

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, February 19, 2020 - 6:00 p.m.

	<u>STATUS</u>
I. OPEN SESSION CALL TO ORDER & ROLL CALL - 6:00 p.m.	
II. FLAG SALUTE	
III. ADOPTION OF AGENDA	Action
IV. STUDENT BOARD REPRESENTATIVE REPORTS (3 minutes each)	Info
1. Center High School - Jazmine Saheed	
2. McClellan High School	
V. ORGANIZATION REPORTS (3 minutes each)	Info
1. CUTA - Venessa Mason, President	
2. CSEA - Marie Huggins, President	
VI. COMMITTEE UPDATES (8 minutes each)	Info
Facilities & Op. 1. Facilities Update - Craig Deason	
VII. REPORTS/PRESENTATIONS (8 minutes each)	Info
Curr & Instr 1. FBLA Presentation - Cathy Cummings	
VIII. 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>	

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

NOTICE: The agenda packet and supporting materials, including materials distributed less than 72 hours prior to the scheduled meeting, can be viewed at Center Joint Unified School District, Superintendent's Office, located at 8408 Watt Avenue, Antelope, CA. For more information please call 916-338-6409.

IX. BOARD / SUPERINTENDENT REPORTS (10 minutes)

Info

X. CONSENT AGENDA (5 minutes)

Action

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.

- Governance 1. Approve Adoption of Minutes from January 19, 2020 Regular Meeting
- Personnel 2. Approve Classified Personnel Transactions
- ↓ 3. Approve Certificated Personnel Transactions
- Special Ed 4. Ratify 2019/20 Individual Service Agreements:
ISA # 23, 24, 25, 26, 27, 28, 29, 30, 31, 35 CCHAT
- ↓ 5. Approve Individual Service Agreements - Updated:
ISA # 40 Sierra School
ISA # 38,39 Bright Start Therapies
ISA # 41 Northern CA Preparatory School
- ↓ 6. Approve Professional Service Agreement: Together Behavior Solutions, Inc.
- ↓ 7. Approve License Agreement with NCS Pearson, Inc.
- Curr & Instr 8. Ratify School Accountability Report Cards (SARC)
- ↓ 9. Approve 2020-21 AVID Program Contract
- ↓ 10. Approve Out-of-State Travel: 18th National Conference on Adolescents & Young Adults, Las Vegas, NV - A. Lyons
- ↓ 11. Ratify Naviance Software Purchase
- ↓ 12. Approve Out-of-State Travel: Best Buddies Leadership Conference, Bloomington, IN - K. Green, S. Weaver, and 2 Student Club Officers
- ↓ 13. Approve Out-of-State Camp: UCA/Varsity Spirit Camp, Reno, NV - CHS Cheer Team
- Facilities & Op. 14. Approve Safe School and Emergency Preparedness Plan - Oak Hill
- ↓ 15. Approve Safe School and Emergency Preparedness Plan - Dudley
- ↓ 16. Approve Safe School and Emergency Preparedness Plan - Riles
- ↓ 17. Approve Notice of Completion - Rua & Son Mechanical - Roof Replacement - Oak Hill Elementary Tule 1-4
- ↓ 18. Approve Notice of Completion - Carrier Corporation - HVAC Replacement - Center High School Theater
- ↓ 19. Approve First Amendment to Landowner's Development Agreement (Westpark Sierra Vista, LLC; Mourier Investments, LLC; Federico-Tyler Family Limited Partnership; Vista - Property No.2)
- ↓ 20. Approve Agreement Between Center Joint Unified School District and J-Walk Construction, Inc.
- ↓ 21. Approve Agreement Between Center Joint Unified School District and ATI Architects and Engineers
- Business 22. Approve 2020-21 Good Governance and Program Advisory Services (State Mandates) with Schools Innovations & Achievement (SI&A)
- ↓ 23. Approve Payroll Orders: July 2019 through January 2020
- ↓ 24. Approve Supplemental Agenda (Vendor Warrants): January 2020

XI. BUSINESS ITEMS

Governance

A. Second Reading: Board Policies/Regulations/Exhibits

Action

- BP/AR 0460 - Local Control and Accountability Plan
- BP 0520 - Intervention for Underperforming Schools
- BP 0520.1 - Comprehensive and Targeted Support and Improvement
- BP 1431 - Waivers
- BP/AR 3515 - Campus Security
- BP 4119.22/4219.22/4319.22 - Dress and Grooming
- BP 4119.24/4219.24/4319.24 - Maintaining Appropriate Adult-Student Interactions
- BP 4216 - Probationary/Permanent Status
- BP 5131 - Conduct
- BP 5131.8 - Mobile Communication Devices

BP 5132 - Dress and Grooming
AR 5141.26 - Tuberculosis Testing
BP/AR 5142 - Safety
BP/AR 7140 - Architectural and Engineering Services
BB 9323 - Meeting Conduct

Change in policy Numbers:

Student Activity Trips - change from BP 5131.8 to BP 6153.1

Academic Freedom - change from BP 4119.24 to BP 4119.29

Personnel **B. District Calendars 2020-21, 2021-22, and 2022-23** Action
The calendar for 2022-23 is newly created. The calendars for 2020-21 and 2021-22 are presented with minor adjustments from those previously approved by the board in order to include a 180 day student attendance year as well as a 184 day certificated work year.

Facilities & Op. **C. Donation of \$25,000 from the Winn Foundation** Action
The Winn Foundation has generously donated \$25,000 to Center High School's Geometry and Construction Program.

XII. ADVANCE PLANNING Info

a. *Future Meeting Dates:*

i. *Board Facilities Workshop: Wednesday, March 4, 2020 @ 5:30 p.m. - 8408 Watt Avenue - DO Room 5, Antelope, CA 95843*

ii. *Regular Meeting: Wednesday, March 18, 2020 @ 6:00 p.m. - District Board Room - Room 503, located at Riles Middle School, 4747 PFE Road, Roseville, CA 95747*

b. *Suggested Agenda Items:*

XIII. 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: CHS/FBLA	Action Item _____
To: Board of Trustees	Information Item <u>X</u>
Date: 2/5/2020	# Attached Pages _____
From: Cathy Cummings	
Principal/Administrator Initials: <u>CC</u>	

SUBJECT: FBLA Presentation
<p>The Future Business Leaders of America would like to make a short presentation about the mission of FBLA, how the club serves the community and school, how this organization is important as a chapter for all students, the benefits of attending leadership conferences, and lack of funding. Students are also requesting a photo with some of the school board members as part of the requirements to complete the Government Awareness Project per FBLA state.</p>
RECOMMENDATION:

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, January 15, 2020

MINUTES

OPEN SESSION - CALL TO ORDER - Trustee Hunt called the meeting to order at 5:45 p.m.

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

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

ANNOUNCEMENT OF ITEMS TO BE DISCUSSED IN CLOSED SESSION

1. Public Employee Appointment (G.C. §54957) **IS / ISPH**

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

CLOSED SESSION - 5:45 p.m.

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

FLAG SALUTE - led by Delrae Pope

ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION – the Board met in Closed Session and no action was taken. The following action was taken during open session:

1. Public Employee Appointment (G.C. §54957) **IS / ISPH**
President Wilson announced that the Board met in Closed Session to review this item and voted 5 to 0 to approve the recommendation to keep the petitioners in their current classification.

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

Motion: Pope
Second: Hunt

Vote: General Consent

Mr. Loehr, Superintendent, recognized Mr. Hunt for his time as Board President for 2019 and presented him with a gavel.

STUDENT BOARD REPRESENTATIVE REPORTS

1. Center High School – Jesus Bucio

- league play has started for wrestling, basketball and soccer.
- financial aid meeting will be held on January 30th; it was recommended that Seniors attend.
- Seniors have been asked to do a student mural on the wall near the front entrance.
- student advisory (class presidents) met with the school principal. One idea brought forth was a water fountain that can fill water bottles, and be placed near the library .
- there is a project to uplift the campus culture; student government will have a school spirit section at the basketball games like they have at the football games.

Trustee Pope asked if the fountain would be sponsored by the Seniors. The Student Rep noted that it would be a school wide fountain.

2. McClellan High School - There was no representative available to report.

ORGANIZATION REPORTS

1. CUTA - Venessa Mason, President, noted that a couple things came to her attention. There are some locations where the staff don't have a microwave (in staff lounge). CUTA approved a motion today to purchase microwaves for those locations. She also noted that there is a lack of collaboration time; Early Release Mondays are being used for staff meetings and so there is not a lot of time for collaboration. They would like calendars adjusted to allow for trainings to occur and still allow for staff to collaborate within their grade levels. It was noted that subbing is also an issue. Some sites are splitting classes and placing them in other classes, other sites are using available staff to cover those classes. She noted that they would like to have few classes split as possible. Venessa questioned the number of years of CUTA Negotiated Increases listed in the Salaries and Benefits Report, and asked if it should be changed to 6 years. Mrs. Mason also noted that there are some classes on some campuses that do not have heat; work orders have been put in for those, but staff are not updated on the progress.

2. CSEA - Marie Huggins, President, noted that CSEA had nothing to report.

COMMITTEE UPDATES

Facilities Update - Craig Deason, Assistant Superintendent of Operations & Facilities, noted that the district turned in the application for high school modernization today; we are now in line and will wait. The high school CTE applications have been sent and are being scored. It was noted that the Full Day Kindergarten money for Oak Hill was received last week. And lastly, he noted that he will be talking to an appraiser tomorrow to discuss the property in the John Moyer development area.

REPORTS/PRESENTATIONS

1. **Williams Uniform Complaint Quarterly Reporting** - Mike Jordan, Director of Curriculum, Instruction & Special Education, noted that there is nothing to report for this last quarter.

2. **Bond Oversight Committee Annual Report** - Craig Deason, Assistant Superintendent of Operations & Facilities, noted that since no bonds have been sold there is nothing to report. Trustee Pope asked if there is actually a committee. Mr. Deason noted that there is a committee and they meet 3 times a year. Currently there are a couple spots available.

3. **Salaries and Benefits** - Lisa Coronado, Director of Business Services, shared a presentation regarding the amounts of a 1% increase for the various employee groups. Trustee Hunt asked if we could have the information for 1% and 2%, etc., showing what the affect would be with the increase over several years.

REPORTS/PRESENTATIONS (continued)

4. Audit Report for Fiscal Year 2018-2019 - Lisa Coronado, Director of Business Services, introduced Matt Nethaway from Crowe. He shared the Summary of Auditor's Results, and noted that there were no financial statement findings, no federal award findings and questioned costs, and no state award findings and questioned costs. Trustee Wilson inquired on the finding on page 79. Mr. Nethaway noted that it was a status report on a finding in a prior year; it has now been implemented and is not an issue.

COMMENTS FROM THE AUDIENCE REGARDING ITEMS NOT ON THE AGENDA

Venessa Mason, Teacher at Dudley, shared CTA's information about a ballot measure that is coming up. She noted that she would leave information at the back table.

BOARD/SUPERINTENDENT REPORTS

Mrs. Pope - had nothing to report

Mrs. Anderson - had nothing to report

Mr. Hunt - had nothing to report

Mr. J'Beily - had nothing to report

Mr. Loehr

- wished everyone a happy new year.
- thanked Craig Deason for staying on top of the work with the developers.
- noted that March 4th there will be a Board Workshop.
- welcomed everyone back.
- mentioned that graduation will be here before you know it.

Mr. Wilson

- shared information about major medical insurance and that it will affect taxes next year.

CONSENT AGENDA

1. Approved Adoption of Minutes from December 18, 2019 Regular Meeting
2. Approved Classified Personnel Transactions
3. Approved Certificated Personnel Transactions
4. Ratified 2019/20 Individual Service Agreements:
ISA #41 Northern CA Prep School
5. Approved VAPA Grant - Any Given Child Program
6. Approved Notice of Completion - Rua & Son Mechanical - Roof Replacement - Spinelli 10, Center High 300, and District Office Annex 41
7. Approved Notice of Completion - Placer Complete Restoration - North Country Elementary Siding Project
8. Approved Agreement for Annual Continuing Disclosure and Debt Reporting Services By and Between Center Joint Unified School District and CFW Advisory Services, LLC
9. Approved Analytics Software Agreement with Forecast5
10. Approved Payroll Orders: July through December 2019
11. Approved Supplemental Agenda (Vendor Warrants): December 2019

Motion: Pope
Second: Anderson

Vote: General Consent

BUSINESS ITEMS

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

BP/AR 0460 - Local Control and Accountability Plan
BP 0520 - Intervention for Underperforming Schools
BP 0520.1 - Comprehensive and Targeted Support and Improvement
BP 1431 - Waivers
BP/AR 3515 - Campus Security
BP 4119.22/4219.22/4319.22 - Dress and Grooming
BP 4119.24/4219.24/4319.24 - Maintaining Appropriate Adult-Student Interactions
BP 4216 - Probationary/Permanent Status
BP 5131 - Conduct
BP 5131.8 - Mobile Communication Devices
BP 5132 - Dress and Grooming
AR 5141.26 - Tuberculosis Testing
BP/AR 5142 - Safety
BP/AR 7140 - Architectural and Engineering Services
BB 9323 - Meeting Conduct

Change in policy Numbers:

Student Activity Trips - change from BP 5131.8 to BP 6153.1
Academic Freedom - change from BP 4119.24 to BP

Trustee Wilson noted that the wording in BP 0520 was misleading. Mr. Loehr noted that we will add headings to better clarify the separate sections of the policy.

Motion: Pope
Second: Anderson

Vote: General Consent

B. APPROVED - MOU with American River College for Dual Enrollment Courses

Mr. Jordan, Director of Curriculum, Instruction and Special Education, noted that this has been 5 years in the making. These would be dual enrollment courses through American River College. They are independent study courses, but they are a period during the actual day at Center High. The courses are taught by an ARC professor and one of our teachers will be in the room to answer questions, make sure the technology is up to speed, etc. There is no cost to the district except for the textbooks. There is no cost to the students. All of the credits are transferable. These course will be at college freshman grade level courses; they are fully transferable to anywhere. We would collect ADA, and ARC will be able to collect their money as well. This would be available to students in grade 9-12. It could be possible that a student could be able to graduate at the end of their 12th grade year with a diploma and an AA degree. For most students it will be an opportunity to have some dual enrollment credits. Mr. Jordan noted that next year we would like to start with just 3 courses, and then expand from there. Trustee Pope asked who selects the text and if the district will be reviewing the text before use. Mr. Jordan noted that the professor selects the text, and he (Mr. Jordan) will be reviewing the text. Trustee Pope noted that students take AP classes for the possibility of getting college credits. Mr. Jordan shared how a dual enrollment course would be better than taking an AP class. Trustee Anderson asked if this is the same as is done with Sierra College. Mr. Jordan noted that it is a little bit different; our teacher needs to become an adjunct faculty at Sierra to teach the course. This would begin in the Fall of the 2020/21 school year.

Motion: Pope
Second: Hunt

Vote: General Consent

ADVANCE PLANNING

- a. *Future Meeting Dates:*
 - i. *Regular Meeting: Wednesday, February 19, 2020 @ 6:00 p.m. - District Board Room - Room 503, located at Riles Middle School, 4747 PFE Road, Roseville, CA 95747*
- b. *Suggested Agenda Items:*

ADJOURNMENT – 6:42 p.m.

