opportunities for students and prepare students for postsecondary education and employment, with the personalized learning environment offered within the pathway community. Teachers and students integrate academic and occupation-related classes as a way to enhance real world relevance and maintain high academic standards. The projected average annual student enrollment for this program at five years is 280 students at Center High School. This projection is based upon past trends of students at Center High School choosing this field of study as well as student interviews with school counselors and student surveys regarding chosen pathway selection. The total estimated cost for the project is \$4,479,024. A total of \$2,239,512 in State funds is requested.

Center High School is located in northern Sacramento County, in a rural community, where public transportation is unavailable thus limiting options to other communities and agencies. Therefore, the District must provide training for the entire career technical education of the students.

Part 1: Career Technical Education Plan

A. Proposed CTE Plan:

Center Joint Unified School District (District) is in an unincorporated area of northern Sacramento County, in a rural area. Many of the families live far below the poverty level (63% of the students receive free/reduced lunch) and have limited transportation. Center High School is committed to change this paradigm by developing CTE pathways that offer students a sequence of courses that provide real-life meaningful learning opportunities through project-based learning that prepare students with technical skills to obtain industry certifications. This CTE Plan is to prepare students for the multitude of careers in advanced manufacturing to support the ever-growing fields of product design and high-end manufacturing. The District also strives for successful dual enrollment courses in institutions of higher education providing their students the opportunity for employment in high wage and high demand jobs.

The Center High Schools new Manufacturing and Product Development Center will support the Manufacturing and Product Development Industry Sector with a Product Innovation and Design Pathway focused on the product design and development process, with students gaining hands-on experience in computer aided design, fabrication and manufacturing processes, and learning the principles of business, entrepreneurship, and global design. These technical skills and knowledge will allow students to obtain industry certifications, complete dual enrollment courses, enter institutions of higher education (IHE), and secure employment in high wage and high demand jobs in metal fabricator, product developer, or a commercial/industrial designer. Students will learn CAD software, Computer Integrated Machining processes, AC/DC electrical circuits, Pneumatics, automation and robotics, and CNC milling and machining. Students will focus on the latest manufacturing techniques while learning advanced and revolutionary technologies now used in the manufacturing industry. Product Innovation and Design Pathway provides all students with (1) rigorous core academic and CTE courses that are based on CTE Model Curriculum Standards, fulfill a–g requirements, and vertically aligns with American River College's mechatronics programs; (2) dual enrollment CTE course work and college readiness programming; (3) career readiness training through engaging work-based learning, such as job shadowing and internships; (4) leadership development through SkillsUSA participation; and (5) holistic student support services. See Appendix A, page 15 for CAL-PADS course numbers.

This proposal is to create a new Manufacturing and Product Development Center so that students can obtain industry certifications and technical skills and be competitive jobseekers in the local economy upon graduation.

CTE Credentialed Teachers: The District has a rigorous hiring process for teachers and all courses are monitored by the District. All teachers in the Manufacturing and Product Development pathway will hold either a Single Subject Industrial Technology Credential or the Designated Subject credential in the Manufacturing and Product Development Sector. The District is familiar with the process, procedures, paperwork and guidelines for

obtaining a CTE Credential and will follow all procedures necessary to safeguard the authenticity of the CTE programs.

The Labor Market Demand: According to the Regional Labor Market Assessment (Update 2019), the Labor Market Overview for the region prepared by the Far North Center of Excellence, advanced manufacturing has been identified as one of three Priority Industries in the Far North. Over the next five years, the industry sector is expected to grow 7% for advanced manufacturing jobs with 2,620 annual job openings for middle skills occupations. The Centers for Excellence for California Community Colleges (COECCC) indicates that there is a regional under-supply to fill jobs requiring training and/or cortication in advanced manufacturing jobs. It is estimated that there will be 2,620 jobs annually with only 275 persons trained to fill these positions for a market gap 2,345 jobs in advanced manufacturing industries. According to the US Department of Labor's Bureau of Labor Statistics, employment growth in these occupations reflects the need for welders in manufacturing because of the importance and versatility of welding as a manufacturing process. The estimated growth rate for Welders, Cutters, Solderers, and Brazers is 5%, which equals 529 annual job openings. Other jobs that require knowledge and skills gained in the Welding and Materials Joining pathway are Industrial Machinery Mechanics (7% growth rate), Mobile Heavy Equipment Mechanics (3% growth rate), and Sheet Metal Workers (10% growth rate). There is a shortage of 2,549 workers in the region. According to the National Association of Manufacturers (NAM), 60 percent of manufacturers typically turn away half of all applicants due to a lack of proper skill and training in the welding industry. The Bureau of Labor Statistics reports that welders who are trained in the latest welding techniques and welding devices will enjoy greater job security and higher pay.

Rationale for the requested CTE program: Center High School is developing a robust Product Innovation and Design Pathway. The current program is located in a standard portable classroom that does not have the infrastructure or the space to support the design and fabrication requirements of the pathway, and therefore limits the learning opportunities of students. The current equipment only partially meets the needs of the pathway courses, and it is not currently possible to complete the fabrication requirements of the pathway capstone course. New, industry standard equipment is needed for students to learn the technical skills necessary to obtain employment in this industry. This new facility will provide hands-on learning opportunities that only a properly outfitted classroom can offer to students. The new facility and equipment for the Product Innovation and Design pathway will make it possible to offer the program of study required for the pathway and support students in obtaining industry certifications. The labor market demand indicates that there are significant jobs in this industry sector and these jobs require high levels of skill and pay well. The new facility will directly impact the ability of these students to gain critical skills and secure employment.

The Manufacturing and Product Development Advisory Committee was consulted about the project beginning in September 2019 and will continue to meet twice a year. Having specialize facility with industry standard equipment will provide many new learning opportunities for students, particularly those students who do not have resources and

enable them to access careers as metal fabricator, product developer, or a commercial/industrial designer.

This proposal is to build a new Advanced Manufacturing facility and provide equipment so that students can obtain additional industry certifications and technical skills in the Product Innovation and Design Pathway to be competitive jobseekers in the local economy upon graduation. With this new facility, our program will implement a comprehensive Product Innovation and Design Pathway that will integrate all aspects of both additive and subtractive manufacturing processes, computer-aided design, product development, automation systems design and development. It will allow for the study of the design process and its application on industrial manufacturing, 2D and 3D modeling software applications, and general concepts of AC/DC electrical circuits, pneumatic system design and construction, CNC machining process, and PLC Controllers.

B. Accessibility to the CTE program:

The District is committed to ensuring that all students are given equal opportunity to participate in all CTE programs, activities, and experiences of their choice. Brochures will be created in English, Spanish, Russian, and Ukrainian for each pathway offered that includes the program of study, certifications, and potential careers available within the pathway. The District advertises pathway programs on the District website for easy access for parents and students. Translation is provided at all parent meetings.

Each year high school counselors travel to the feeder school to talk with all 8th graders about all academic opportunities at Center High School including the CTE pathways. All eighth graders are then invited to attend the Center High School Elective Fair in the evening the following week. At the Center High School Elective Fair students and their families have the opportunity to learn all about the CTE pathways, courses, certifications, and dual enrollment opportunities offered at Center High School. Eighth grade students will complete their course selection forms the following week. In addition to the Elective Fair students with an IEP and their parents have individual transition meetings with case managers in which they discuss all CTE pathways, courses, certifications and dual enrollment opportunities. The District has an open pathway selection process in that all students have equal opportunity to identify and choose a preferred pathway with no restrictions that prevent individuals from entering an introductory course.

Guidance counselors meet with all students at least annually to review academic progress towards their four-year plan and ensure students are taking a coherent program of study. Career guidance and academic counseling is continually provided to students, including links to further education and community college opportunities, part-time classes, and vocational training opportunities. Field trips and presentations assist students in being aware of opportunities available to them in the industry and post-secondary education. Teachers receive special training on instructional strategies to meet the needs of the English Learners. Teachers will apply these strategies while teaching students to ensure an understanding of the curriculum. Because many of the classes within the Product Innovation and Design Pathway provide for hands-on learning experiences,

demonstrations and practicing by doing, successful understanding and learning of the curriculum is provided for English Learners.

Center High School has students with special needs, including Socioeconomic Disadvantaged (62%), English Language Learners (17%), Foster Youth, and Special Education. Barrier identification is essential to ensure the greatest opportunity for success for students with extraordinary challenges. Formal data gathering and evaluation practices include analysis of participation rates of special needs students in CTE pathways and study of individualized education plans as well as student outcomes. Students from special populations are included in all instructional programs and activities, with accommodations and modifications provided as needed for the specific needs of each student. Instructors assist students with levels of performance and career success by improving study techniques, communication skills, project planning, budgets and financing of materials and organization skills. Students learn responsibility, leadership, cooperation, and critical thinking skills that will provide them with employable work habits. These anchor standards will be connected to the CTE model curriculum standards for each class. Equipment is provided in the program of study for their use, and supplies are provided as needed for projects and presentations. Modifications in labor or workload are made to accommodate students' needs. Strategies adopted to overcome barriers for specific needs include additional time on assignments and assessments, different types of evaluations; interpreters in the classroom; modified projects; computer-assisted learning and assessments; and other strategies that increase success of our special population students. To further reduce barriers to participation, mentorship opportunities will be offered to students through local businesses or through opportunities online with professionals in the industry sector.

The manufacturing and product development industry has a relatively low female participation rate. In order to increase the number of young females enrolling in this pathway, school staff is committed to informing all students of the professions available. Specific recruitment efforts will be made to female students.

C. Professional Development, CTE Standards, Certifications

Professional Development for Teachers: Each year, Center High School has two Inservice days. Two days will be dedicated to training instructors on the use and integration of the new equipment purchased for the program by industry specialists and manufacturers. The instructors are also encouraged to attend other professional development training geared to their industry. Instructors engage in rigorous professional development, including the American Welding Society's (AWS) Certified Welding Inspector (CWI) pre-seminar, seminar and exam and the California Industrial and Technology Education Association's (CITAE) Manufacturing Technology Teachers Association/California Drafting Teachers Consortium summer conference, and the Project Lead the Way Computer Integrated Manufacturing (CIM) training. The District will provide release days for teachers to obtain needed training for specialized certifications and specialized curriculum content as well as ongoing training to keep abreast of changes in industry standards and practices.

CTE Model Curriculum Standards: The State Board has adopted the Model Curriculum Standards for all courses in the Product Innovation and Design Pathway. These standards, as well as the Knowledge and Performance Anchor Standards, are used in every CTE course in the District. Math and English common core state standards have been incorporated within the California Career Technical Education (CCTE) model curriculum standards. This has provided for the incorporation of the academic knowledge with the technical knowledge for courses in the pathway.

Industry Recognized/Validated Certification(s): The following industry certifications are available to students in the Product Innovation and Design Pathway: Autodesk Certified Inventor User Badge through Certiport, virtual manufacturing badge recognized by the National Manufacturing Badge system.

D. Establishment/history of the proposed CTE program

This is a new pathway to the District so there is a limited history of financial support. In 2018-19, to begin the development of the pathway \$17,616 from the Career Technical Education Incentive Grant (CTEIG) was spent on capitalized equipment and training. The District is committed to continue funding of the Product Innovation and Design pathway through the LCAP and CTEIG funds in the future.

E. CTE program supported and sustained through LCAP

To achieve several of the LCAP goals, CJUSD outlines numerous instructional and programmatic strategies, including CTE. The CTE programs are chosen to meet the 21st Century demand to prepare students for high-demand, high-wage careers in advanced manufacturing industries. The District is committed to funding the Product Innovation and Design pathway and will monitor and align appropriate expenses as part of the LCAP to achieve the goals of the program.

Goal 2 of the LCAP for the District is "Through Multi-Tiered Systems of Support (MTSS) Center JUSD students will be college and career ready." The District spent \$1,357,528 on this goal for fiscal year 2018-19 and has budgeted to spend \$1,384,679 for fiscal year 2019-20. Of this amount, the District has budgeted \$261,212 for increased student accessibility and enrollment specifically for the CTE programs, and another \$87,831 for increased one-on-one college and career counseling to discuss course offerings and CTE pathways.

Because the District is committed to ensuring this pathway continues, it will continue Goal 2 for the next three years and will monitor and align appropriate expenses to achieve the goals of the program. Manufacturing and Product Development Advisory Committee will provide input for Goal 2. The District will include the outcomes for Goal 2 in the summary for the fiscal year.

The District will monitor and align appropriate expenses to achieve the goals of the program over the next three years. Manufacturing and Product Development Advisory Committee will provide input into the LCAP process.

CTE Included in the LCAP summary for the first fiscal year: The CTE project's outcomes will be included in CJUSD's comprehensive annual LCAP scorecard.

Part 2: Projections of Student Enrollment

A. Projected Number of Students

Total Expected to Attend/Method to Project Annual Enrollment: Using current enrollment in related elective courses, student surveys, counselor interviews, and data trends, it is estimated that 280 students by year five. Currently, 52 Wilson Riles Middle School students are enrolled in the feeder Project Lead the Way program, and an additional 170 students are enrolled in related elective courses at CHS. This pathway is expected to grow by 175 students within five years.

Table 2: Projected 5-Year Manufacturing Pathway Enrollment by Course						
CTE Course	2020-21	2021-22	2022-23	2023-24	2024-25	Total
Introduction to Manufacturing and Product Development	70	70	105	105	105	455
Intermediate Product Innovation and Design	35	70	70	105	105	385
Advanced Product Innovation and Design	0	35	35	35	70	175
Total	105	175	210	245	280	1,015

B. Enrollment Procedures for the Proposed Project:

Policies and Procedures to ensure projected Student Enrollment for Proposed Project:

The project will review trend data and results of recruitment efforts to project annual enrollment. To sustain attendance and retention, the Production Innovation and Design instructors review attendance and student progress monthly and provide academic and counseling support to ensure engagement and success in the program. Enrollment, course completion, grades, attendance, discipline and graduation rates are monitored by the instructors, counselors, site administrators, and Advisory Board members. The program results are analyzed and shared annual through reports to the Board and to the Advisory Committee.