Motion: Hunt
Second: J'Beily

Vote: General Consent

Respectfully submitted,

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

Milad J'Beily, Clerk
Board of Trustees

Adoption Date

Center Joint Unified School District

		AGENDA REQUEST FOR:	
Dept./Site:	Personnel Department	Action Item	<u>X</u>
Date:	February 19, 2020	Information Item	<u> </u>
To:	Board of Trustees	# Attached Pages	<u> 1 </u>
From:	 David Grimes, Director of Personnel and Student Services		

CONSENT AGENDA

Subject: Classified Personnel Transactions

New Hire

Paige Burdick, Instructional Specialist
 Ronnie Powell, Noon Duty
 Jessica Samulewski, Cafeteria Worker
 Brian Vest, Instructional Specialist/PH Autism

Resignation

Tiffany Daniel, Instructional Specialist/PH Autism
 Abdenour Maandi, Bus Driver
 Myles Robinson, Instructional Specialist/PH Autism

Release from Probation

Michael Smith, Bus Driver

Recommendation: Approve Classified Personnel Transactions as Submitted

Paige Burdick has been hired as an Instructional Specialist at Center High School effective February 4, 2020.

Ronnie Powell has been hired as a Noon Duty at North Country Elementary School effective January 21, 2020.

Jessica Samulewski has been hired as a Cafeteria Worker at Center High School effective January 21, 2020.

Brian Vest has been hired as an Instructional Specialist/PH Autism at Center High School effective February 5, 2020.

Tiffany Daniel has resigned from her position as an Instructional Specialist/PH Autism at Center High School effective February 5, 2020.

Abdenour Maandi has resigned from his position as Bus Driver for the Transportation Department effective January 27, 2020.

Myles Robinson has resigned from his position as an Instructional Specialist/PH Autism at Spinelli Elementary School effective February 19, 2020.

Michael Smith has been released from his probationary position as Bus Driver for the Transportation Department effective December 20, 2019.

Center Joint Unified School District

		AGENDA REQUEST FOR:	
Dept./Site:	Personnel Department	Action Item	<u>X</u>
Date:	February 19, 2020	Information Item	
To:	Board of Trustees	# Attached Pages	<u>1</u>
From:	David Grimes  Director of Personnel and Student Services		

Subject: Certificated Personnel Transactions

Retirements

Anne L. Cowan, Center High School
 Nancy Dzida, Dudley Elementary
 Mary Franklin, Spinelli Elementary
 Diane Keller, Dudley Elementary
 Randi Phillips, Oak Hill Elementary
 Valerie L. Rose, Dudley Elementary
 Terri Skogebo, Dudley Elementary
 Linda Smith, Spinelli Elementary
 Karri Wilson, C and I

Resignations

Karl Machschesfes, Center High School
 Dorothy Smith-Steinman, Dudley Elementary
 Matthew Taylor, Center High School

CONSENT AGENDA

Retirements

Anne L. Cowan has submitted her intent to retire from her position as English Teacher, Center High School, effective May 29, 2020.

Nancy Dzida has submitted her intent to retire from her position as Kindergarten Teacher, Dudley Elementary, effective January 6, 2020

Mary Franklin has submitted her intent to retire from her position as Preschool Autism Teacher, Spinelli Elementary, effective May 29, 2020.

Diane Keller has submitted her intent to retire from her position as Resource Specialist, Dudley Elementary, effective May 29, 2020.

Randi Phillips has submitted her intent to retire from her position as Kindergarten Teacher, Oak Hill Elementary, effective May 29, 2020.

Valerie L. Rose has submitted her intent to retire from her position as Special Education Teacher, Dudley Elementary, effective May 29, 2020.

Terri Skogebo has submitted her intent to retire from her position as First Grade Teacher, Dudley Elementary, effective January 22, 2020.

Linda Smith has submitted her intent to retire from her position as Autism Special Education Teacher, Spinelli Elementary, effective May 29, 2020.

Karri Wilson has submitted her intent to retire from her position as Speech and Language Pathologist, Curriculum and Instruction, May 29, 2020.

Resignations

Karl Machscheffes has submitted his resignation as Math Teacher, Center High School, effective May 29, 2020.

Dorothy Smith-Steinman has submitted her resignation as Fourth Grade Teacher, Dudley Elementary, effective May 29, 2020.

Matthew Taylor has submitted his resignation as Spanish Teacher, Center High School, effective May 29, 2020.

Recommendation: Approve Certificated Personnel Transactions as Submitted

Center Joint Unified School District

		AGENDA REQUEST FOR:
Dept./Site:	SPECIAL EDUCATION	
Date:	1/22/2020	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>MJS</u>	

SUBJECT:	Individual Service Agreements
<p>Please ratify the following ISAs for CJUSD special education students to receive services at a Non-Public Agency.</p> <p>ISA # 23,24,25,26,27,28,29,30,31,35-CCHAT</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:	January 13, 2020	Action Item <u>X</u>
To:	Board of Trustees	Information Item
From:	Mike Jordan	# Attached Pages <u>0</u>
	Director of Curriculum, Instruction and Special Education	
	Initials: <u>MJ</u>	

SUBJECT:	Individual Service Agreements - Updated	
	<u>NPS SCHOOL OR AGENCY</u>	<u>ISA</u>
	Sierra School	40
	Bright Start Therapies	38, 39
	Northern CA Preparatory School	41
Recommendation:	Approve the updated ISA numbering	

CONSENT AGENDA

Center Joint Unified School District

		AGENDA REQUEST FOR:
Dept./Site:	SPECIAL EDUCATION	
Date:	December 18, 2019	Action Item <input checked="" type="checkbox"/>
To:	Board of Trustees	Information Item
From:	Mike Jordan	# Attached Pages <u>4</u>
	Director of Curriculum, Instruction and Special Education	
	Initials: <u>MJS</u>	

SUBJECT:	PROFESSIONAL SERVICE AGREEMENT
CONSULTANT'S NAME:	
COMPANY NAME (if applicable)	Together Behavior Solutions, Inc.
SERVICE(S) TO BE RENDERED:	Functional Behavior Assessment, Development of BIP, and attendance at IEP meeting (expectation of meeting being 4 hours in length). This is per agreement to use this contractor per Due Process Hearing.
DATE(S) OF SERVICE:	12/18/19-6/30/20
TOTAL COST:	\$2,600.00
FUNDING SOURCE:	01-6500-0-5800-102-5750-1180-019-000
RECOMMENDATION:	CJUSD Board of Trustees Ratify Professional Service Agreement with Together Behavior Solutions, Inc.

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 18 day of December, 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: Together Behavior Solutions Inc.
 Address: 3150 Greenwood Road, Greenwood, CA 95635
 Phone: (916) 835-1100 Taxpayer ID #: 47-4889009

*Full description of services to be provided:
 Functiona Behavior Assessment, Development of BIP, and attendance at IEP meeting
 (expectation of meeting being 4 hours in length)

*Payment \$2,600.00 per TOTAL. 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: 12/18/2019 *Frequency of Service Dates: as needed
 *Ending Date of Service: 06/30/2020

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 \$2,600.00 Budget # 01-8500-0-5800-102-5750-1180-019-000

Reason service cannot be provided by a District employee:
 Agreement to use this Contractor through Due Process Hearing.

Signature of CONTRACTOR*: [Signature] Date*: 1/18/2020
 Signature of District employee requesting service: [Signature] Date: 12/18/19
 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 <u>both</u> parties?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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

PART II - continued

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

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

STOP HERE

and process the individual through payroll.

If 11 and 12 are both "YES", continue

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

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

Request for Taxpayer Identification Number and Certification

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

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

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

2 Business name/disregarded entity name, if different from above
Together Behavior Solutions, Inc.

3 Check appropriate box for federal tax classification of the person whose name is entered on line 1. Check only **one** of the following seven boxes.

Individual/sole proprietor or single-member LLC C Corporation S Corporation Partnership Trust/estate

Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=Partnership) ▶ _____

Note: Check the appropriate box in the line above for the tax classification of the single-member owner. Do not check LLC if the LLC is classified as a single-member LLC that is disregarded from the owner unless the owner of the LLC is another LLC that is **not** disregarded from the owner for U.S. federal tax purposes. Otherwise, a single-member LLC that is disregarded from the owner should check the appropriate box for the tax classification of its owner.

Other (see instructions) ▶ _____

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

5 Address (number, street, and apt. or suite no.) See instructions.
3150 Greenwood rd

6 City, state, and ZIP code
Greenwood CA 95635

7 List account number(s) here (optional)

Requester's name and address (optional)

Part I Taxpayer Identification Number (TIN)

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

Note: If the account is in more than one name, see the instructions for line 1. Also see *What Name and Number To Give the Requester* for guidelines on whose number to enter.

Social security number

			-			-			
--	--	--	---	--	--	---	--	--	--

or

Employer identification number

4	7	-	4	8	8	9	0	0	9
---	---	---	---	---	---	---	---	---	---

Part II Certification

Under penalties of perjury, I certify that:

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

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

Sign Here Signature of U.S. person ▶  Date ▶ 1/18/19

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:	1/27/2020	Action Item <input checked="" type="checkbox"/>
To:	Board of Trustees	Information Item
From:	Mike Jordan	# Attached Pages <u>7</u>
	Director of Curriculum, Instruction and Special Education	
	Initials: <u>MDJ</u>	

SUBJECT:	License Agreement
VENDOR NAME:	NCS Pearson, Inc.
	License Agreement signed between Center Joint Unified School District and NCS Pearson Inc. for use of the Pearson K-12 Digital Assessment Library
RECOMMENDATION:	CJUSD Board of Trustees Ratify License Agreement with NCS Pearson, Inc.

AGENDA ITEM # X-7

CONSENT AGENDA

LICENSE AGREEMENT

THIS LICENSE AGREEMENT ("Agreement"), effective as of the date of signature of this Agreement, is by and between NCS Pearson, Inc., a Minnesota corporation, contracting through its Clinical Assessments business ("Pearson"), and the party signing as licensee below ("Licensee").

WHEREAS, Pearson is the publisher of various assessments of cognitive ability, academic and speech/language ability, occupational and physical ability (single or multiple sets of assessments, a "Library" or "Libraries"), and offers these Libraries to its customers via a digital product known as Pearson Digital Assessment Library for Schools (together with a Library or Libraries, the "Product"); and

WHEREAS, Licensee wishes to purchase a license to the Product, and Pearson desires to license such Product to Licensee;

NOW THEREFORE, in consideration of the mutual covenants and conditions contained herein and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties agree as follows:

1. Upon the signing of this Agreement, Pearson grants to Licensee a limited, revocable license to access the Product, via Pearson's Q-Interactive and Q-Global platform(s), for Licensee's unlimited use (except as noted in the addendum with the specific Screener library) in assessing students within the Licensee's district, whether for eligibility of services or progress monitoring (the "Licensed Use"). Unlimited use applies to the appropriate and intended use of an assessment as described in the specific assessment product's administration manual. Any use or administration outside of the Licensed Use described in this paragraph is grounds for termination of this Agreement.

2. The Product licensed hereunder will be further defined in an addendum signed by the parties and attached to this Agreement (the "Addendum") from time to time in the format of the attached Exhibit 1, incorporated into this Agreement by reference.

3. The Licensee may access and use the Product indicated in the Addendum solely for the Licensed Use and subject to the terms and conditions of this Agreement.

4. Licensee's use of the Q-Interactive and Q-Global platforms is subject to the licenses located as follows, provided that pricing terms as referenced in the Addendum shall supersede any pricing terms in the product licenses below:

Q-Interactive: <http://www.helloq.com/q-interactive-subscription-license.html>

Q-Global: <http://images.pearsonassessments.com/images/assets/qglobal/Q-global-License-agreement.pdf>

Such licenses may be updated or changed by Licensor from time to time without notice to the Licensee and any such updates or changes will inure to the benefit of this Agreement.

5. The Licensed Use specifically excludes the right to assess students not enrolled in Licensee's district (with the exception of homeschooled students residing in Licensee's district and students attending charter schools, private schools or other non-district schools for which the Licensee may be responsible for assessing), or to copy, distribute, translate, adapt, revise or reproduce the Product or the Libraries in any form, except as otherwise expressly provided herein.

6. The Licensee will take all necessary precautions to safeguard the Product and the Libraries by limiting access to only those individuals or agencies with a responsible, professional interest in the security of the Product and Libraries and who are appropriately qualified to access and administer the Libraries. Any access by third parties is prohibited unless the Licensee ensures that any such third parties are appropriately qualified and sign an agreement containing terms which are at least as restrictive as the terms contained in this Agreement.

Template last updated June 13, 2019

7. All rights in the Product not granted to the Licensee by this Agreement are expressly reserved to Pearson.
8. (a) The rights granted herein will be for the period of time defined in the then-current signed Addendum (the "Term"), after which this Agreement and all rights to use the Product will cease. Any renewals require the written agreement of both parties in the form of a new Addendum specifying the Product and any Libraries licensed, the Term, and any related pricing. Any renewals will be based on the Licensee's then-current number of Individualized Educational Programs ("IEPs"), as reported to the Office of Special Education and Rehabilitation Services ("OSERS") either directly by the Licensee or through the Licensee's state offices, and Pearson's then-current license fee per each IEP, unless otherwise agreed to in writing between the parties.
- (b) Pearson may terminate this Agreement with thirty (30) days' prior written notice to Licensee, or may terminate this Agreement if the Licensee fails to cure any material breach hereof, including without limitation a failure to perform its obligations under this Agreement or any misrepresentation of the correct number of IEP's for that current term, within thirty (30) days after written notice of such breach is given to the Licensee.
- (c) Upon termination or expiration of this Agreement for any reason, Pearson will remove Licensee's access to the Product and all Libraries. Licensee will be required to backup or download any and all completed assessment reports from the Product and Pearson will delete any and all such reports Licensee has created during the Term from the Product platform and Pearson's hosting facility.
9. Licensee agrees to pay the license fee(s) set forth in the current Addendum for access to the specified Libraries and based on Licensee's current number of IEPs. Upon execution of this Agreement and any subsequent Addendum, Licensee will provide Pearson with a purchase order indicating its most current number of IEPs as reported to OSERS and the associated license fees as set forth on the Addendum, and Pearson shall bill Licensee appropriately. In the event of a discrepancy in the number of IEPs reported to Licensor and the number of IEPs reported to OSERS, Licensee shall be responsible for payment of fees associated with the difference. Licensee shall pay the fees within thirty (30) days of receipt of an invoice from Pearson. The Licensee is responsible for any taxes which Licensee is required by law to pay under this Agreement.
10. The rights granted herein are non-exclusive and non-transferable to any third party without prior written permission from Pearson.
11. The representative of the Licensee whose signature appears in this Agreement represents and warrants that he/she has full power to enter into this Agreement on behalf of Licensee.
12. (a) The Product provided to Licensee herein is provided "AS IS" and **PEARSON DISCLAIMS ALL WARRANTIES, WHETHER EXPRESS OR IMPLIED, INCLUDING, BUT NOT LIMITED TO, ANY IMPLIED WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE.**
- (b) **PEARSON SHALL NOT BE LIABLE TO CUSTOMER FOR ANY LOST PROFITS, LOST FUNDING, LOST SAVINGS OR ANY SPECIAL, EXEMPLARY, INDIRECT, INCIDENTAL OR CONSEQUENTIAL DAMAGES ARISING FROM THIS AGREEMENT, THE PRODUCT, OR OTHER ITEMS PROVIDED HEREUNDER, OR ARISING FROM THE USE OF OR INABILITY TO USE THE PRODUCT, EVEN IF PEARSON HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. IN NO EVENT WILL THE LIABILITY OF PEARSON FOR ANY CLAIM UNDER THIS AGREEMENT EXCEED THE FEES PAID FOR THE PRODUCT OR OTHER ITEM OR SERVICE ON WHICH THE CLAIM IS BASED DURING THE TWELVE (12) MONTH PERIOD IMMEDIATELY PRECEDING THE LOSS OR INJURY.** Nothing in this paragraph will be deemed to limit Pearson's obligation for indemnification as set forth in Paragraph (c) below.