Recruitment and Enrollment Procedures (guidance and counseling staff): Each year high school counselors travel to the feeder school to talk with all 8th graders about all academic opportunities at Center High School including the CTE pathways. All eighth graders are then invited to attend the Center High School Elective Fair in the evening the following week. At the Center High School Elective Fair students and their families can learn about the CTE pathways, courses, certifications, and dual enrollment opportunities offered at Center High School. Eighth grade students will complete their course selection forms the following week. In addition to the Elective Fair students with an IEP and their parents have individual transition meetings with case managers in which they discuss all CTE pathways, courses, certifications and dual enrollment opportunities. During the 9th grade year, the high school counselors meet with students and their parents in individual meetings to develop their four-year plan and explain the corresponding CTE pathway program available. The pathway courses, dual enrollment opportunities, and certifications

are explained, and the student can select a pathway at the conclusion of the meeting. Case managers and placement work counselors hold additional counseling sessions with Special Education students and Foster Youth to meet their unique needs. The four-year plan based on student interest is updated yearly during guidance counselor conferences that also address progress towards graduation and college entrance requirements. Guidance counselors assist students in pursuing a coherent program of study in the CTE program area of their interest by helping them enroll in the next sequence of courses for their chosen pathway. Career guidance and academic counseling is continually provided to students, including links to further education and community college opportunities, part-time classes, and vocational training instruction and other training opportunities. Students are encouraged to enroll in community college classes while still in high school and after graduation.

Part 3: Identification of Feeder Schools and Partners

A. Feeder Schools and Partners

List of Feeder Schools and Stakeholders: Please see attached Appendix B for list of feeder schools and partners. Please see Appendix D for partner letters of support.

Project would complement, enhance or differ from the existing CTE offerings in area:

There are no high schools in the area that offer a Product Innovation and Design pathway. The new Advanced Manufacturing shop will provide a model for the full development of the pathway for other local high schools. Teachers will attend regional meetings to share ideas, collaborate, training, student competitions and proficiency testing. American River College, Sierra College and industry partners will collaborate with the District on a regular basis for post-secondary industry summits, and externships (professional develop for the teacher in the industry).

Part 4: The Accountability Plan

School's accountability plan for enrollment and expected outcomes

Expected number of students complete/qualify Certification or Certificate:

The following chart illustrates the projected numbers of students entering employment, military or going on to post-secondary training and the expected outcomes. These numbers are based on past trends, growth in the number of students selecting the current elective courses that feed into the new pathway, the 60% retention rate, the articulation of the courses with the local community colleges, and the increased dual enrollment courses. The table assumes that the number of students entering the industry or military at graduation will reach 24% over time, the number of students obtaining certifications will reach 50% over time, and the number of students entering 2-or-4-year colleges will reach 70% over time.

School/Project Year					
	2020-21	2021-22	2022-23	2023-24	2024-25
Enrollment of Juniors/Seniors	79	131	158	184	210
Number/percentage holding certification	37	70	84	110	140
Graduates into Industry/Military	21	37	46	56	67
Graduates into 2-or-4 year college	69	117	143	169	196

Process the school will use to gather, analyze and disseminate the data to stakeholders:

Evaluation of the project will examine program effectiveness through periodic progress checks through which the District and site leadership teams can make data driven decisions regarding program modification and improvement. The method of evaluation will be aligned with the goals and objectives of the project. The evaluation process will use multiple measures with several sources of data obtained from our Student Information System, Aeries, CALPADS reports which include all industry certifications, certificate, real-world experiences in local employment, and track college course work while in high school, college applications, and college and university acceptance/attendance. Periodic assessment ensures progress toward achieving intended outcomes including measures of: student achievement, course completion, college and career readiness, completed FASFA application, teacher effectiveness, increased enrollment, program growth, student discipline and attendance. This information will be reported annually in September to the Center Board of Trustees, school site council members, ELAC members, CALPADS, Districtwide CTE Advisory Board meetings and pathway advisory committees.

B. Project meets or exceeds its obligations pursuant to EC Section 51228: Students in the Manufacturing and Product Development Industry sector will take a rigorous core academic curriculum that integrates the core academic knowledge and skills into those classes in the Product Innovation and Design Pathway. Center High School shall meet their obligation to offer a program of study to all qualified pupils that provides an opportunity for student to attain entry-level employment skills in the Manufacturing and Product Development Industry Sector upon graduation from high school through the following sequence of courses: Introduction to Manufacturing and Product Development, Intermediate Product Innovation and Design, and Advanced Product Innovation and Design. Students who take these classes will obtain industry certifications that enable them to attain entry-level jobs upon high school graduation. This curriculum will also prepare graduates for enrollment in higher education in the areas such as: Architecture, CADD, Engineering, Maintenance Mechanics, Manufacturing or obtain further training for careers in areas such as CADD, Industrial Engineering, Maintenance Mechanics, Manufacturing, Computerized Manufacturing. This new facility will provide the opportunity to offer dual enrollment courses in: CADD, Mechatronics, and Fabrication Techniques and provide the certifications identified on page 5 of this application.

Part 5: Educational Specifications and Equipment/Space Requirements

A. Project Description

Summary of scope of the construction/equipment of project

The Manufacturing and Product Development Center contains a 1,720 square foot Design Studio, which includes computer design and collaboration areas, and 1,640 square foot Fabrication Shop, which includes production and assembly areas. There is an additional 1,440 square foot outdoor work canopy to accommodate welding and large-scale fabrication and assembly areas.

List any site constraints (i.e., accessibility, engineering) associated with the project

Center Joint Unified School District: Center High School Manufacturing and Product Development Industry Sector, Product Innovation and Design Pathway

The site will require the removal of some portable classrooms that are at the end of their useful life. Additional site work will be minimal since the site has direct access to an existing fire road and fire water supply, and all other utilities proximate. Some accessibility upgrades will be required to the path of travel and restrooms.

B. School Site Plan See site plans, in Appendix C.

C. Schematic Drawing See the schematic in Appendix D.

D. Space Requirement

Summarize instruction/support space to adequately implement CTE Program

The educational environment needs to support students in learning and applying design and fabrication skills. Students will have space for direct instruction of CADD and product design, but also adequate space for team collaboration and prototype development. To support this the 1,720 square feet Design Studio has spaces for product design computer work, student collaboration, and prototype printing. In the Product Innovation pathway, it is important that students gain experience fabricating products using machine tooling, welding, and milling. The 1,640 square feet, the Fabrication Shop serves multiple functions to support this hands-on learning with production equipment and assembly areas. The facility includes a 1,440 square foot outdoor work canopy for large scale projects and welding activities.

List square footage of areas for equipment, lecture and hands on teaching:

The Computer Design Studio is utilized for equipment, lecture space and hands-on design work and provides 1,600 square feet of instructional space. There is an additional 1,280 square foot Fabrication Shop that provides hands-on instructional space for the production and assembly of products, and for selling products. A 1,440 square foot outdoor work canopy will provide an additional learning environment for large projects and welding.

E. Facilities/Equipment Planning Process

Planning process and level of industry partnership engagement: The Manufacturing and Product Design Advisory Committee meet biannually and is composed of industry partners, school representatives and representatives of higher education. The Advisory Committee met on September 19, 2019, to develop a list of equipment needs and facility needs for the Innovation and Design Center. On October 17, 2019 the advisory committee met to approve the list of equipment and to provide feedback on the schematic the architect created using the equipment list. The committee met on October 30, 2019 and approved the schematic design determining that it would provide a facility that will prepare the students for careers in Product Innovation and Design Technologies. At this meeting the advisory committee found that the plans aligned with the industry standards and meet the educational needs of the Vocational and CTE Manufacturing Program consistent with Education Code sections 51224, 51225.3 (b), 51228 (b), and 52336.1. They also approved the list of equipment, the grant application and agreed that the facility and equipment will prepare learners for jobs in the advanced manufacturing and design industry.