(c) Pearson will indemnify Licensee against any and all claims of infringement related to the Product licensed hereunder; provided that Pearson must be given prompt, written notice of the claim and allowed, at its option, to control the defense and settlement of any such claim. Pearson's obligations under this paragraph do not apply to any infringement arising out of the use of Product in combination with systems, equipment or computer programs not supplied by Pearson, or any unauthorized modification of the Product. In addition, if Licensee's use of the Product is restricted as the result of a claim of infringement, Pearson will, at its option, either: (a) substitute other equally suitable Product; (b) modify the allegedly infringing Product to avoid the infringement; (c) procure for Licensee the right to continue to use such Product free of the restrictions caused by the infringement; or (d) take back such Product, refund to Licensee the license fee previously paid for such Product depreciated on a straight line basis over twelve (12) months, and terminate Licensee's license to use such Product.

13. This Agreement and any Addendum or Product license(s) contains the entire agreement between the parties and there are merged herein all prior and collateral understandings and agreements. No amendment or modification of this Agreement will be valid unless in writing and signed by both parties.

14. This Agreement may be executed in any number of counterparts, each of which will be deemed an original, but which all together will be deemed to constitute one and the same instrument. Transmission and receipt of this Agreement via electronic means will be treated as original signatures for all purposes hereof and will have the same legal effect as receipt of the original executed document by mail or any other acceptable means of delivery.

15. All notices and other communications under this Agreement shall be given in writing and shall be sent by and deemed to have been sufficiently given or served for all purposes as of the date it is delivered by hand, received by overnight courier, or within five (5) business days of being sent by registered or certified mail, postage prepaid to the parties at the following addresses (or to such other address as hereafter may be designated in writing by such party to the other party):

To Pearson:
NCS Pearson, Inc.
Clinical Assessments
Attention: Managing Director
1950 Bulverde Road
San Antonio, Texas 78259

With a copy to:
NCS Pearson, Inc.
Attention: Legal Department
2510 North Dodge Street
Iowa City, IA 52245

To Licensee:
Center Joint Unified School District
Attention: Michael Jordan
8408 Watt Avenue
Antelope, CA 95843

16. Regardless of the place of its physical execution or performance, this Agreement will be governed by and interpreted under the laws of the State of New York.

IN WITNESS WHEREOF, Pearson and Licensee have caused this Agreement to be executed by their duly authorized representatives as of the date of the last signature below.

CENTER JOINT UNIFIED SCHOOL DISTRICT NCS PEARSON, INC.

By: Michael D. Jordan

Printed Name: Michael Jordan

Title: Director of C&I and SpED

Date: 1/27/2020

By: _____

Printed Name: _____

Title: _____

Date: _____

Customer Address:
3243 Center Court Lane
Antelope CA 95843

EXHIBIT A

**ADDENDUM
to License Agreement**

During the Term (as defined below) and subject to the terms of the Agreement to which this Addendum is attached and any associated Product license(s), Licensee will have unlimited access to the Product and Libraries selected below on Pearson's Q-Global and Q-Interactive digital platforms through new Licensee accounts to be established in association with this Addendum and the Agreement, at the license fee indicated.

I. Term.

This Addendum will be effective from **January 1, 2020 through December 31, 2020** (the "Term").*

*The Term may be renewed for subsequent periods by mutual agreement of the parties upon execution of a new Addendum between Licensee and Pearson.

II. Library, License Fees.

During the Term, the Libraries available to Licensee on Pearson's Q-Global and Q-Interactive digital platforms and the associated license fees will be as follows [selected with an X]:

X	Libraries	Assessments Included	Price/IEP
	Ability	KABC-II NU (scoring/ reporting only), WAIS-IV, WISC-V, WPPSI-IV, WISC-V Spanish.	\$6.00
	Academic/ Achievement	KTEA-3, WIAT-III, WRAT-5, WRMT (scoring/ reporting only)	\$6.00
	Psych (behavior, executive function, mental health)	BASC-3, Brown EF/A, BYI-II, Vineland-3, CVLT-C, CVLT-3, D-REF, RBANS, SSIS-SEL, WMS-IV, select subtests from, D-KEFS and NEPSY-II. (MACI, MAPI, M-PACI and MMPI-A-RF provided as supplemental assessments and maybe withdrawn from the library at any time).	\$5.00
	SLP/ OT/ PT	CELF-5, GFTA-3, GFTA-3 Spanish, KLPA-3, PPVT-5, EVT-3 and scoring and reporting for CELF-5 Meta.	\$5.00
X	Complete Library for Schools (DALSCOMPLETE)	Includes all libraries and assessments identified above to be delivered through Q-interactive and Q-global	\$15.00
	Screeners	This is a limited-use portfolio of assessments. These assessments are intended to supplement evaluations and are not intended for universal screening within the district. No additional usages beyond the initial allocation at time of purchase will be added to the library during the term of this agreement. Test in this library include: BASC-3 BESS, BASC-3 SOS, Raven's, Shaywitz DyslexiaScreen, SSIS-SEL Screener	Access Included with Complete Library only
	(Cont.)		

	Digital Assessment Library for Schools PLUS (DALST+)	This is a library of tests for which Pearson will provide record forms and response booklets (covered print material) on an as needed, annual basis (as described more fully below in Section III) for use by the customer. This library can only be purchased in conjunction with DALSCOMPLETE. The tests included in this library are: Beery VMI, BOT2, CELF-5 Metalinguistics, DAS, DAS Early Years Spanish Supplement, D-KEFS, KABC-II NU, KBIT 2, NEPSY-II, pal-II Reading and Writing, pal-II Math, PLS-5, PLS-5 Spanish, WASI-II, WNV, WRAML2, WRIT, WRMT	\$2.00
--	---	--	---------------

III. Digital Assessment Library for Schools PLUS

The Digital Assessment Library for Schools PLUS (DALST+) is available as a supplemental purchase in conjunction with the Complete Library for Schools (DALSCOMPLETE). If the Licensee purchases DALST+, Pearson will provide, through an initial order at the beginning of each school year, based on Licensee's estimate for that year's annual usage of select tests included in the DALST+ library, record forms and response booklets for such tests. If usage was underestimated for the school year, and additional record forms and response booklets are needed, Licensee may request additional material to be delivered to cover estimate shortage. Pearson reserves the right to immediately discontinue delivery of DALST+ materials to Licensee should Pearson determine, in its sole discretion, that Licensee is requesting quantities of materials disproportionate with Licensee's district size and standardized testing practices.

In addition to the material use described in the paragraph above, benefits available to Licensee for purchase of DALST+ include:

- o No shipping costs payable for record forms and response booklets in the DALST+ library
- o Benefit of a discount code (currently set at 65%) for purchase of select test kits associated with assessments in the DALSCOMPLETE and DALST+ libraries as described in this Addendum.

IV. License Fee Calculation.

At the start of the Term, Licensee will pay to Pearson the license fee for the Library or Libraries indicated above multiplied by the most current number of reported Individualized Education Programs (IEPs) in place at Licensee's district.

As of the signing of this Addendum, the Licensee's most current IEP enrollment as reported to the Office of Special Education and Rehabilitation Services ("OSERS") either directly by the Licensee or through the Licensee's state offices is 654

A credit may be applied for any consumable digital inventory [licenses and subscriptions (to be pro-rated), report usages and subtest usages] existing in any active Q-interactive and/ or Q-global account associated with the Licensee, if so elected by the Licensee prior to entering into the License. If elected, the Licensee's existing accounts will be reviewed, the consumable digital inventory removed from the account, and a credit for such inventory issued within the first thirty (30) days of this Addendum and the Agreement.

ACKNOWLEDGED AND AGREED TO:

CENTER JOINT UNIFIED SCHOOL DISTRICT

NCS PEARSON, INC.

By: Michael Jordan
Signature

By: _____
Signature

Printed Name: Michael Jordan

Printed Name: _____

Title: Director of Special Education

Title: _____

Date: 12/11/19

Date: _____

BILL TO ADDRESS:

**Center Joint Unified School District
8408 Watt Avenue
Antelope, California 95843**

The following account numbers will be governed by this agreement:

Q-interactive Account Number: _____

Q-global Account Number: _____

Center Joint Unified School District

Dept./Site:	Instructional Services	AGENDA REQUEST FOR:
Date:	February 3, 2020	Action Item <u>X</u>
To:	Board of Trustees	Information Item
From:	Michael Jordan <i>MOJ</i> Director of Special Education & Curriculum	
		# Attached Pages <u>87</u>

SUBJECT: School Accountability Report Cards (SARC)
Please review the School Accountability report cards (SARC) for: Dudley Elementary, McClellan High School, Center High School, Cyril Spinelli Elementary School, North Country Elementary School, Wilson C. Riles Middle School and Oak Hill Elementary.
RECOMMENDATION: Request that the CJUSD Board of Trustees Ratify the School Accountability Report Cards (SARC).

AGENDA ITEM # _____

CONSENT AGENDA

Arthur S. Dudley Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Arthur S. Dudley Elementary School
Street	8000 Aztec Way
City, State, Zip	Antelope, CA 95843-4486
Phone Number	(916) 338-6470
Principal	Steve Jackson
Email Address	sjackson@centerusd.org
Website	https://dudley.centerusd.org/
County-District-School (CDS) Code	34739736032908

Entity	Contact Information
District Name	Center Joint Unified School District
Phone Number	(916) 338-6330
Superintendent	Scott A. Loehr
Email Address	superintendentsoffice@centerusd.org
Website	www.centerusd.org

School Description and Mission Statement (School Year 2019-20)

It is the mission of Dudley Elementary School to ensure high levels of learning for each student leading them to be young adults who are college and career ready. Through mutual respect within the total school community, our children will grow and learn in a positive, supportive atmosphere where faculty, staff, students, and parents together are enthusiastic about the teaching and learning process.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	95
Grade 1	86
Grade 2	81
Grade 3	103
Grade 4	96
Grade 5	93
Grade 6	95
Total Enrollment	649

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	14.5
American Indian or Alaska Native	0.3
Asian	7.7
Filipino	2.9
Hispanic or Latino	25.4
Native Hawaiian or Pacific Islander	1.1
White	41.1
Two or More Races	6.9
Socioeconomically Disadvantaged	71.6
English Learners	19.4
Students with Disabilities	13.7
Foster Youth	0.3
Homeless	5.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	31	31	31	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: November 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill, Wonders Reading 2016	Yes	0
Mathematics	CPM Educational Program, Core Connections 2014 McGraw Hill, My Math 2014	Yes	0
Science	Harcourt School Publishers, California Science 2008 Pearson Prentice Hall, Prentice Hall California Science Explorer: Focus on Earth, Life, and Physical Science 2008 Amplify Science 2019 (6th Grade Only)	Yes	0
History-Social Science	Studies Weekly . 2019	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The administration and staff of Dudley Elementary School work very closely with the maintenance and grounds department of the Center Joint Unified School District. If any situation is identified that requires attention, work orders are submitted, and the situations are resolved in a very timely manner.

Overall rating 78.28, Fair.

School Facility Good Repair Status (Most Recent Year)

Using the most recently collected FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: October, 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Cooler and HVAC are noisy
Interior: Interior Surfaces	Poor	Cabinet door broken; holes in wall; torn vertex; stained and cracked ceiling tiles; stained carpet; drapes need repair; paint needed in some areas
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Fair	Stuff blocking electrical panels
Electrical: Electrical	Good	Wall plate cracked; hole in wall with electrical wire exposed; light switch doesn't work; electrical box needs cover
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Exhaust fan in restroom not working; wall needs painted; replace rubber stoppers; replace light bulbs; replace soap dispenser; replace light covers; leaking faucet; drinking fountains need adjusting; aerator plugged
Safety: Fire Safety, Hazardous Materials	Good	M-3 mold
Structural: Structural Damage, Roofs	Fair	Lower corner bricks moving; holes in bricks; holes in outside structure; walls and skirting need repair
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Windows cracked; windows with bb holes; missing 2-way door safety handle; old door handles; cracking around window casing; doors stoppers needing rubber replaced; rust on door; door hits concrete walkway
Overall Rating	Fair	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	44	40	45	49	50	50
Mathematics (grades 3-8 and 11)	25	22	31	33	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	383	375	97.91	2.09	39.73
Male	215	213	99.07	0.93	37.56
Female	168	162	96.43	3.57	42.59
Black or African American	56	56	100.00	0.00	26.79
American Indian or Alaska Native	--	--	--	--	--
Asian	33	33	100.00	0.00	63.64
Filipino	12	12	100.00	0.00	58.33
Hispanic or Latino	96	94	97.92	2.08	43.62
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	152	147	96.71	3.29	36.05

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	27	26	96.30	3.70	46.15
Socioeconomically Disadvantaged	290	282	97.24	2.76	33.33
English Learners	94	92	97.87	2.13	47.83
Students with Disabilities	72	71	98.61	1.39	11.27
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	23	22	95.65	4.35	31.82

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	383	377	98.43	1.57	22.02
Male	215	214	99.53	0.47	27.10
Female	168	163	97.02	2.98	15.34
Black or African American	56	56	100.00	0.00	12.50
American Indian or Alaska Native	--	--	--	--	--
Asian	33	33	100.00	0.00	36.36
Filipino	12	12	100.00	0.00	50.00
Hispanic or Latino	96	95	98.96	1.04	20.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	152	148	97.37	2.63	21.62
Two or More Races	27	26	96.30	3.70	23.08
Socioeconomically Disadvantaged	290	284	97.93	2.07	16.20
English Learners	94	94	100.00	0.00	22.34
Students with Disabilities	72	71	98.61	1.39	15.49
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	23	23	100.00	0.00	4.35

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	18.9	24.4	17.8

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events. Parents stay informed on upcoming events and school activities through automated telephone messages, email, progress reports, and the school website. Contact the school office at (916) 338-6470 for more information on how to become involved in your child's learning environment.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	2.6	1.9	3.4	7.6	6.6	5.3	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.2	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Dudley Elementary School's original facilities were built in 1959; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff.

Dudley Elementary School's Comprehensive Safety Plan is updated annually with the current plan being approved by the CJUSD Board of Education in the Spring of 2017. This plan will be reviewed and updated in the Spring of 2018.

The Safety Plan has two goals related to School Climate: Goal #1: A school environment that has in place supports for students' social-emotional needs will be provided. Goal #2: Frequent communication will be maintained among staff, students and parents.

The Safety Plan has four goals related to the Physical Environment: Goal #1: The physical environment of Dudley Elementary will be free of hazards. Goal #2: 100% of staff will understand the Safety Plan procedures and their role in the Incident Command System. Goal #3: Staff members will wear their staff badges and carry a 2-way radio whenever outside of the classroom. Goal #4 Safety kits will be stored in each classroom.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* 1-20	# of Classes* 21-32	# of Classes* 33+	Average Class Size	# of Classes* 1-20	# of Classes* 21-32	# of Classes* 33+	Average Class Size	# of Classes* 1-20	# of Classes* 21-32	# of Classes* 33+
K	22	1	3		26	1	3		26		3	
1	25		4		18	4			22		4	
2	22		4		28		4		20	3	1	
3	25		4		24		4		26		4	
4	32		2	1	31		2	1	32		2	1
5	31		3		29		3		31		3	
6	26	1	3		33			3	24	1	3	
Other**					14	1						

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	649.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.0
Other	1.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	5331	993	4338	72342
District	N/A	N/A	6377	\$76,717.00
Percent Difference - School Site and District	N/A	N/A	-32.0	0.5
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	-23.6	7.4

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Dudley Elementary School is committed to assisting all of our students with support in the areas of academic, behavioral, and social-emotional development.