Evidence that the educational space/equipment aligns with industry standards and educational activities not available to students prior to this award:

The design of the educational space and the selection of the equipment was done in collaboration with industry partners and guided by the educational standards required to prepare students to obtain industry certification. The new facility will provide students access to the industry standard equipment needed for advanced manufacturing such as large CNC machines, mills, drill press, and routers. Students will learn advanced fabrication techniques and operations, design projects and then fabricate these projects. Students will engage in entrepreneurial activities by selling their projects and obtain industry certifications.

F. Program and Space Justification

Classroom support program activities and correlates with annual number of students:

The classroom is designed to support the specific courses, Introduction to Manufacturing and Product Development, and Intermediate and Advanced Manufacturing and Engineering with up to 35 anticipated to be enrolled in each course.

The table below describes the Advanced Manufacturing facility and the equipment to be funded through the grant: the courses that will be in the facility, the number of periods each course will be offered per year, the number of students in each period and the total number of students for course per year. Core equipment is used in all the courses and other equipment is course specific equipment.

Advanced Manufacturing Facility			
Projected Courses	Introduction to Manufacturing and Product Development	Intermediate Product Innovation and Design	Advanced Product Innovation and Design
Periods*	3	3	2
Students per Period	35	35	35
Students per Course	105	105	70
Core Equipment	<ul style="list-style-type: none"> • 35 Student Computer Workstations • 35 Student Chairs • 1 Teacher Desk • 1 Teacher Chair • Robotics Storage cabinet bins • Robotics Storage cabinet w/ 2 extra shelves • Drill Press • Metal Band Saw • Makerbot Method X 3D Printer • Markerbot Replicator+ 3D Printer with Smart Extruder 		
Course-Specific Equipment	<ul style="list-style-type: none"> • Haas VF2 SS w/ Chip Auger • Haas Super Mini Mill 2 w/ Chip Auger • Haas TL1 Lathe w/ 4 station turret & hand wheels • Torchmate 4800 Plasma cutter • Millermatic 21 MIG Welder w/ rack • Universal Laser PLS6.75 Laser w/ exhaust scrubber 		

*The District has an eight-period double block schedule.

Part 6: Budget Justification/Detail Sheet

A. Estimated annual capital cost per student and the rationale/method used: The projected annual average number of students attending over a ten-year period is 2,415. The total projected cost of the project is \$4,479,024 divided by 2,415 students is \$1855. The projected cost includes proposed total construction costs of \$4,030,556, site development costs of 304,500, and total equipment costs of \$448,468. See Form B for budget detail.

B. Financial participation and ongoing support plan by business and industry partners: This program has a diversified representation of local manufacturing and design industry, businesses and representatives of postsecondary institutions that donate their time and expertise to sit on the Manufacturing and Product Innovation Advisory Committee; these partners have been integral in identifying needs, creating a vision, planning of the facility, providing input on equipment, and advise the program on new technologies and market trends. In addition, local and regional manufacturing and design businesses donate time to host field trips, provide training, offer internships and mentor students. The value of their contributions of time and expertise cannot be adequately quantified; the benefit for our students and teachers in increased skills and knowledge will be felt well into the future. Please see letters of donations and support to this project in Appendix E for a total amount of \$TBD.

C. Equipment needs Correlate with Coursework and Industry Sector and Business and Industry Input and Collaboration:

Several methods were used to ensure that equipment needs directly correlated to coursework and industry standards including meeting with postsecondary partners and aligned equipment with that being utilized at the IHE. After collecting quotes from various vendors, we surveyed the IHE and other product innovation and design teachers to identify equipment that had the greatest longevity and functionality in an educational setting. At the September 19, 2019 meeting, the Manufacturing and Product Design Advisory Committee reviewed the list of equipment and provided feedback on the equipment relative to the industry needs, vision for the Product Innovation and Design program, facility design, and equipment. Based upon the feedback, the equipment list was approved on October 17, 2019 and facility design was subsequently approved on October 30, 2019.

D. Process used to Determine Best Value: Warranty, safety and life expectancy information was obtained for each piece of equipment per District policy. Industry partners and post-secondary training institutions were consulted as to the maintenance and upkeep issues of the equipment. The final selection of equipment was based upon first safety, then warranty, then maintenance and upkeep of the equipment.

E. Ensure Maintenance and Upkeep Sustained: The District's Routine Repair and General Maintenance Program, in accordance with Ed Code 17070.75, allocated annually at 3% of the District's General Fund expenditure, provides for the repair of District buildings and equipment. Funding support for the maintenance and upkeep of the CTE facility and equipment will continue with LCFF funding through the LCAP.

Part 7: Unique Conditions

Center Joint Unified School District is a rural community located in the City of Antelope and serves an unincorporated area in north Sacramento County. Surrounded by undeveloped or low-intensity farmland, the District is situated at the end of the regional arterial road Watt Avenue. It is the among the poorest communities in the county of Sacramento (76% unduplicated count). Large numbers of people work in the agriculture industry in low-paying jobs. Many of the students are underprivileged (63% on free and reduced lunch), speak a language other than English: Spanish, 10%, Russian, 6% or Ukrainian, 5%. Many of the students do not have access to transportation and public transportation is limited. The partnership between the District, American River Community College and the Industry Partners to provide for training and additional opportunities to provide dual enrollment courses will enhance the students' ability to obtain careers in well-paying jobs. Local industries and businesses in Antelope have told high school representatives at advisory meetings that they need to have a more educated workforce; they need to have high school graduates with more employable skills who are prepared with technical skills to work in the more advanced areas of the product innovation industry. The District is committed to providing a quality educational program that incorporates a rigorous academic core program, shows students the relationship between high school work and future success, as well as prepares them for life after high school.

Part 8: Overall Feasibility of the Project

CAREER TECHNICAL EDUCATION FACILITIES PROGRAM APPLICATION

FORM B – BUDGET JUSTIFICATION/DETAIL SHEET (Rev. 3/18)

Local Education Agency: Center Joint Unified School District

Name of Industry Sector: Manufacturing and Product Development

Name of Pathway(s): Product Innovation and Design Pathway

Provide sufficient detail to justify the budget. The budget justification page(s) must provide all required information even if the items have already been identified and discussed in another section. For each expenditure type, list the associated costs. The scope and budget in this application must be consistent with the funding application submitted to Office of Public School Construction. Equipment without a 10 year life span are not eligible.

Expenditure Type	Cost
Construction Cost Estimate:	\$3,726,056
Equipment Total Cost** (list expenditures on a separate spreadsheet. See below)	\$448,468
Site Development Cost Estimate:	\$304,500
Estimated Total Cost of Project	\$ 4,479,024.00

****For Equipment Expenditures:** On a separate piece of 8/12 by 11 paper, list each equipment item using the following format:

Equipment Description	Make	Model	Quantity	Price	Subtotal

Equipment Total Cost: _____

State Funding Guidelines: Under Education Code Section 17078.72, the state grant maximum is \$3 million for new construction and \$1.5 million for modernization career technical education projects regardless of the total cost of the project.

Loan From the State: Under State Allocation Board Regulations Section 15859.194, LEAs may request a loan for their CTE projects from the Office of Public School Construction (OPSC). The loan repayment term will be ten years with interest. For more information, visit the OPSC website at <http://www.dgs.ca.gov/opsc/Programs/careertechnicaleducationfacilitiesprogram.aspx>

**CAREER TECHNICAL EDUCATION FACILITIES PROGRAM APPLICATION
FORM B -- BUDGET JUSTIFICATION/DETAIL SHEET -- ADDITIONAL SHEET**

CAREER TECHNICAL EDUCATION FACILITIES PROGRAM APPLICATION					
LOCAL EDUCATION AGENCY		NAME OF SECTOR AND PATHWAY			
Center Unified School District		Manufacturing and Product Development			
		Product Innovation and Design			
EQUIPMENT DESCRIPTION	MAKE	MODEL	QUANTITY	PRICE	SUBTOTAL EACH ITEM
Haas VF2 SS with chip auger	Haas	VF2SS	2	\$ 66,890.00	\$ 133,780.00
Haas Super Mini Mill 2 with chip auger	Haas	Super Mini Mill 2	2	\$ 50,890.00	\$ 101,780.00
Haas TL1 Lathe w/ 4 station turret & hand wheels	Haas	TL1	1	\$ 34,872.00	\$ 34,872.00
Torchmate 4800 Plasma cutter	Torchmate	4800	1	\$ 24,999.00	\$ 24,999.00
Millermatic 211 MIG welder with rack	Miller	951603	6	\$ 1,465.00	\$ 8,790.00
Makerbot Method X 3d Printer	Makerbot	Method X	2	\$ 6,798.00	\$ 13,596.00
Makerbot Replicator+ 3d Printer with smart extruder	Makerbot	Replicator +	4	\$ 3,048.00	\$ 12,192.00
Universal Laser PLS6.75 laser with exhaust scrubber	Universal Laser	PLS6.75	1	\$38,000.00	\$ 38,000.00
Drill Press	JET	JDP-15F	2	\$ 899.00	\$ 1,798.00
Metal Band Saw	JET	HVBS-712D	1	\$ 1,599.00	\$ 1,599.00
Air Compressor	Quincy	3103D12HCA23M	1	\$ 6,300.00	\$ 6,300.00
Robotics storage cabinet bins	Uline	H-4449	2	\$ 1,425.00	\$ 2,850.00
Robotics Storage cabinet w/2 extra shelves	Uline	H-1871	2	\$ 798.00	\$ 1,596.00
Workbench: Butcher Block, 37 3/4 in Overall Ht, 60 in Overall Wd, 1 3/4 in Overall D	Little Giant	WSJ2-3060-AH	6	\$ 769.85	\$ 4,619.10
Network Table	VS America	21215	12	\$ 540.00	\$ 6,480.00
Compass Four Leg Chair	VS America	32300	36	\$ 185.25	\$ 6,669.00
Intuit Adjustable Stool	Smith Systems	#00547	32	\$ 479.00	\$ 15,328.00
					\$ 415,248.10
				Sales Tax	\$ 33,219.85
				TOTAL	\$ 448,467.95

Appendix A

Identify the industry sector, pathway, sequence of courses being considered and the CALPADS numbering

Industry Sector: Manufacturing and Product Development

Pathway 1: 216 Product Innovation and Design

Sequence of Courses

Introductory: Introduction to Manufacturing and Product Development CALPADS #: 8200