Academically, we provide support at several levels. When a student is identified with an area of need, the teacher identifies accommodations and modifications to employ, writes a SMART goal related to the area of need, and meets with the parent of the child to relay this information. Academic support may occur through grade level Intervention Rotation, in-class Workshop, or through small group in a pull-out model. Student progress is monitored and adjustments to the strategy are made as needed.

Behaviorally, Dudley Elementary utilizes Positive Behavior Intervention Support (PBIS). We are currently in tier I and tier II implementation. The focus of the tier I strategy is to clearly identify behavior expectations stated with positive language. Students are acknowledged for displaying these expectations. There is also a clearly defined strategy for students who are experiencing difficulty meeting the expectations. Office Referral data is gathered and analyzed on a regular basis to identify if particular expectations need to be revisited as identified. Tier II focuses on those students who haven't responded to tier I level supports and additional strategies, such as Check-In, Check-Out are utilized and data is tracked as to the effectiveness of the strategy.

Dudley Elementary attempts to meet the social and emotional needs of our students by accessibility to a school counselor 5 days per week. We utilize Healthy Play, Second Step, and Community Circles in all classrooms as tier I intervention strategies. We offer Toolbox as a skill development strategy as a tier II strategy. As needed we can access support from the district Behavior Support Team as well as ERMHS counseling.

Dudley Elementary strives to have all of our students become college and career ready, and these programs have proven to be quite valuable.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,563	\$46,208
Mid-Range Teacher Salary	\$68,571	\$72,218
Highest Teacher Salary	\$96,638	\$92,742
Average Principal Salary (Elementary)	\$114,563	\$134,864

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Middle)	\$118,104	\$118,220
Average Principal Salary (High)	\$124,085	\$127,356
Superintendent Salary	\$187,915	\$186,823
Percent of Budget for Teacher Salaries	36%	33%
Percent of Budget for Administrative Salaries	4%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

During the 2017-18 school year, Dudley Elementary School's teachers attended the following events hosted by the Center Joint Unified School District:

- Utilizing the Wonders ELA curriculum to address Common Core State Standards.
- Implementing Community Circles as a Restorative Practice

During the 2018-19 school year, Dudley Elementary School staff participated in staff development related to the following topics:

- The updated CCSS for ELA/ELD
- Accommodations and Modifications to meet student's identified needs
- Strategies for utilizing para-professionals in the classroom
- Safety Training

During the 2019-20 school year, Dudley Elementary School staff participated in staff development related to the following topics:

- The CCSS Mathematics Framework
- Development of Guaranteed and Viable Curriculum in ELA and Mathematics
- Development of Common Formative Assessments in ELA and Mathematics
- Overview of the Studies Weekly Social Studies curriculum
- Accommodations and Modifications to meet the identified needs of students
- Overview of ProACT strategies for De-escalation and Self-Care
- Safety Training

Decisions concerning selection of staff development activities are performed by the principal and the school parent group using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels.

Dudley Elementary School supports ongoing professional growth throughout the year. Teachers meet in grade level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

Dudley Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

McClellan High School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	McClellan High School
Street	8725 Watt Avenue
City, State, Zip	Antelope California 95843
Phone Number	(916) 338-6440
Principal	David L. French
Email Address	davidlf@centerusd.org
Website	https://mhs.centerusd.org/
County-District-School (CDS) Code	34 73973 3430451

Entity	Contact Information
District Name	Center Joint Unified School District
Phone Number	(916) 338-6400
Superintendent	Scott Loehr
Email Address	superintendentsoffice@centerusd.org
Website	www.centerusd.org

School Description and Mission Statement (School Year 2019-20)

Mission Statement: McClellan students will achieve academic and personal success and become responsible, productive citizens. They will develop knowledge and skills that will prepare them for success in a variety of post-graduation options and in their adult lives.

Motto: Developing integrity, responsibility, and respect - for now and for the future.

Vision: The staff of McClellan High School commits to the following vision for our school and ourselves:

We will develop and maintain a safe, nurturing family environment, supporting our diverse population of staff and students.

We will build positive connections with students to help them achieve independence and success academically, socially, physically, and emotionally.

We will provide challenging, engaging academic courses based on current standards and focused on student learning.

We will provide a variety of extracurricular opportunities, facilitating student connection to school and student growth.

We will direct students to a broad variety of post-graduation options, and we will equip them with the knowledge and skills they need to achieve success.

We will be highly qualified in our positions, continuously learning and improving our skills.

Our focus at McClellan has always been to work together as a "family", helping students develop integrity, responsibility, and respect, as well as confidence in their own abilities. Students who have fallen behind in credits can use our program to catch up and earn a high school diploma. However, our aim is not only to facilitate students earning a high school diploma, but also to prepare them for a successful life after high school. Our experienced staff presents a standards-centered, challenging, and complete curriculum, directed by concern for each student's individual needs and abilities. We emphasize continual improvement, taking steps toward success in all areas.

We are committed to providing the best educational program possible for each student, to help each student reach his or her maximum potential. We welcome input from parents, guardians, and community members. If you have questions about this report or our school, please contact us.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 10	7
Grade 11	16
Grade 12	36
Total Enrollment	59

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	20.3
American Indian or Alaska Native	1.7
Asian	5.1
Hispanic or Latino	35.6
White	33.9
Two or More Races	3.4
Socioeconomically Disadvantaged	74.6
English Learners	1.7
Students with Disabilities	10.2
Homeless	22

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	5	5	5	217
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: December 2018

Staff at McClellan High School have worked diligently to align curriculum and instruction to the Common Core State Standards. In adoption years, McClellan selected core texts and materials from the lists that were at that time approved by the State Board of Education and our district School Board. We make sure every student has access to necessary texts and materials both at school and at home.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Studysync, BookheadED Learning, LLC, McGraw-Hill, online program/ 2015 Achieve 3000, online program/ 2018 The New York Times - Upfront Magazine, Scholastic/ 2011 National Geographic/Hampton Brown, EDGE/ 2009 Hampton Brown, EDGE TM/ 2009 Expository Reading & Writing Course - California State University/ 2013	Yes	0
Mathematics	Core Connections, CPM Educational Program/2014 CPM Educational Program, Foundations for Algebra/2008 Glencoe/McGraw-Hill, Pre Algebra/2008 Pearson Prentice Hall	Yes	0
Science	AGS, Biology - Cycles of Life/2008 AGS, Physical Science/2008	Yes	0
History-Social Science	Globe-Fearon, Pacemaker American Government/2008 Globe-Fearon, Pacemaker Economics/2008 Globe-Fearon, Pacemaker US History/2008 Globe-Fearon, Pacemaker World History/2008 Ramsey Education Solutions, Foundations in Personal Finance/2015 McDougal-Littell, The Americans	Yes	0
Foreign Language	N/A - No foreign language courses at McClellan High School		
Health	Glencoe - Health/2001	Yes	0
Visual and Performing Arts	Various sources- no textbooks used		
Science Laboratory Equipment (grades 9-12)	N/A - No laboratory classes at McClellan High School		

School Facility Conditions and Planned Improvements (Most Recent Year)

The administration and staff at McClellan High work very closely with the maintenance and grounds department of the Center Joint Unified School District. If any situation is identified that requires attention, work orders are submitted, and the situations are resolved in a very timely manner.

Overall rating 96.58%, Good.

School Facility Good Repair Status (Most Recent Year)

Using the most recently collected FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: October 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Clocks missing; holes need covering; window blind needs replacing
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Dry rot
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	BB holes in windows
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	29	25	45	49	50	50
Mathematics (grades 3-8 and 11)	0	0	31	33	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	21	20	95.24	4.76	25.00
Male	11	10	90.91	9.09	10.00
Female	--	--	--	--	--
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	12	12	100.00	0.00	33.33
Two or More Races	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	17	16	94.12	5.88	25.00
English Learners					
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	22	20	90.91	9.09	0.00
Male	12	10	83.33	16.67	0.00
Female	--	--	--	--	--
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	12	12	100.00	0.00	0.00
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	18	16	88.89	11.11	0.00
English Learners					
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Career Technical Education Programs (School Year 2018-19)

McClellan High School is a continuation school, with a focus on helping students make up missed credits so they can graduate on time. We do not offer CTE classes. We do emphasize students' need to prepare for their post-high school lives, whether they go on to college or into the work force. Our teaching staff continually encourages students to value a high school diploma as a step into a more fruitful life after graduation, and our counselor meets with students individually and in groups to discuss and prepare for next steps after high school. We bring in guest speakers from various professions and from the military to explain to students how they can approach their next phase of life, and we work with students on job interview skills and applications for college and financial aid. Our goal is to help students successfully enter into their adult lives past high school.

Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	36
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	0

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

C. Engagement**State Priority: Parental Involvement**

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

We invite involvement by all stakeholders. Parents and guardians can contact their children’s teachers regarding opportunities to help with individual classes. Parents and guardians wishing to give input into school policies and programs can contact our office to meet with the principal. We have a School Site Council made up of staff, students, and parents. We also have parents and guardians representing our school in district advisory committees. All community members are invited to the school board meetings, held the third Wednesday of each month in the school year. For more information about any of these opportunities, please call our office at (916) 338-6440.

To keep parents and guardians informed, our school uses a variety of methods of contact. We send out a periodic newsletter with school-related articles and a list of upcoming events. We also post a calendar of events on our school website, <http://mhs.centerusd.org/>. Parents and guardians may view student grades through our Homelink portal. Information about this can be found on our website or by contacting our office. Our office and teachers maintain contact with parents through phone and email, and through automated phone, email, and text messages. We welcome parents and guardians to drop in our office at any time, and to arrange meetings with teachers and classroom visitations with 24-hour notice to confirm availability.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	23.4	27.5	40.5	7.8	6.3	7.7	9.7	9.1	9.6
Graduation Rate	73.4	65	54.8	87.9	90.3	88.6	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	35.8	15.6	15.8	7.6	6.6	5.3	3.6	3.5	3.5
Expulsions	1.7	1.8	2.1	0.2	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Our school safety plan is updated, reviewed by students, staff, and parents, and submitted for board approval by March of each year. Staff is briefed on the current plan at the start of each school year, and discussions continue throughout the year as questions arise. The plan covers crisis readiness, response, and management, goals for site maintenance and improvement, listings of important phone numbers, information about utilities, and pertinent laws and policies related to school safety.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+
English	14	4	3		14	7			12	6		
Mathematics	11	2			10	7			9	6		
Science	8	4			17	2			14	2		
Social Science	5	16			6	13			7	9		

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	98.3

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	

Title	Number of FTE* Assigned to School
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.8

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	12377	2648	9730	85847
District	N/A	N/A	6377	\$76,717.00
Percent Difference - School Site and District	N/A	N/A	52.6	19.2
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	71.4	27.5

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

McClellan High School coordinates and integrates the appropriate use of funds from district and site general funds, Lottery and Title One funds, and our student fund to provide students and other stakeholders the support necessary to achieve our school mission and goals as outlined in our School Plan for Student Achievement and Local Control Accountability Plan.

Title One funds are used to provide additional curriculum and support for students and professional development for staff to facilitate bringing all students to grade-level standards. This has included purchase and implementation of technology, purchase and implementation of curriculum to assess and support student learning, and professional development for staff. Title One funds are also used to provide extra hours for our counselor to support students in meeting graduation requirements and in support of our Get Focused, Stay Focused program. This program, comprised of an elective class assigned to all 10th grade students and follow-up modules for 11th & 12th grade students, facilitates students creating and updating a plan for the next 10 years of their lives. Lottery funds are used to purchase appropriate curriculum and instructional supplies for students. The district provides funds for textbook replacement when needed. The district also provides a visiting resource teacher to support our few students who have an IEP. Additionally, district psychologists, behaviorists, and other personnel are available to assess and evaluate students identified as potentially needing extra intervention to reach grade-level academic and behavioral standards.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,563	\$46,208
Mid-Range Teacher Salary	\$68,571	\$72,218
Highest Teacher Salary	\$96,638	\$92,742
Average Principal Salary (Elementary)	\$114,563	\$134,864
Average Principal Salary (Middle)	\$118,104	\$118,220
Average Principal Salary (High)	\$124,085	\$127,356
Superintendent Salary	\$187,915	\$186,823
Percent of Budget for Teacher Salaries	36%	33%
Percent of Budget for Administrative Salaries	4%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

Professional Development at McClellan High School has revolved around 2 main themes: 1) Standards-based, objective-focused instruction following UDL principles, and 2) Use of technology to support learning. These areas were selected based on in-class observations of teaching methods and based on assessment and polling of teacher needs, with respect to district goals.

Over the last three years, we have had two days of staff development at the beginning of each school year, and we present staff development workshops at many of our regular staff meetings during the course of the year. Additionally, teachers are encouraged to attend off-site workshops when available and appropriate. Since we are a small staff (5 teachers), we are able to provide individual mentoring for staff. The principal performs regular in-class observations to provide feedback and coaching on implementation of new strategies and technologies, and staff meets weekly, providing opportunity for discussion.

Center High School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Center High School
Street	3111 Center Court Lane
City, State, Zip	Antelope, CA 95843
Phone Number	(916) 338-6420
Principal	Jerald Ferguson
Email Address	jferguson@centerusd.org
Website	https://centerhigh.edlioschool.com/
County-District-School (CDS) Code	34739733430378

Entity	Contact Information
District Name	Center Joint Unified School District
Phone Number	(916) 338-6400
Superintendent	Scott Loehr
Email Address	superintendentsoffice@centerusd.org
Website	www.centerusd.org

School Description and Mission Statement (School Year 2019-20)

School Profile

Center High School is located in the northern region of Antelope and serves students in grades nine through twelve. At the beginning of the 2019-20 school year, there were approximately 1283 students enrolled with 63.4% qualifying for free or reduced lunch. Center High School is home to the Media Communications Academy (MCA), AVID, Project Lead the Way Biomedical Sciences and Engineering Programs, 911/Call Center/Customer Service Program, Pharmacy Technician Program, Geometry in Construction Program, CARE program, and a variety of advanced placement and honors courses. In addition, a full range of extracurricular activities/clubs and athletic teams operate year round.

Vision Statement

Center High School's vision is to be the leading example of overall student achievement in secondary education while fostering an environment where life-long learning and service are intrinsically valued.

Mission Statement

The mission of Center High School is to guide and encourage each student to reach his/her unique potential as a productive, respectful and responsible member of a multi-ethnic community.