Concentrator 1: Intermediate Product Innovation and Design CALPADS #: 8240

Concentrator 2: _____ CALPADS #: _____

Capstone: Advanced Product Innovation and Design CALPADS #: 8241

Pathway 2: _____

Sequence of Courses

Introductory: _____ CALPADS #: _____

Concentrator 1: _____ CALPADS #: _____

Concentrator 2: _____ CALPADS #: _____

Capstone: _____ CALPADS #: _____

Pathway 3: _____

Sequence of Courses

Introductory: _____ CALPADS #: _____

Concentrator 1: _____ CALPADS #: _____

Concentrator 2: _____ CALPADS #: _____

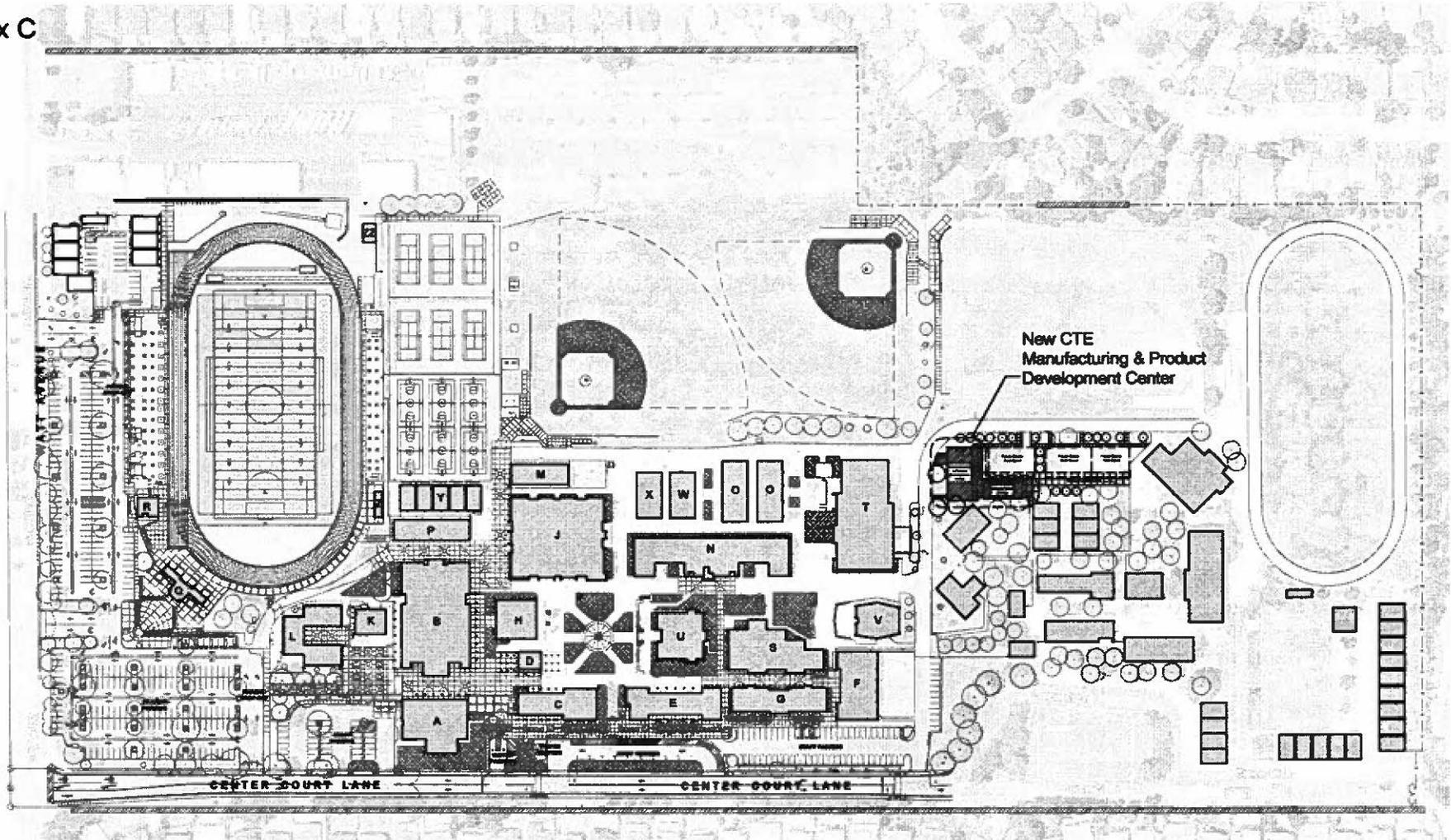
Capstone: _____ CALPADS #: _____

Appendix B

Identification of Feeder Schools and Partners

Name	Title	Name of School/Organization	Phone Number	Feeder School/Middle School	High School/RCP	Student	Parent	Counselor	Community Member	Business/Industry Member	Community College	Other Stakeholder	Participated in:	Development of CTE Project	Articulation/Dual/Concurrent Enrollment	Review and Approval of CTE Plan
Roxanne Lupino	Outreach Spec	American River College	916-484-8071								✓			✓	✓	✓
Thomas Greene	College Presid	American River College	916-484-8011								✓					