School Motto:

Home of Scholars and Champions

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 9	343
Grade 10	332
Grade 11	302
Grade 12	315
Total Enrollment	1,292

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	13.5
American Indian or Alaska Native	0.9
Asian	8.2
Filipino	3.9
Hispanic or Latino	25.7
Native Hawaiian or Pacific Islander	1
White	42.5
Two or More Races	4
Socioeconomically Disadvantaged	60.7
English Learners	8.1
Students with Disabilities	14.7
Foster Youth	0.1
Homeless	4.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	62	64	63	217
Without Full Credential	1	0	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	1	0	0
Vacant Teacher Positions	1	0	1

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: October 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson myPerspectives - 9th English Language Arts - California 2017 Pearson myPerspectives - 10th English Language Arts - California 2017 Pearson myPerspectives - 11th American Literature - California 2017 Pearson myPerspectives - 12th British and World Literature - California 2017 Bedford, Freeman, & Worth 2016 - Advanced Language and Literature - 2016 Bedford/St. Martin's - The Language of Composition Reading Writing Rhetoric - 2nd Edition / 2013 Pearson Longman - Literature: An Introduction to Fiction, Poetry, and Drama - 9th edition / 2005	Yes	0
Mathematics	CPM Publishing, Core Connections / 2014 CPM Publishing, Integrated Math 1 / 2014 CPM Integrated Math 2/2015 Houghton Mifflin, Larson & Hostetler's Pre-Calculus / 2008 Key Curriculum Press, Calculus / 2005 McDougal Littell, Algebra II / 2008 Yates, Moore, Starnes, AP Statistics: The Practice of Statistics" 3rd edition / 2008 CPM Publishing, Honors Precalculus: CPM Pre-Calculus with Trigonometry Version 4.0 / 2009	Yes	0
Science	Holt, Rinehart and Winston, Holt Chemistry / 2007 Holt, Rinehart and Winston, Holt Physics / 2007 McDougal Littell, Biology / 2008 Pearson Prentice Hall, Earth Science / 2006 Pearson (Benjamin Cummings) Campbell Biology ninth edition, AP Edition 2011	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	World History - McGraw Hill - World History, Culture, & Geography - 2019 US History - McGraw Hill - Impact: United States & Geography--Continuity and Change - 2019 AP US History - Bedford - America's History: 8th Edition - 2014 Government - Pearson - Magruder's American Government - 2016 AP Government - Bedford, Freeman, & Worth - American Government Stories of a Nation - 2019 Economics - Pearson - Economics: Principles in Action -2019 AP Economics - Bedford, Freeman, & Worth - Krugman's Economics for AP 2nd Edition - 2015 Geography - McGraw Hill - Geography: The Human and Physical World - 2015 Sociology - McGraw Hill - Sociology and You - 2014 Psychology - Holt McDougal - Psychology Principles in Practice - 2010 AP Psychology - Pearson - Psychology AP Edition: 4th Edition - 2015 Criminal Justice - McGraw Hill - Street Law - 2016	Yes	0
Foreign Language	EMC - Que Chevere Levels 1, 2, 3, and 4 - 2016 Vista - Teras - 2013 Vistas - Teras 2015 - AP Spanich Pearson - Golosa: Basic Course in Russian - Books 1 & 2 - 2014	Yes	0
Health	McGraw-Hill - Health - 2015 McGraw-Hill - Human Sexuality - 2015 American Heart Association "In Schools" Training Kit for CPR and AED training	Yes	0
Science Laboratory Equipment (grades 9-12)	Science Laboratory Equipment	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The administration and staff of Center High work very closely with the maintenance and grounds department of the Center Joint Unified School District. If any situation is identified that required attention, work orders are submitted, and the situations are resolved in a very timely manner.

Overall rating is 94%, Good.

School Facility Good Repair Status (Most Recent Year)

Using the most recently collected FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: September 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Wall covering torn; stained and missing ceiling tiles; paint; flooring worn; lights covers; blinds
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Cluttered storeroom
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Cover plate missing
Safety: Fire Safety, Hazardous Materials	Good	Bad signage
Structural: Structural Damage, Roofs	Good	Exterior walls and trim
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	D tex alarm on door; Center pillars peeling; Panic bar old; Windows need replacing (cloudy)
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	55	70	45	49	50	50
Mathematics (grades 3-8 and 11)	32	42	31	33	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	297	283	95.29	4.71	69.64
Male	146	144	98.63	1.37	64.08
Female	151	139	92.05	7.95	75.36
Black or African American	29	28	96.55	3.45	50.00
American Indian or Alaska Native	--	--	--	--	--
Asian	26	26	100.00	0.00	76.00
Filipino	19	19	100.00	0.00	84.21
Hispanic or Latino	75	69	92.00	8.00	60.87
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	126	122	96.83	3.17	75.83

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	13	11	84.62	15.38	72.73
Socioeconomically Disadvantaged	176	169	96.02	3.98	66.27
English Learners	30	29	96.67	3.33	42.31
Students with Disabilities	33	27	81.82	18.18	33.33
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	12	12	100.00	0.00	58.33

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	297	282	94.95	5.05	42.45
Male	146	143	97.95	2.05	38.30
Female	151	139	92.05	7.95	46.72
Black or African American	29	28	96.55	3.45	35.71
American Indian or Alaska Native	--	--	--	--	--
Asian	26	26	100.00	0.00	64.00
Filipino	19	19	100.00	0.00	63.16
Hispanic or Latino	75	69	92.00	8.00	29.41
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	126	120	95.24	4.76	44.07
Two or More Races	13	12	92.31	7.69	41.67
Socioeconomically Disadvantaged	176	168	95.45	4.55	36.59
English Learners	30	29	96.67	3.33	15.38
Students with Disabilities	33	28	84.85	15.15	10.71
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	12	12	100.00	0.00	41.67

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Career Technical Education Programs (School Year 2018-19)

During the 2017-18 school year, Center High School offered the following career technical education programs as elective courses:

- Computer Graphics
- Advanced Computer Graphics
- Computer Animation
- 911 Dispatcher/Customer Service/Call Center
- Pharmacy Technician
- Digital Photography
- Broadcasting
- Advanced Broadcasting
- Yearbook Productions
- Project Lead the Way (PLTW) Biomedical Sciences
- Principles of Biomedical Sciences
- Human Body Systems
- Project Lead the Way (PLTW) Engineering
- Principles of Engineering
- Introduction to Engineering Design
- Sports Video Production and Broadcasting

Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1109
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	29.5
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	41

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	96.98
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	20.6

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	18.8	26.4	15.2

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Parents are encouraged to get involved in their student's learning environment either by volunteering in the classroom, participating in a decision-making group, attend school events, or contact the front office for other opportunities.

Parents/guardians stay informed on upcoming events and school activities through daily bulletins, email, flyers, letters, parent conferences, progress reports, school newsletters, School Messenger (automated telephone message delivery system), the school marquee, the school website, the free CHS phone app, Facebook, and weekly phone calls and emails from the principal.

Contact the school office at (916) 338-6420 for more information on how to become involved in your student's learning environment.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	4.1	3	2.5	7.8	6.3	7.7	9.7	9.1	9.6
Graduation Rate	91.4	94.4	94	87.9	90.3	88.6	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	9.4	7.0	5.1	7.6	6.6	5.3	3.6	3.5	3.5
Expulsions	0.3	0.3	0.2	0.2	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The Center High School School Site Safety Plan is reviewed and updated on a yearly basis. Components of the plan include child abuse reporting procedures, disaster response processes and procedures, sexual harassment policy, as well as goals for improving both the safety of the school and overall school climate. The latest plan was reviewed, updated, and discussed with the School Safety Committee and approved in April, 2019.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17			2017-18			2018-19		
	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	Average Class Size	# of Classes* 1-22	# of Classes* 23-32
English	23	27	23	25	20	30	24	23	28
Mathematics	24	18	26	24	18	27	25	16	31
Science	29	6	11	26	9	15	24	11	18
Social Science	24	15	22	26	11	24	24	17	17

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	430.7

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	6787	1250	5537	71012
District	N/A	N/A	6377	\$76,717.00
Percent Difference - School Site and District	N/A	N/A	-13.2	-1.4
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	-2.5	5.4

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

In addition to general fund state funding, Center Joint Unified School District receives state and federal categorical funding for special programs. For the 2018/19 school year, the district received categorical, special education, and support programs funds from:

- Department of Rehabilitation
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Local: Locally defined
- Partnership Academies Program
- Special Education
- Title I
- Title II
- Title III
- Title X, McKinney-Vento Homeless Assistance
- Transportation
- Transportation: Special Education
- Vocational Programs

With this additional funding, Center High School offers the following programs and services:

- Workability Program for special education students who qualify through the Department of Rehabilitation. This program provides employment related services to participants.
- Media Communications Academy (MCA)
- Homeless and foster care services through Americorp workers on campus
- Career Technical Education courses and programs including Geometry in Construction, Project Lead the Way biomedical and engineering, 911 Dispatcher/Call Center/Customer Service Program, Pharmacy Technician Program, Sports Broadcasting, and Computer Graphics.
- Tutorial and Study Skills courses
- Advanced Placement (AP) courses including English, biology, statistics, calculus A/B, government, United States history, micro- and macroeconomics, and Spanish.
- Support classes in English and math for students who are struggling in those academic areas including corrective reading courses
- LTEL tutorials and classes
- 3 full-time academic counselors
- 1 College and Career Center Coordinator

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,563	\$46,208
Mid-Range Teacher Salary	\$68,571	\$72,218
Highest Teacher Salary	\$96,638	\$92,742
Average Principal Salary (Elementary)	\$114,563	\$134,864
Average Principal Salary (Middle)	\$118,104	\$118,220
Average Principal Salary (High)	\$124,085	\$127,356

Category	District Amount	State Average For Districts In Same Category
Superintendent Salary	\$187,915	\$186,823
Percent of Budget for Teacher Salaries	36%	33%
Percent of Budget for Administrative Salaries	4%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2018-19)

Subject	Number of AP Courses Offered ^d	Percent of Students In AP Courses
Computer Science		N/A
English	4	N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics	2	N/A
Science	2	N/A
Social Science	5	N/A
All courses	14	11.8

Note: Cells with N/A values do not require data.

^dWhere there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	4	4

Staff Development

All training and curriculum development activities at Center High School revolve around the Common Core State Standards and Frameworks. Decisions concerning selection of staff development activities are performed by the administrative and leadership teams using tools such as teacher input, state assessment results, WASC, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Center High School supports ongoing professional growth throughout the year on early release days every Monday. Teachers meet in both grade level and department level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula. Many teachers also participate in professional development opportunities on weekends and during the summer.

Cyril Spinelli Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Cyril Spinelli Elementary School
Street	3401 Scotland Drive
City, State, Zip	Antelope, CA 95843
Phone Number	(916) 338-6490
Principal	Julie Opfer
Email Address	jopfer@centerusd.org
Website	https://spinelli.centerusd.org/
County-District-School (CDS) Code	34-73973-6032924

Entity	Contact Information
District Name	Center Joint Unified School District
Phone Number	(916) 338-6400
Superintendent	Scott Loehr
Email Address	superintendentsoffice@centerusd.org
Website	www.centerusd.org

School Description and Mission Statement (School Year 2019-20)

Welcome to Spinelli Elementary's annual School Accountability Report Card. In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card that fulfills state and federal disclosure requirements. Parents will find valuable information about our academic achievement, professional staff, curricular programs, instructional materials, safety procedures, classroom environment, and condition of facilities.

Spinelli Elementary School provides a warm, stimulating environment where students are actively involved in learning academics as well as positive values. Students receive challenging curriculum aligned with the Common Core State Standards, by dedicated professional staff based on the individual needs of the students. Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency.

We have made a commitment to provide the best educational program possible for Spinelli Elementary School's students, and welcome any suggestions or questions you have about the information contained in this report or about the school. Together, through our hard work, our students will be challenged to reach their maximum potential.

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
- We will work with colleagues to achieve our SMART goals
- We are committed to data driven decision making
- We hold students to high academic and behavioral expectations

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	35
Grade 1	39
Grade 2	39
Grade 3	24
Grade 4	32
Grade 5	33
Grade 6	36
Total Enrollment	238

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	7.1
American Indian or Alaska Native	0.4
Asian	10.5
Filipino	1.7
Hispanic or Latino	29.4
Native Hawaiian or Pacific Islander	1.3
White	42.4
Two or More Races	6.7
Socioeconomically Disadvantaged	78.2
English Learners	19.3
Students with Disabilities	24.8
Foster Youth	1.3
Homeless	10.5

A. Conditions of Learning**State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	19	19	19	217
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	2

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: October 2019

All textbooks used in the core curriculum at Spinelli Elementary School were selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six- seven year adoption cycle for core content materials (English/Language Arts, Math, Science, and Social Science).

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2015 McGraw Hill, Wonders ELA K-6 with ELD materials	Yes	0
Mathematics	2014, CPM Educational Program, Core Connections Grade 6 2014, McGraw Hill, My Math K-5	Yes	0
Science	2018 Amplify 6th grade 2008, Harcourt School Publishers, California Science	Yes	0
History-Social Science	2018 Studies Weekly	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The administration and staff of Spinelli Elementary School work very closely with the maintenance and grounds department of the Center Joint Unified School District. If any situation is identified that requires attention, work orders are submitted, and the situations are resolved in a very timely manner.

Overall rating is 95.00%, Good.

School Facility Good Repair Status (Most Recent Year)

Using the most recently collected FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: October 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Hole in wall where old clock was located; hole in restroom wall; vertex torn; missing ceiling tiles; ceiling tiles that need to be replaced because of stains and cracks; blinds needing to be replaced
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Missing electrical outlet cover and panel
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Restroom door handle wearing out
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Cinder blocks need holes patched, buildings settling; ramp rusted; skirting missing in a few areas
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Door has holes; door number missing; door handle old; graffiti on back wall
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	51	45	45	49	50	50
Mathematics (grades 3-8 and 11)	38	36	31	33	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	130	124	95.38	4.62	45.16
Male	75	71	94.67	5.33	39.44
Female	55	53	96.36	3.64	52.83
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	36.36
Filipino	--	--	--	--	--
Hispanic or Latino	41	41	100.00	0.00	46.34
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	52	49	94.23	5.77	48.98

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	11	10	90.91	9.09	60.00
Socioeconomically Disadvantaged	109	104	95.41	4.59	42.31
English Learners	36	33	91.67	8.33	39.39
Students with Disabilities	33	30	90.91	9.09	10.00
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	16	15	93.75	6.25	33.33

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	130	127	97.69	2.31	36.22
Male	75	72	96.00	4.00	43.06
Female	55	55	100.00	0.00	27.27
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	45.45
Filipino	--	--	--	--	--
Hispanic or Latino	41	41	100.00	0.00	36.59
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	52	52	100.00	0.00	36.54
Two or More Races	11	10	90.91	9.09	40.00
Socioeconomically Disadvantaged	109	106	97.25	2.75	31.13
English Learners	36	36	100.00	0.00	36.11
Students with Disabilities	33	30	90.91	9.09	13.33
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	16	15	93.75	6.25	20.00

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	15.0	22.5	10.0

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The 2018-19 PFT data has not been published by CDE. The SARCs are being board approved and posted without the data to meet the 2/1/20 publishing deadline. Updated SARCs will be posted as soon as the data is published.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or attending school events. Parents stay informed of upcoming events and school activities through the automated telephone messages, emails, fliers, newsletters, parent conferences, progress reports, the school marquee, the school website, and Homelink.