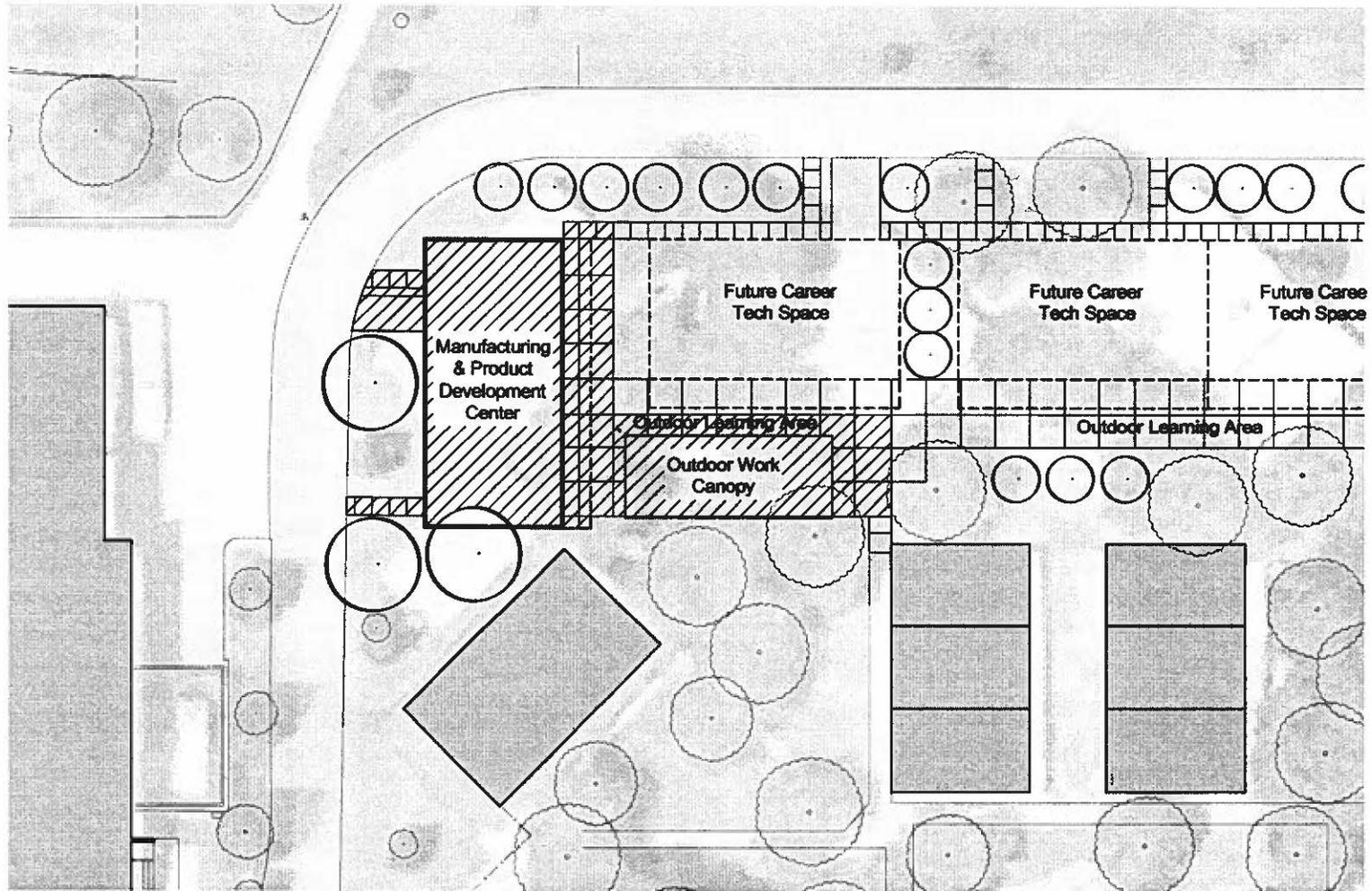
Appendix C



Overall Site Plan



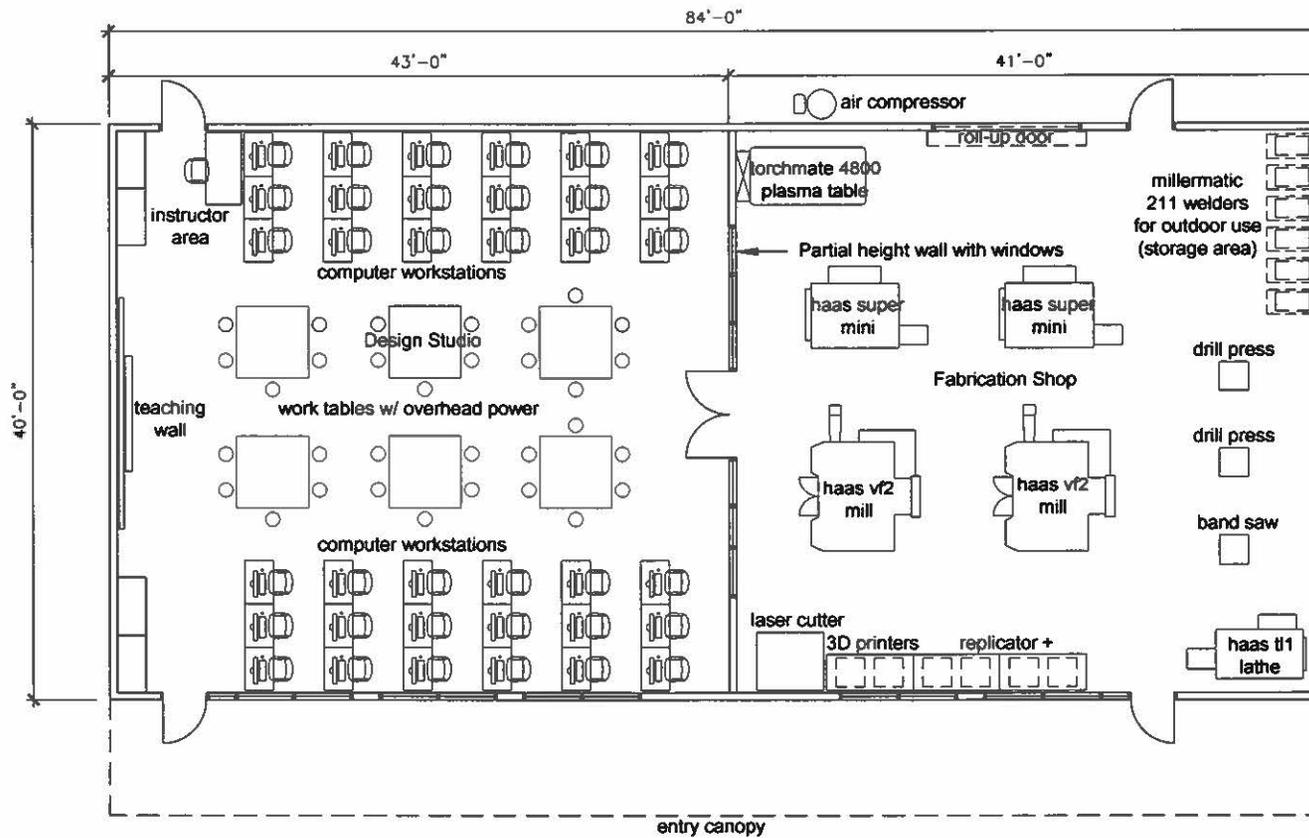
Appendix C



Enlarged Site Plan



Appendix D



Outdoor Work Canopy
24' x 60'
(1,440 sf.)

Floor Plan - 3,360 sf.





Established 1858

Center Joint Unified School District

8408 Watt Avenue * Antelope, California 95843
(916) 338-6330 * Fax (916) 338-6411

BOARD OF TRUSTEES

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Jeremy Hunt
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Delrae M. Pope
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SUPERINTENDENT

Scott A. Loehr

PUBLIC NOTICE

ANNUAL AND FIVE-YEAR REPORTABLE DEVELOPER FEES REPORT FOR FISCAL YEAR 2018-19 IN ACCORDANCE WITH GOVERNMENT CODE § 66006 AND 66001

Please be advised that the Board of Education of the Center Joint Unified School District at its regular meeting to be held on November 20, 2019, will review and consider adoption of the report entitled Annual and Five-Year Developer Fee Report for Fiscal Year 2018-19 ("Report").

Pursuant to Education Code Section 17620 et seq. and Government Code Section 65995 et seq., the Center Joint Unified School District collects and expends statutory and/or alternative school facilities fees ("Reportable Fees") for the construction and/or modernization of the District's school facilities in order to accommodate students generated from new development. Government Code Sections 66006 and 66001 provide that the District shall make available to the public certain information and adopt described findings relative to Reportable Fees collected.

The Report contains information and findings relating to the Reportable Fees received, expended, or to be expended. The Report is on file and available for public review at the Center Joint Unified School District Office located at 8408 Watt Avenue, Antelope, CA 95843 or online at centerusd.org. The Report may be viewed between the hours of 7:30 a.m. to 4:00 p.m., Monday through Friday, beginning November 4, 2019, except for regularly scheduled holidays.

The Board of Education of the Center Joint Unified School District will consider adopting findings relative to this Report at the regularly scheduled Board meeting of November 20, 2019, beginning at 6:00 p.m. in the District Board Room - Room 503, Riles Middle School, 4747 PFE Rd, Roseville, CA 95747.

Center Unified School District

AGENDA REQUEST FOR:

Dept./Site: Business Department

Date: November 20, 2019

To: CJUSD Board of Trustees

From: Lisa Coronado *LC*
Director of Fiscal Services

Action Item X

Information Item

Attached Pages 7

SUBJECT:

Annual and Five-Year Developer Fee Report for Fiscal Year 2018-19

and

Resolution #8/2019-20: Adopting the Findings Contained in the Annual and Five-Year Developer Fee Reports for Fiscal Year 2018-19

Sections 66001 and 66006 of the Government Code require that the School District provide to the public information on developer fees received from new residential and commercial/industrial development to mitigate the impact of public improvement on the school facilities of the School District.

Recommended Action: It is recommended that the Board of Trustees review and approve the Annual and Five-Year Developer Fee Report and Resolution #8-2019-20.

RESOLUTION NO. 8/2019-20

**A RESOLUTION OF THE BOARD OF EDUCATION OF
THE CENTER JOINT UNIFIED SCHOOL DISTRICT
ADOPTING THE FINDINGS CONTAINED IN THE
ANNUAL AND FIVE-YEAR DEVELOPER FEE REPORTS
FOR FISCAL YEAR 2018-19**

WHEREAS, pursuant to its authority under Education Code Section 17620 and Government Code Section 65995, the Board of Education has previously adopted and imposed statutory school fees for the 2018-19 fiscal year on residential, commercial, and industrial development (“Developer Fees”) to mitigate the impact of new development on the Center Joint Unified School District (“District”); and

WHEREAS, the District has deposited all Developer Fees that it has received in a separate non-commingled capital facilities fund (“Capital Facilities Fund”) established for such a purpose, pursuant to Government Code Section 66006(a) and (b); and

WHEREAS, the District has made available to the public within one hundred and eighty (180) days of the end of the 2018-19 fiscal year the Annual and Five-Year Developer Fee Reports for Fiscal Year 2018-19; and

WHEREAS, the District has reviewed the information provided in the Annual and Five-Year Developer Fee Reports and has determined the information contained therein to be true and correct; and

WHEREAS, the Annual Developer Fee Report was prepared in accordance with Government Code Section 66006(b)(1); and

WHEREAS, the Five-Year Developer Fee Report was prepared in accordance with Government Code Section 66001(d); and

WHEREAS, the District has mailed notice at least fifteen (15) days prior to this meeting to all interested parties who have requested notice of any meeting relative to the District’s imposition of Developer Fees; and

WHEREAS, the Board of Education has reviewed and considered the Annual and Five-Year Developer Fee Reports at a duly noticed, regularly scheduled public meeting at least fifteen (15) days after the District made this information publicly available, pursuant to Government Code Section 66006(b)(2).

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF EDUCATION OF THE CENTER JOINT UNIFIED SCHOOL DISTRICT AS FOLLOWS:

Section 1. The Board has reviewed the information provided in the Annual and Five-Year Developer Fee Reports, and finds it to be true and correct.

Section 2. The Board, based upon the information contained in the Annual Developer Fee Report, finds as follows:

- 2.1 That the Annual Developer Fee Report describes the types of fees contained in the Capital Facilities Fund, including the amount of the fees, the beginning and ending balance of the Capital Facilities Fund, as well as the amount of fees collected, and the interest earned thereon.
- 2.2 That the Annual Developer Fee Report identifies each public improvement on which Developer Fees were expended, if any, and the amount of the expenditures on each improvement, including the total percentage of the cost of the public improvement that was funded with Developer Fees.
- 2.3 That sufficient funds have not been collected to complete the financing on any incomplete public improvement.
- 2.4 That there were no interfund transfers or loans made from the Capital Facilities Fund.
- 2.5 That sufficient funds have not been collected to complete the financing of any incomplete public improvement, and that there were no refunds made of Developer Fees.