Opportunities to volunteer include:

- Chaperone field trips
- Classroom helper
- Fundraising activities
- Spinelli Buck Store

School committees include:

- English Learner Advisory Council
- School Site Council
- PTO

School activities include:

- Back to School Parent Meeting
- Open House
- Recognition Assemblies
- Holiday Social
- Spelling Bee
- Scholastic Book Fair
- Anti bullying Assemblies
- Spirit Days
- Field Trips and Assemblies
- Fall Harvest Festival
- Multicultural Night

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	5.3	2.9	1.8	7.6	6.6	5.3	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.2	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The Comprehensive School Site Safety Plan was developed for Spinelli Elementary School in collaboration with local agencies and the district to fulfill Senate Bill 187 requirements. Components of this plan include crisis management procedures; an Incident Command System, lockdown and student release procedures, and yearly safety trainings. It also includes crisis readiness procedures; bomb threats, chemical spills, hostage situations, severe weather, and a shooting or stabbing incident. Lastly, the site action plan describing goals for school climate and the physical environment. The school's safety plan is reviewed and updated by the site safety committee using input from our safety surveys, and discussed with the staff and School Site Council by November of each school year.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	32		1		21	1	1		23	1	1	
1	30		1		17	2			16	2		
2	15	2			25		1		19	2		
3	19	2			30		1		20	1		
4	33			1	17	2			31		1	
5	19	1	1		17	2			16	2		
6	17	2	1		18	3			11	4		
Other**	14	1			12	1						

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9273	4370	4902	77005
District	N/A	N/A	6377	\$76,717.00
Percent Difference - School Site and District	N/A	N/A	-26.2	5.1
State	N/A	N/A		\$72,949.00
Percent Difference - School Site and State	N/A	N/A	-37.0	7.6

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

As part of the Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control Accountability Plan (LCAP). The LCAP is a comprehensive plan showing how school districts support student success. The plan is organized around state and local priorities. Center Joint Unified School District has created goals to meet the LCAP requirements. The first goal is: CJUSD students will be challenged and supported to achieve academic success in a clean, safe environment. At Spinelli, we teach the Common Core State Standards, use district adopted curriculum, participate in staff development and collaboration to improve student learning, and ensure EL students get additional support where needed. To reach our goals, we provide a morning intervention program five days a week with two credentialed teachers, and we offer additional support throughout the school day by pushing-in and pulling-out students with one full-time and one half-time credentialed teacher. The second goal: CJUSD students will be engaged in their educational process and opportunities. We offer incentives to remedy attendance issues by encouraging students to participate in after school extra curricular activities. The third goal: CJUSD families will be engaged and informed regarding their students' educational experience. We offer several opportunities during the school year for our families to participate in day and evening educational events. We communicate with families via email, auto-dialer messages, phone calls home, personal parent meetings, written communication, and internet access to student grades via Homelink.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,563	\$46,208
Mid-Range Teacher Salary	\$68,571	\$72,218
Highest Teacher Salary	\$96,638	\$92,742
Average Principal Salary (Elementary)	\$114,563	\$134,864
Average Principal Salary (Middle)	\$118,104	\$118,220
Average Principal Salary (High)	\$124,085	\$127,356
Superintendent Salary	\$187,915	\$186,823
Percent of Budget for Teacher Salaries	36%	33%
Percent of Budget for Administrative Salaries	4%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

CJUSD adopted a new Math curriculum for the 2015-2016 school year and a new English Language Arts curriculum for the 2016-2017 school year aligned with the Common Core State Standards. All professional development for the past three years has been focused on the Common Core State Standards with the new Math and ELA programs. Teachers attended multiple day long training sessions, and several early out days were focused on the Common Core State Standards and curriculum implementation for Math and ELA. There was also a focus on the writing text types: narrative, informational/explanatory, and opinion/argument. Rubrics were implemented for the different text types, and exemplars were selected at each grade level. Staff were trained on calibrating the rubrics in order to have cohesive program. Benchmark data in Math and Language Arts was recorded district-wide in grades K-2. Weekly collaboration time was spent reviewing and discussing student work samples, and sharing and implementing teaching strategies to improve student learning opportunities. The district and site administrators continue to participate in the curriculum trainings and meetings so they can better support the teachers. Teachers have the opportunity to observe other teachers classrooms to observe quality teaching and learning in action. Site funds are used to provide Professional Development from SCOE to maximize our Wonders curriculum.

North Country Elementary School School Accountability Report Card Reported Using Data from the 2018-19 School Year Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	North Country Elementary School
Street	3901 Little Rock Drive
City, State, Zip	Antelope, CA 95843
Phone Number	916-338-6480
Principal	Jason Farrel
Email Address	jfarrel@centerusd.org
Website	http://northcountry.centerusd.org/
County-District-School (CDS) Code	34-73973-6032924

Entity	Contact Information
District Name	Center Joint Unified School District
Phone Number	916-338-6400
Superintendent	Scott Loehr
Email Address	superintendentsoffice@centerusd.org
Website	www.centerusd.org

School Description and Mission Statement (School Year 2019-20)

Welcome to North Country, a Franklin Covey Leader in Me school. Our program addresses children's unique learning strengths as we recognize that all students can be successful learners and leaders.

North Country is a community; there is no one person or group who can take credit for the success of our school. The ingredient that remains constant is quality people with a genuine concern for students. The staff is committed to teaching all students the Seven Habits of Highly Effective People guiding them in respecting themselves and others. Through a Multi-Tiered System of Supports, we develop social, emotional, and academic well-being in all of our students.

The students here at North Country, together with an exceptional PTO, devoted certificated and classified staff, and a core of parent volunteers have all worked together to create a true learning community. We are proud to say we belong to North Country Elementary and we hope you will feel the school spirit next time you visit our campus.

North Country Mission Statement

Our mission is to empower learners and inspire leaders in a safe and nurturing community.

North Country Vision Statement

To achieve our mission, North Country Staff will:

- Set & follow clear expectations for student behaviors and procedures
- Encourage staff, parent, and community teamwork
- Consistently teach and practice the 7 Habits
- Establish attainable short and long-term goals & celebrate successes

Collective commitments are the values and habits that a faculty puts into action on behalf of our students. They are directly aligned with our school's mission and vision. These collective commitments were agreed upon as a staff through consensus, with an overwhelming majority of support.

We will consistently teach Leader in Me strategies to reinforce positive student interactions

We will be positive, contributing members of our collaborative teams

We will foster an attitude of mutual respect among every member of the staff

We will support students in the use of Leadership Notebooks to create, track, and adjust goals as necessary throughout the year

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 will be given opportunities to engage in professional development to enhance our skills

We will utilize a variety of instructional strategies to promote success for all students

We will identify & teach age/grade level specific technology skills needed for the 21st century

Build a grade span plan for technology skills

3rd-6th use Google (slides, classroom, etc.)

We live our motto - Developing leaders, one child at a time.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	104
Grade 1	101
Grade 2	75
Grade 3	95
Grade 4	86
Grade 5	76
Grade 6	62
Total Enrollment	599

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	7
American Indian or Alaska Native	0.5
Asian	3.8
Filipino	2
Hispanic or Latino	32.2
Native Hawaiian or Pacific Islander	1.5
White	41.7
Two or More Races	11.2
Socioeconomically Disadvantaged	70.6
English Learners	18.5
Students with Disabilities	11.9
Foster Youth	0.2
Homeless	6

A. Conditions of Learning**State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	31	30		
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	0	0	

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: October 2019

All textbooks used in the core curriculum at North Country Elementary School were selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six- seven year adoption cycle for core content materials (English/language arts, math, science, and social science).

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill, Wonders Education K-6 2015-16	Yes	0
Mathematics	CPM Educational Program, Core Connections 2014 McGraw Hill, My Math 2014	Yes	0
Science	Harcourt School Publishers, California Science 2008 Amplify Science-6th grade 2019	Yes	0
History-Social Science	Studies Weekly (2019) McDougal Littell, World History: Ancient Civilizations-6th grade 2007	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The administration and staff of North Country Elementary work very closely with the maintenance and grounds department of the Center Joint Unified School District. If any situation is identified that required attention, work orders are submitted, and the situations are resolved in a very timely manner.

Overall rating is 86.96%, Fair.

School Facility Good Repair Status (Most Recent Year)

Using the most recently collected FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: October 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Stained ceiling tiles; linoleum is worn; light cover broken; registers dirty; hole in wall; missing clock
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Outlet cover missing; panel blocked
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Faucets dripping
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Dry rot; hole in exterior wall; sheet-rock cracked by window; light cover broken; downspout crushed; fascia boards need replacing; skirting missing; concrete toe stubber
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Worn door handles; old mortise handle; closer needs work; door adjustment; replace door; door holes from old closer; chin up bar missing; all basketball rims have metal link nets; door sweeps need replacing; broken door closures
Overall Rating	Fair	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	45	46	45	49	50	50
Mathematics (grades 3-8 and 11)	27	34	31	33	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	313	306	97.76	2.24	46.41
Male	158	153	96.84	3.16	43.79
Female	155	153	98.71	1.29	49.02
Black or African American	21	21	100.00	0.00	38.10
American Indian or Alaska Native	--	--	--	--	--
Asian	15	14	93.33	6.67	42.86
Filipino	--	--	--	--	--
Hispanic or Latino	95	93	97.89	2.11	45.16
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	132	129	97.73	2.27	49.61

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	38	37	97.37	2.63	35.14
Socioeconomically Disadvantaged	241	234	97.10	2.90	44.87
English Learners	95	90	94.74	5.26	47.78
Students with Disabilities	42	40	95.24	4.76	17.50
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	15	13	86.67	13.33	23.08

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	313	310	99.04	0.96	34.19
Male	158	156	98.73	1.27	33.97
Female	155	154	99.35	0.65	34.42
Black or African American	21	21	100.00	0.00	33.33
American Indian or Alaska Native	--	--	--	--	--
Asian	15	15	100.00	0.00	33.33
Filipino	--	--	--	--	--
Hispanic or Latino	95	95	100.00	0.00	29.47
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	132	130	98.48	1.52	38.46
Two or More Races	38	37	97.37	2.63	24.32
Socioeconomically Disadvantaged	241	238	98.76	1.24	32.35
English Learners	95	94	98.95	1.05	39.36
Students with Disabilities	42	41	97.62	2.38	14.63
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	15	15	100.00	0.00	26.67

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	20.0	29.3	21.3

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, attending student led conferences, participating in a decision-making group, or simply planning to enjoy school events. Parents stay informed on upcoming events and school activities through our automated telephone messages, email, parent conferences, fliers/notices, the school marquee, the school website, Aeries Parent Portal, and Facebook, Instagram, and Twitter. Contact the school office at (916) 338-6480 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer:

Chaperone Field Trips
Classroom Helper
Library Assistant
Art/STEAM
Student Store
PTO Sponsored School Events

Committees:

English Learner Advisory Council
Parent Teacher Organization
School Site Council

School Activities:

Back to School Meet and Greet Ice Cream Social
Harvest Festival
Title I Information Sessions
Leadership Day / STEAM Showcase (Open House)
PTO Family Nights
Jog-A-Thon
Family Reading Night
Family Science Night
Santa's Breakfast

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	5.5	8.4	2.1	7.6	6.6	5.3	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.2	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The North Country Safe School and Emergency Preparedness Plan is updated annually with our current version approved in January 2019. The Safe School plan is reviewed with faculty at the beginning of each school year.

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 in accordance to district guidelines 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.
4. Participate in annual district "disaster drill."

Members of the faculty shall teach the appropriate sections of 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.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	26		4		24		5		21	1	4	
1	26		3		19	4			25		4	
2	22		4		24		4		19	4		
3	22		4		23		4		23		4	
4	32		2		28		3		28		3	
5	30		3		24	1	2		25		3	
6	27		3		27		3		23	1	2	
Other**	18	1	1									

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	6042	1494	4548	71073
District	N/A	N/A	6377	\$76,717.00
Percent Difference - School Site and District	N/A	N/A	-28.7	-1.3
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	-19.9	5.5

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

North Country hosts a school based coordinated program allowing regular ed, special ed and English Learner students to benefit from all programs offered if appropriate and beneficial to the learner. This is evidenced in our daily intervention schedule. Resource students receive instruction based on their IEP goals.

Before and after school classes and activities are hosted by staff which include Title I reading and math intervention for grades 1-6, after school homework assistance for EL students twice weekly, and math club after school for grades 4 and 5. A weekly video club is held for students in 1st-6th grades to facilitate student created videos.

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

Leader In Me; Tier I Social Emotional model:

Building team structures that allow the entire staff (teaching and non-teaching) to collaborate on three main areas; culture, academics and leadership

Time during staff meetings is set aside to share best practices for integrating the 7 Habits into the curriculum

Model 7 Habits language in staff meetings, newsletters and hallway communication

Display leadership tools (Baldrige tools) in classrooms and incorporate into lessons

Use art and technology to reinforce individual worth and leadership

Establish classroom mission statements encouraging student input

Staff development opportunities are offered during staff meetings and in monthly district sessions on topics such as the leadership model, technology, special education strategies, organizational techniques, and core curriculum

Provide students with meaningful leadership roles and responsibilities

Support students in designing and leading school wide initiatives and projects

Maintain high standards for behavior, decreases student referrals and contributes to a safer, more caring environment

Ensure that 100% of the students have an opportunity to participate in a leadership role

Meet with Student Lighthouse Team monthly to plan and support community service projects and school wide activities

Cooperative learning Big Buddy activities between older and younger students

WIGS (Wildly Important Goals) have been set by administrators, classroom teachers and individual students

Student Recognition

Awards Assemblies are held during each grading period and for special events

Instant Awards:

Lexia
W.I.G. Master

Monthly Awards:
Bucket Filler-Based on character
Kindness

Leadership-All habits each month, not a specific habit each month
Following The 7 Habits

Trimester Awards:
Perfect Attendance (TK-6)
Citizenship Awards (TK-6)
Golden Paw (TK-6)
Reading Rockstar (TK-2)
Math Master (TK-2)
Honor Roll / Principal's List (3-6)

North Country cash awarded to students to spend at NoCo Store once weekly run and managed by PTO

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

After school G.A.T.E. program with a focus on video production
TLC Timberwolf Learning Club grades 1-6 (Title I program for emerging readers and additional math support)
Video Club Grades 1-6
Student Lighthouse Team (Student Council) Grades 2-6
Misc. Leadership roles based on individual student strengths
School-wide events, programs and assistance for students
Great Kindness challenge
PE interns from Sac State University to work with students
New clubs are being established for the 2019-2020 SY

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,563	\$46,208
Mid-Range Teacher Salary	\$68,571	\$72,218
Highest Teacher Salary	\$96,638	\$92,742
Average Principal Salary (Elementary)	\$114,563	\$134,864
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Superintendent Salary	\$187,915	\$186,823
Percent of Budget for Teacher Salaries	36%	33%
Percent of Budget for Administrative Salaries	4%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	1	2	2

During the 2016-17 school year, North Country Elementary School staff participated in staff development related to the following topics:

- The updated CCSS for ELA/ELD
- Accommodations and Modifications to meet student's identified needs
- Leader In Me Coaching

During the 2017-18 school year, North Country Elementary School's teachers and staff attended the following events hosted by the Center Joint Unified

School District:

- Utilizing the Wonders ELA curriculum to address Common Core State Standards.
- Paraeducator Training

Additionally, North Country teachers participated in a Leader In Me Coaching Day, some teachers attended CMC North Conference for math

Decisions concerning selection of staff development activities are performed by the the Curriculum and Instruction office, the principal, and grade level representatives, State assessment results, data analysis and teacher input determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. North Country Elementary School supports ongoing professional growth throughout the year on minimum days and during staff meetings. Teachers meet in grade level teams each Monday to conduct data analysis, compare test results and assignments and discuss best practices in order to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2018-19 school year, North Country Elementary School's teachers attended the following events hosted by the Center Joint Unified School District:

- Wonders Cadre
- Math Cadre
- After School PD for math

North Country teachers receive monthly 3-hour blocks as part of our implementation of Professional Learning Communities. During these blocks, administrators guide teachers through pacing, planning, creation of common assessments, data analysis for the purpose of supporting students in Tier 2 interventions.

Teachers participated in a Leader In Me Coaching Day.

North Country Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. All staff are encouraged to attend professional workshops and conferences specifically related to SPSA goals. Classified support staff receive job-related training from department supervisors and district representatives.

Wilson C. Riles Middle School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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DataQuest

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Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Wilson C. Riles Middle School
Street	4747 PFE Road
City, State, Zip	Roseville, CA 95747
Phone Number	916-787-8100
Principal	Chris Borasi
Email Address	cborasi@centerusd.org
Website	https://wcr.centerusd.org/
County-District-School (CDS) Code	34739730108621

Entity	Contact Information
District Name	Center Joint Unified School District
Phone Number	916-338-6400
Superintendent	Scott Loehr
Email Address	superintendentsoffice@centerusd.org
Website	www.centerusd.org

School Description and Mission Statement (School Year 2019-20)

Wilson C. Riles Middle School is located in the northern region of Roseville and serves students in grades seven through eight following a traditional calendar. The mission of Wilson C. Riles Middle School is to develop our student's academic, emotional, and social skills for success today and in the future. Our school motto is "Every Student Matters, Every Moment Counts". Riles is a PBIS school, focusing on instilling our Husky Code in our students by promoting being safe, responsible, respectful and kind.