Section 3. The Board, based upon the information contained in the Five-Year Developer Fee Report, finds as follows:

- 3.1 That the purpose of Developer Fees imposed on new residential, commercial, and industrial development within the District is to fund the school facilities required to serve the additional grade K-12 students generated by such new development and that the Developer Fees will be used for the construction and/or acquisition of additional school facilities and the remodeling of exiting school facilities to provide additional capacity.
- 3.2 That there is a proportional and reasonable relationship between the Developer Fees imposed on new development and the need for additional District school facilities because new development will generate new students to be enrolled in the District which will lead to increased need for school facilities, and that the Developer Fees imposed do not exceed the cost of providing such additional school facilities.
- 3.3 That there is a further proportional and reasonable relationship between the unexpended Developer Fees contained in the Capital Facilities Fund and the need for additional school facilities because the Developer Fees imposed on new developments will not fully cover the costs of providing such school facilities for these new students.

- 3.4 That the portion of the Capital Facilities Fund that remains unexpended will be used for the construction and/or acquisition of additional school facilities, remodeling existing school facilities in order to increase capacity, and the acquisition of additional portable classrooms to accommodate students generated from new development.
- 3.5 That the funding anticipated to complete the financing of incomplete projects, if any exist, will be obtained from the State School Facilities Program and additional Developer Fees as set forth in the Five-Year Developer Fee Report.
- 3.6 That the dates upon which the District's school facilities projects employing the unexpended funds in the Capital Facilities Fund will commence are not presently known.

Section 4. The Annual and Five-Year Developer Fee Reports have been made available to the public within one hundred and eighty (180) days after the last day of the fiscal year pursuant to Government Code Sections 66001(d) and 66006(b).

Section 5. The District made the Annual and Five-Year Developer Fee Reports available for public review at least fifteen (15) days prior to the Board's consideration of these reports.

Section 6. The District mailed notice of the time and place of the Board meeting in which the Annual and Five-Year Developer Fee Reports would be considered, as well as the location where the reports could be reviewed, at least fifteen (15) days before the meeting, to each individual who had filed a written request for such notice.

PASSED AND ADOPTED this ____ day of _____, 2019 by the following vote:

AYES:
 NOES:
 ABSTAIN:
 ABSENT:

 Jeremy Hunt, President
 Center Joint Unified School District Board

ATTEST:

 Scott Loehr, Superintendent

Center Joint Unified School District
Annual and Five-Year Developer Fee Report
for Fiscal Year 2018-19



Prepared by Lisa Coronado, Director of Fiscal Services

Government Code 66006 requires that an annual report of income and expenditures from developer fees and the beginning and ending fund balances in the Capital Facilities Fund be made available to the public within 180 days, after the end of each fiscal year.

Government Code 66001 requires a five year report if there are any funds remaining in the Fund at the end of the prior fiscal year. The five year report identifies the project to which the fee is to be applied and identifies all sources and amounts of funding anticipated to complete financing on incomplete improvements.

The following report is provided to answer specific questions required by the statute.

Fiscal year 2018-19 Annual Report

I. Provide a brief description of the type of fee in the account or fund:

The District collects school facilities fees from the owners of residential, commercial, and industrial development projects to mitigate the costs of providing interim and permanent school facilities to students generated from such development projects.

Government Code Sections 66006 and 66001 provide that the District shall make available to the public certain information and adopt described findings relative to statutory school facility fees ("Statutory School Fees") collected pursuant to Education Code Sections 17620 and Government Code Sections 65995. The foregoing for this purpose is also referred to as reportable fees ("Reportable Fees"). The described information and findings relate to Reportable Fees received, expended or to be expended in connection with school facilities to accommodate additional students from new development if funded or partially funded with Reportable Fees. The Reportable Fees do not include letters of credit, bonds, or other instruments to secure payment of school facilities fees at a future date. The Reportable Fees have not been levied, collected or imposed for general revenue purposes.

II. Provide the amount of the fee:

Statutory School Fees collected by the District consist of the following:

Statutory School Fees	
Level 1	\$3.79 per square foot
Commercial/Industrial	\$0.61 per square foot
Self-Storage Development	\$0.14 per square foot

III. Provide the beginning and ending balance of the account or fund:

	Developer Fees
Beginning Balance 07/01/18	(\$306,991.57)
Ending Balance 06/30/19	\$648,361.87

IV. Provide the amount of the fees collected and the interest earned:

	Fund 25
Amount of Developer Fees Collected Per Account or Sub-Account(s)	\$984,662.44
Amount of Interest Earned Per Account or Sub-Account(s)	\$230

V. Identify each public improvement on which fees were expended and the amount of the expenditures on each improvement, including the total percentage of the cost of the public improvement that was funded with fees:

No funds received as developer fees were expended in 2018-19.

VI. Identify an approximate date by which the construction of the public improvement will commence if the local agency determines that sufficient funds have been collected to complete financing on an incomplete public improvement, as identified in paragraph (2) of subdivision (a) of Section 66001, and the public improvement remains incomplete:

There are no projects that are within this criteria.

VII. Describe each interfund transfer or loan made from the account or fund, including the public improvement on which the transferred or loaned fees will be expended, and, in the case of an interfund loan, the date on which the loan will be repaid, and the rate of interest that the account or fund will receive on the loan:

N/A. No inter-fund transfer or loan was made from this account.

VIII. Provide the amount of refunds made pursuant to subdivision (e) of Section 66001 and any allocations pursuant to subdivision (f) of Section 66001:

No refunds of Reportable Fees were made in 2018-19, and no refunds are required under applicable law.

Five Year Reporting Requirements

The District provides the following information with respect to that portion of the account or sub- account(s) remaining unexpended, whether committed or uncommitted for the past five years of expenditures and five years of projected expenses.

I. Identify the purpose to which the fee is to be put:

The purpose of the Reportable Fees imposed and collected on new residential, commercial and industrial development within the District is to fund additional School Facilities required to serve the students of the District generated by this new development within the District. Specifically, the Reportable Fees will be used for the construction and/or acquisition of additional School Facilities, remodeling existing School Facilities to add additional classrooms and technology, as well as acquiring and installing additional portable classrooms.

II. Demonstrate a reasonable relationship between the fee and the purpose for which it is charged:

There is a roughly proportional, reasonable relationship between the new development upon which the Reportable Fees are charged and the need for additional School Facilities by reason of the fact that additional students will be generated by additional development within the District and the District does not have student capacity in the existing School Facilities to accommodate these new students. Furthermore, the Reportable Fees charged on a new development will be used to fund School Facilities which will be used to serve the students generated from new development and the Reportable Fees do not exceed the costs of providing such School Facilities for new students.

III. Identify all sources and amounts of funding anticipated to complete financing of incomplete improvements.

Center has no incomplete improvements in progress. No funds were expended on or committed to projects in 2018-19.

IV. Designate the approximate dates on which the funding referred to in subparagraph (III) is expected to be deposited into the appropriate account or fund.

N/A