As a school, we are focused on providing all students with the opportunity to achieve. We accommodate individual learning styles while maintaining high and obtainable expectations for students. Riles is proud of the rigorous academic, great athletic, and extensive extracurricular programs that actively engage all students and provide a well-rounded educational experience at the school.

Staff and parents work together to create a learning environment that promotes academic and social development, teaches responsibility and pride, and models learning as a lifelong adventure. We are excited about our school and welcome all to join in our efforts to create successful, responsible citizens.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 7	346
Grade 8	296
Total Enrollment	642

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	9.5
American Indian or Alaska Native	0.3
Asian	6.5
Filipino	3
Hispanic or Latino	30.8
Native Hawaiian or Pacific Islander	0.8
White	42.5
Two or More Races	6.5
Socioeconomically Disadvantaged	64
English Learners	9.8
Students with Disabilities	17.4
Foster Youth	0.2
Homeless	7.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	31	31	30	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	1

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: January 2019

All textbooks used in the core curriculum at Wilson C. Riles Middle School are currently aligned or being aligned to the Common Core State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. Textbooks and instructional materials are provided to all students, including English learners, to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Study Sync	Yes	0
Mathematics	CPM Educational Program/2014	Yes	0
Science	Amplify, Berkeley Lawrence Hall of Science/ 2018	Yes	0
History-Social Science	Pearson My World Interactive / 2019	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The administration and staff of Wilson C. Riles Middle School work very closely with the maintenance and grounds department of the Center Joint Unified School District. If any situation is identified that requires attention, work orders are submitted, and the situations are resolved in a very timely manner.

Overall rating is 92.62%, Good.

School Facility Good Repair Status (Most Recent Year)

Using the most recently collected FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: October 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Hole in library wall; stained ceiling tile; Room 313 wall damage
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	Missing electrical cover

System Inspected	Rating	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Broken soap dispenser; Faucet needs aerator; Fountain missing button
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Kitchen door missing blue panel
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	43	48	45	49	50	50
Mathematics (grades 3-8 and 11)	38	36	31	33	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	639	626	97.97	2.03	48.00
Male	327	323	98.78	1.22	42.11
Female	312	303	97.12	2.88	54.30
Black or African American	61	57	93.44	6.56	23.21
American Indian or Alaska Native	--	--	--	--	--
Asian	44	44	100.00	0.00	59.09
Filipino	20	20	100.00	0.00	80.00
Hispanic or Latino	199	193	96.98	3.02	37.31
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	269	267	99.26	0.74	56.93
Two or More Races	39	38	97.44	2.56	50.00
Socioeconomically Disadvantaged	429	417	97.20	2.80	42.93
English Learners	146	144	98.63	1.37	36.11
Students with Disabilities	98	95	96.94	3.06	9.47
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	49	48	97.96	2.04	35.42

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (-) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	641	625	97.50	2.50	36.16
Male	329	322	97.87	2.13	39.75
Female	312	303	97.12	2.88	32.34

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	61	56	91.80	8.20	19.64
American Indian or Alaska Native	--	--	--	--	--
Asian	44	44	100.00	0.00	45.45
Filipino	20	20	100.00	0.00	55.00
Hispanic or Latino	199	193	96.98	3.02	25.39
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	271	268	98.89	1.11	45.52
Two or More Races	39	38	97.44	2.56	26.32
Socioeconomically Disadvantaged	431	416	96.52	3.48	32.45
English Learners	146	144	98.63	1.37	21.53
Students with Disabilities	98	93	94.90	5.10	8.60
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	51	48	94.12	5.88	20.83

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	22.5	20.5	9.9

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement**State Priority: Parental Involvement**

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events. Parents stay informed on upcoming events and school activities through automated telephone messages, weekly emails sent home by the principal, flyers, parent conferences, progress reports, the school marquee, the school website, and Parent Portal. Parents may also contact the school office at 916-787-8100 for more information on how to become involved in their child's learning environment. Wilson C. Riles is proud of our active PTA, SSC and dedicated parent volunteers. Some of the numerous opportunities to volunteer include: field trips, fundraising, the Scholastic Book Fair, library or office help, and PTA events. We invite parents to join us for all activities at the school including: athletic events, back to school night, open house, 8th grade ballroom dance event, music and drama performances, honor roll breakfast, assemblies, open tours, staff appreciation events and student performances.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	11.0	11.6	10.7	7.6	6.6	5.3	3.6	3.5	3.5
Expulsions	0.6	0.7	0.7	0.2	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The Comprehensive School Site Safety Plan was developed for Wilson C. Riles Middle School in collaboration with local agencies and the district office. Components of this plan include child abuse reporting procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy and dress code policy. The Site Safety Plan was reviewed and updated in January of 2018. The Plan is reviewed with staff annually.

School administration and staff place a high priority on providing adequate adult supervision on campus before, during and after school. Administrators, campus monitors and noon duty staff monitor lunch time activity in the cafeteria and common areas. Riles is a closed campus and during school hours, all visitors must sign in at the school's front office and wear identification badges while on school grounds. The Riles campus is updated with surveillance campus that school administration consistently monitors.

Wilson C. Riles Middle School's discipline practices and behavior management strategies comply with approved board policies and are designed to create an effective learning environment and minimize classroom disruptions. Riles is an official PBIS school, with positive behavior expectations explicitly taught to students and reinforced by staff. Appropriate and effective interventions and supports are employed for students demonstrating difficulty following the school's Husky Code. The school fully implements the district's anti-bullying policies.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+
English	22	13	15	4	22	12	16	4	21	14	17	3
Mathematics	25	7	16	3	26	5	17	4	23	9	18	2
Science	26	1	24		24	4	24		25	4	23	
Social Science	29	2	16	5	28	3	15	6	23	7	18	2

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	642.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.2
Other	1.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	6203	1394	4808	70928
District	N/A	N/A	6377	\$76,717.00
Percent Difference - School Site and District	N/A	N/A	-24.6	-1.5
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	-15.3	5.3

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

In addition to general fund State funding, Center Joint Unified School District receives State and Federal categorical funding for special programs. Our intervention classrooms, Husky Help after school sessions, and reading/math intervention classes are supported by Title One funds. Supplemental computer programs supported by Lottery funds engage students with various learning styles and modalities. Our school-wide AVID program promotes higher level learning and student collaboration in all classrooms. Various after school clubs include: ESports, Library, Student Video Production, Gamers Unplugged, Photojournalism and Art.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,563	\$46,208
Mid-Range Teacher Salary	\$68,571	\$72,218
Highest Teacher Salary	\$96,638	\$92,742
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Percent of Budget for Teacher Salaries	36%	33%
Percent of Budget for Administrative Salaries	4%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			4

All training and curriculum development activities at Wilson C. Riles Middle School revolve around the California Common Core State Standards and the Center Joint Unified School District Local Control Accountability Plan Annual Measurable Objectives. Wilson C. Riles functions as a Professional Learning Community. Teachers at Wilson C. Riles collaborate on a weekly basis in content area departments and grade level teams or as a whole faculty/staff. Decisions regarding selection of staff development activities are performed by the principal, academic coordinator, and department leaders using tools such as teacher input, student performance data, and local measures to identify areas of need. Teaching staff are provided the opportunity to participate in district sponsored staff development workshops or training sessions as a supplement to site-based staff development. The focus for the last three years at Wilson C. Riles Middle School has been on Multi Tiered Systems of Support including Universal Design for Learning, inclusion practices, high quality first instruction, Common Core State Standards, technology, data analysis, PBIS and the implementation of our Social Emotional Learning Curriculum (Second Step).

Oak Hill Elementary

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Oak Hill Elementary
Street	3909 North Loop Blvd.
City, State, Zip	Antelope, CA, 95843
Phone Number	(916) 338-6460
Principal	Patty Spore
Email Address	pspore@centerusd.org
Website	www.centerusd.org
County-District-School (CDS) Code	34 73973 6107734

Entity	Contact Information
District Name	Center Joint Unified School District
Phone Number	(916) 338-6411
Superintendent	Scott Loehr
Email Address	superintendentsoffice@centerusd.org
Website	www.centerusd.org

School Description and Mission Statement (School Year 2019-20)

Oak Hill Elementary is a school of approximately 710 students in grades TK-6. Oak Hill Elementary provides a warm, stimulating environment where students are actively involved in learning academics as well as positive values. Students receive a standards-based, challenging curriculum by dedicated professional staff based on the individual needs of the students. In keeping with the District LCAP goal students at Oak Hill Elementary School will be challenged and supported to achieve academic success in a clean, safe environment. Oak Hill Elementary School provides Title 1 intervention for students in grades 1st-6th in English/Language Arts and Math. In grades 4-6, GATE students are given the opportunity to attend after school challenge activities. This year GATE students were able to create videos for the SEVA Awards and participate in the Nature Bowl. Oak Hill Elementary supports the English Learners with a certificated teacher and two instructional assistants. For those English Learners that have been in the school system for more than 5 years, Oak Hill Elementary provides extra support during the school hours.

Students are encouraged to participate in many extra-curricular activities that build their sense of belonging. Programs offered at Oak Hill Elementary School include Yearbook Club, Garden Club, Safe School Ambassadors, Spirit Squad, Tech Club, Student Council, and Green Beret. Our Green Beret program is designed to teach students how to solve conflict peacefully. Students in the 5th grade go through a one day training to learn skills such as listening, using "I" messages, and understanding body language. Selected students act as "Green Beret" conflict managers who assist students in solving conflicts.

Oak Hill Elementary School's Mission Statement reads: It is our Mission at Oak Hill Elementary to empower ALL students to achieve their full potential.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	124
Grade 1	87
Grade 2	102
Grade 3	106
Grade 4	100
Grade 5	94
Grade 6	125
Total Enrollment	738

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	11.7
American Indian or Alaska Native	0.8
Asian	4.6
Filipino	2.7
Hispanic or Latino	24.5
Native Hawaiian or Pacific Islander	1.4
White	43.9
Two or More Races	10.2
Socioeconomically Disadvantaged	59.2
English Learners	21.5
Students with Disabilities	10
Foster Youth	0.5
Homeless	4.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	33	34	35	217
Without Full Credential	1	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	1	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: January 2018

All textbooks used in the core curriculum at Oak Hill Elementary School were selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six- seven year adoption cycle for core content materials (English/Language Arts, Math, Science, and Social Science).

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill, Wonders,	Yes	0%
Mathematics	CPM Educational Program, Core Connections 2014 McGraw Hill, My Math 2014	Yes	0%
Science	Harcourt School Publishers, California Science 2008 Pearson Prentice Hall, Prentice Hall California Science Explorer: Focus on Earth, Life, and Physical Science 2008	Yes	0%
History-Social Science	Houghton Mifflin, Houghton Mifflin History-Social Science 2007 McDougal Littell, World History: Ancient Civilizations 2007	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The administration and staff of Oak Hill Elementary work very closely with the maintenance and grounds department of the Center Joint Unified School District. If any situation is identified that required attention, work orders are submitted, and the situations are resolved in a very timely manner.

Overall rating is 81.33%, Fair.

School Facility Good Repair Status (Most Recent Year)

Using the most recently collected FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: October 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Ceiling tiles stained/dirty; ceiling tiles missing; light covers missing/cracked; bad carpet seam; wall patch needs taping; light fixtures needing bulbs; hole in wall; carpet stripe needed; hole in counter-top, blinds need replacing; door drags on concrete; carpet stains; water heater leaking
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Fair	Items in front of electrical panels
Electrical: Electrical	Fair	GFI's need to be installed near sinks
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Aerator needed in faucet; faucet drip; faucet loose; stainless steel bracket at floor is broken; partitions are scratched due to graffiti; some painting needed
Safety: Fire Safety, Hazardous Materials	Good	Stairs by stage blocked by cooler; back stairwell filled with items
Structural: Structural Damage, Roofs	Fair	Ramps need painting; door damaged and needs to be replaced; sheet-rock scraped, dry rot; skirting needs replacing
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Door handle & closures need repaired; some doors drag; Doorstops needing new rubber; fence section needs replacing
Overall Rating	Fair	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	44	47	45	49	50	50
Mathematics (grades 3-8 and 11)	32	34	31	33	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	437	426	97.48	2.52	47.29
Male	246	238	96.75	3.25	43.88
Female	191	188	98.43	1.57	51.60
Black or African American	50	47	94.00	6.00	27.66
American Indian or Alaska Native	--	--	--	--	--
Asian	19	19	100.00	0.00	68.42
Filipino	--	--	--	--	--
Hispanic or Latino	97	97	100.00	0.00	42.71
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	200	194	97.00	3.00	53.61

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	51	49	96.08	3.92	42.86
Socioeconomically Disadvantaged	288	278	96.53	3.47	38.99
English Learners	125	120	96.00	4.00	44.17
Students with Disabilities	56	52	92.86	7.14	9.62
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	24	21	87.50	12.50	33.33

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	437	430	98.40	1.60	33.95
Male	246	240	97.56	2.44	36.25
Female	191	190	99.48	0.52	31.05
Black or African American	50	47	94.00	6.00	10.64
American Indian or Alaska Native	--	--	--	--	--
Asian	19	19	100.00	0.00	52.63
Filipino	--	--	--	--	--
Hispanic or Latino	97	97	100.00	0.00	29.90
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	200	198	99.00	1.00	41.41
Two or More Races	51	49	96.08	3.92	26.53
Socioeconomically Disadvantaged	288	283	98.26	1.74	27.21
English Learners	125	124	99.20	0.80	30.65
Students with Disabilities	56	52	92.86	7.14	13.46
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	24	22	91.67	8.33	31.82

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	24.0	24.0	15.0

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Goal 3 of the Center JUSD LCAP states that "students and families will be engaged and informed regarding the educational process and opportunities." Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events. Parents are informed of upcoming events and school activities through automated telephone messages, email, flyers, newsletters, parent conferences, progress reports, the school marquee, and the school website.

Oak Hill Elementary School has an active PTA providing many opportunities for students and parents to participate in activities outside of the school day, as well as during the school day. Parents may contact any PTA board member at (916) 338-6460 for more information on how to become involved in their child's learning environment. Parents are encouraged to join any of our parent groups which include PTA, School Site Council, English Learner Advisory Council, and District English Learner Advisory Council.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	4.5	4.8	5.0	7.6	6.6	5.3	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.2	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The Comprehensive School Site Safety Plan was developed for Oak Hill Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed and updated in February 2019 and discussed with the school staff in March 2019.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* 1-20	# of Classes* 21-32	# of Classes* 33+	Average Class Size	# of Classes* 1-20	# of Classes* 21-32	# of Classes* 33+	Average Class Size	# of Classes* 1-20	# of Classes* 21-32	# of Classes* 33+
K	23	1	5		24		5		25	1	4	
1	23		5		22		5		22		4	
2	24		4		23		5		20	3	2	
3	26		4		23	1	3		21	1	4	
4	29		4		24		4		25		4	
5	32		4		30		4		24		4	
6	24	1	4		31		3	1	31		4	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	1476.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.0
Other	3.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	4588	340	4248	\$72,836
District	N/A	N/A	6377	\$76,717.00
Percent Difference - School Site and District	N/A	N/A	-40.1	-0.5
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	-50.6	2.0

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Oak Hill is committed to supporting all students in the areas of academics, behavior, and social-emotional development.

Academics:

- Reduced Class Size TK-3
- Grade Level Rotation during ELA
- Title 1 pull out for ELA and Math
- In class workshop/small group time
- SMART Goals (Specific, Measurable, Attainable, Results based, Time bound)
- Parent Communication (emails, auto-dialer messages, phone calls, personal parent meetings, written communication, Homelink, marquee)
- Staff development
- Staff Collaboration
- Little Library
- ELL Homework Club
- Mathematicians after school workshop

Behavior:

- PBIS School (Positive Behavior Intervention and Supports)
- Tier 1 incentives: Otter Dollars, Lunch room drawings, Otter Day recognition, Behavior Specific phrases, Green Beret peer mediation,
- Tier 2: Check-in, Check-out, Title 1 counseling 2 days per week,

After School Clubs:

- GATE
- Friendship Rocks
- Spirit Squad
- Tech Team
- Student Council
- Garden Club
- Otter Outlook Production Club
- Yearbook Club

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,563	\$46,208
Mid-Range Teacher Salary	\$68,571	\$72,218
Highest Teacher Salary	\$96,638	\$92,742
Average Principal Salary (Elementary)	\$114,563	\$134,864
Average Principal Salary (Middle)	\$118,104	\$118,220
Average Principal Salary (High)	\$124,085	\$127,356
Superintendent Salary	\$187,915	\$186,823
Percent of Budget for Teacher Salaries	36%	33%
Percent of Budget for Administrative Salaries	4%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Decisions concerning the selection of staff development topics are performed by the Curriculum and Instruction office, the site administration, and site staff. These decisions are based on state assessment results, data analysis and teacher input.

Weekly collaboration time is used to allow teachers to review and discuss student work samples. Teachers are then able to discuss teaching strategies that they may implement to improve student learning in their classrooms. A portion of the weekly collaboration time is used for the Cadre teachers to share out what they have learned at the district and for teachers to practice those strategies.

During the 2017-2018 school year, teachers and staff attended trainings provided by Center Joint Unified School District: Utilizing the Wonders ELA curriculum to address Common Core State Standards.

Paraeducator Training

Using and Scoring CAASPP Interim Brief Writes (in Collaboration with Sacramento County Office of Education)

Calibrating Rubrics

PBIS Training (through Placer County Office of Education)

During the 2018-2019 school year, Oak Hill teachers attended the following professional development provided by Center Joint Unified School District:

Wonders Cadre

Math Cadre

Pro-Act Training

PBIS Training (through Placer County Office of Education)

PLC Implementation (Book Study of: Learning by Doing)

Wonderworks training

During the 2019-2020 school year, Oak Hill teachers and staff attended the following professional development provided by Center Joint Unified School District or through Site funded activities :

Math Cadre 1 and 2

ELA Cadre 1 and 2

Para-educator Training

Pro-Act Training

PBIS Training (through Placer County Office of Education)

Math Professional Development for 4th and 5th grade teachers.

PLC Training

Attendance Training (through Sacramento County Office of Education)

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Curriculum and Instruction

Date: January 27, 2020

Action Item XX

To: Board of Trustees

Information Item

From: Michael Jordan

Director of Curriculum, Instruction, and Special Education

Initials: MJS

I # Attached Pages

SUBJECT: AVID Program Contract

In order to continue as AVID schools, the CJUSD needs to pay membership fees which allow the district to utilize the AVID logo, use the AVID curriculum, and receive some support from the AVID Center.

RECOMMENDATION: Approve the contract with the AVID Center

AGENDA ITEM # _____

CONSENT AGENDA

AVID Center

Products and Services Quote/Order



Quote/Order #: Q-78405
 Client: Center Joint Unif Sch Dist
 Address: 8408 Watt Ave
 Antelope, CA 95843

AVID Center Representative: Lori Rosenblatt
 Phone: (858) 380-4717
 Email: lrosenblatt@avid.org

Effective Date: July 01, 2020

Expiration Date: June 30, 2021

Center High School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Secondary	\$4,099.00	\$4,099.00
1	AVID Weekly Secondary	\$595.00	\$580.00
Center High School SUBTOTAL:			\$4,679.00

Wilson C Riles Middle School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Secondary	\$4,099.00	\$4,099.00
1	AVID Weekly Secondary	\$595.00	\$580.00
Wilson C Riles Middle School SUBTOTAL:			\$4,679.00

TOTAL: \$9,358.00

plus all applicable taxes

This AVID Products and Services Quote/Order ("Quote/Order"), together with the General Terms and Conditions ("Ts&Cs") attached hereto as Exhibit "A" (collectively, this "Agreement" or "AVID Agreement"), constitutes a binding agreement between AVID Center and the "Client" identified above with respect to the AVID Products and Services (as defined in the Ts&Cs) specified in this Quote/Order. The Ts&Cs attached to this Quote/Order will apply to any Subsequent Quote/Order that is placed by Client. Each party agrees to be bound by the terms of this Agreement and has caused this Agreement to be signed by its duly authorized representative. The terms of this Quote/Order or Subsequent Quote/Order will control in the event of a conflict with the Ts&Cs.

Additional Comments:

2020 - 2021 Center Joint Unif Sch Dist Drafted: 01/21/2020

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

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

Center Joint Unif Sch Dist

Signature: _____
Print
Name: _____

Signature: _____
Print
Name: _____
Email
Address superintendent@centerusd.org

Title: _____

Title: _____

Date: _____

Date: _____

**AVID Center
9797 Aero Drive, Suite 100
San Diego, CA 92123
Employer ID # 33-0522594**

Exhibit "A"

AVID Center General Terms and Conditions

These General Terms and Conditions (these "Ts&Cs") set forth an agreement by and between AVID Center, a California nonprofit corporation ("AVID Center"), and the "Client" identified in the attached Quote/Order. Client agrees to these Ts&Cs by entering into the Quote/Order or a Subsequent Quote/Order regardless of whether these Ts&Cs are attached to such Quote/Order or Subsequent Quote/Order. These Ts&Cs shall prevail over any terms and conditions contained in any purchase order or other document submitted by Client and fulfillment of the Quote/Order or a Subsequent Quote/Order does not constitute acceptance of any of Client's terms and conditions and does not modify or amend these Ts&Cs. If an individual enters into the Quote/Order or a Subsequent Quote/Order on behalf of his/her employer, then such individual hereby represents and warrants that he/she has the authority to bind such entity to this Agreement.

Article I. Definitions. Capitalized terms in these Ts&Cs not defined in the Quote/Order or a Subsequent Quote/Order or elsewhere in these Ts&Cs shall have the meanings set forth below:

1.1. "AVID Materials" shall mean any materials, in any medium, printed or electronic, provided by AVID Center relating to the AVID Products and Services.

1.2. "AVID Member Site" shall mean each Client facility identified in the Quote/Order or a Subsequent Quote/Order where the AVID Products and Services will be implemented.

1.3. "AVID Methodologies" shall mean AVID Center's proprietary methodologies incorporated within the AVID Products and Services.

1.4. "AVID Products and Services" shall mean the descriptions and requirements related to the products and services specified in the Quote/Order or a Subsequent Quote/Order, as described on the area of AVID Center's website located at <https://www.avid.org/Page/3290>. Such descriptions and requirements may change from time to time at AVID Center's sole discretion without prior notice to Client and are hereby incorporated herein by this reference.

1.5. "Proprietary Information" shall mean confidential or proprietary information pertaining to AVID Center's business, products or services, including without limitation AVID Methodologies, techniques, processes, designs, and research, and the terms of this Agreement.

1.6. "Subsequent Quote/Order" shall mean an order signed by AVID Center and Client to renew a subscription of the AVID Products and Services or any Amendment to a Quote/Order.

1.7. "Site Data" shall mean data collected from an AVID Member Site pertaining to student demographics, course enrollment, site characteristics and related outcomes.

1.8. "Student Data" shall mean individual student academic and disciplinary data.

Article II. Term.

2.1. **Term.** The term of this Agreement shall commence on the date specified in the Quote/Order or Subsequent Quote/Order and, unless earlier terminated as provided herein, shall continue until the expiration date specified in the Quote/Order, unless renewed pursuant to a Subsequent Quote/Order ("Term").

Article III. Licenses.

3.1. AVID Products and Services.

(a) Subject to all of the terms and conditions of this Agreement, AVID Center hereby grants to Client during the Term a limited, non-exclusive, non-transferable license,

without the right to sublicense, to (i) use, and permit AVID Member Sites to use (a) the AVID Products and Services corresponding to such AVID Member Sites as specified in the Quote/Order or a Subsequent Quote/Order, and (b) the AVID Methodologies solely to implement the AVID Products and Services and for no other purpose, and (ii) reproduce the AVID Materials and distribute and display copies of such AVID Materials to staff and students of AVID Member Sites where such AVID Products and Services are implemented.

(b) This Agreement grants Client only the rights to use the AVID Products and Services and AVID Materials as set forth herein and does not convey or transfer title or ownership of any AVID Products and Services or AVID Materials to Client. All rights not expressly granted herein are reserved by AVID Center, and no other licenses are granted herein by implication, estoppel or otherwise.

3.2 Restrictions. Except as permitted in this Agreement, Client shall not, nor permit any third party to, engage in any of the following conduct:

(a) Provide, sell, sublicense, transfer, or lease any AVID Products and Services or AVID Materials;

(b) Distribute, broadcast or transmit in any medium whatsoever any AVID Products and Services or AVID Materials, except to AVID Member Sites solely via a password-protected website that is accessible only to staff and students of such AVID Member Site;

(c) Reproduce any AVID Products and Services or AVID Materials, except for classroom or school use;

(d) Distribute or transmit through the Internet any AVID Materials or AVID Methodologies to AVID Member Sites, except to a password-protected website that is accessible only to staff and students of such AVID Member Site;

(e) Enable AVID Member Sites to download electronic versions of any AVID Products and Services or AVID Materials, other than downloads by staff and students of AVID Member Sites who are required to agree prior to downloading (via clicking an "Accept" button or other form of electronic acknowledgement) not to distribute, reproduce, display, or transfer such AVID Products and Services or AVID Materials to anyone other than staff and students of their AVID Member Site;

(f) Modify or create derivative works of any AVID Products and Services or AVID Materials;

(g) Use or integrate any AVID Products and Services or AVID Materials with any product or service other than the AVID Products and Services or to develop any other product or service;

(h) Use any AVID Products and Services or AVID Materials in connection with any timesharing service, service bureau, network or any other services for revenue-generating purposes; or

(i) Obscure, remove, alter or fail to reproduce any copyright notice and other proprietary legends contained on or in any AVID Products and Services or AVID Materials.

3.3 AVID Trademarks.

(a) Subject to all of the terms and conditions of this Agreement, AVID Center grants to Client during the Term a limited, nonexclusive, non-transferable, indivisible license, without the right to sublicense, to use the "AVID" trademarks, service marks and logos (collectively, "AVID Trademarks") only (i) as they are incorporated within the AVID Materials; and (ii) on advertising and promotional materials created by Client or AVID Member Sites to promote the AVID Products and Services implemented at such AVID Member Sites.

(b) Client shall at all times use the AVID Trademarks in a professional manner in order to preserve and enhance AVID Center's substantial goodwill associated with the AVID Trademarks.

(c) Client shall not, and shall ensure that AVID Member Sites do not, (i) use any AVID Trademarks as a business name or trade name; (ii) adopt any trademark that is confusingly similar to any AVID Trademarks; (iii) submit any application or otherwise attempt to register for itself or others any AVID Trademarks; (iv) modify or otherwise alter any AVID Trademarks or use any other designs or logos in conjunction with the AVID Trademarks; or (v) use any AVID Trademarks in connection with any product or service other than the AVID Products and Services in accordance with this Agreement.

(d) All use of the AVID Trademarks by Client or an AVID Member Site will include the appropriate trademark symbol and will be in the following form, as appropriate: [AVID Trademark]® or [AVID Trademark]™. All literature and materials printed, distributed or electronically transmitted by Client or an AVID Member Site and containing any AVID Trademarks will include the following notice, as appropriate: "[AVID Trademark] is a [registered] trademark of AVID Center."

(e) Use by Client or any AVID Member Site of any AVID Trademarks on any product or other item in order to promote the AVID Products and Services shall be subject to AVID Center's prior written approval. Any such uses of AVID Trademarks approved by AVID Center shall be subject to the terms and conditions of this Agreement.

3.4 Ownership. As between the parties, AVID Center shall solely own all right, title and interest, except as licensed to Client hereunder, in and to the AVID Products and Services, AVID Trademarks, and AVID Materials, and any and all modifications, enhancements and derivative works thereof, and all intellectual and proprietary rights related thereto ("Intellectual Property Rights"). In addition, AVID Center shall own any and all suggestions, comments and feedback provided by Client concerning improvements or modifications of any AVID Products and Services (collectively, "Feedback") and AVID Center shall have the right to use, in any manner and for any purpose whatsoever, any and all Feedback. Client agrees to assign and does hereby irrevocably assign to AVID Center all right, title and interest that Client may acquire in and to any and all AVID Products and Services, AVID Trademarks, AVID Materials, and Feedback and all Intellectual Property Rights therein.

3.5 Equitable Relief. Client acknowledges and agrees that AVID Center will be irreparably harmed and money damages would be an inadequate remedy in the event of a breach of this Article III. Client therefore agrees that, in the event of such a breach, in addition to all other available remedies, AVID Center shall be entitled to equitable relief, including without limitation an order of specific performance and/or temporary, preliminary and permanent injunctive relief.

Article IV. Client's Obligations.

4.1. Infringement by Third Parties. Client shall notify AVID Center of any infringement of any of AVID Center's Intellectual Property Rights of which Client becomes aware. AVID Center shall have the sole right, but not any obligation, to take legal action to enforce such rights and Client agrees to cooperate with AVID Center in any such action and provide all information and assistance reasonably requested by AVID Center at AVID Center's expense.

4.2. Compliance with Laws. Client shall at all times comply with all applicable laws and regulations in its use of the AVID Products and Services.

4.3. Data Collection. During the Term, Client shall provide to AVID Center via a designated secure web portal Site Data and Student Data (collectively, "Data") specified by AVID Center. Client shall collect Data in accordance with applicable privacy laws, including without limitation the federal Family Educational Rights and Privacy Act (FERPA). AVID Center shall maintain in confidence all personally identifiable student information or information that is included in Data that it receives from Client. Client may withhold, revise, and/or edit confidential data, such as student names, Social Security Numbers and any other information the disclosure of which would violate state or federal law. AVID Center agrees not to use any Data in a manner that would violate, or cause Client to violate, any applicable provision of FERPA.

4.4. Proprietary Information.

(a) Confidentiality. Client shall hold and maintain all Proprietary Information provided by, or otherwise obtained from, AVID Center in strict confidence and not use or disclose such information to any third party other than to its employees and contractors who have a need to know such information, except to the extent necessary to exercise the rights granted, and perform its obligations, under this Agreement. Client will safeguard all Proprietary Information using the same precautions it uses to protect its own confidential information, but shall in no event exercise less than a reasonable degree of care. Client shall ensure compliance of AVID Member Sites with the obligations in this Section 4.4 and shall be responsible for any AVID Member Site's breach of such obligations.

(b) Exceptions. The restrictions set forth in Section 4.4(a) shall not apply with respect to information which: (i) is already known by Client at time of disclosure; (ii) becomes, through no act or fault of Client or any AVID Member Site, publicly available; (iii) is rightfully received by Client from a third party on a non-confidential basis; or (iv) is independently developed by Client without reference to any Proprietary Information. Notwithstanding Section 4.4(a), Client may disclose Proprietary Information pursuant to a lawful requirement or request of a governmental entity or agency to the minimum extent required, provided that, to the extent permitted by applicable law, Client first notifies AVID Center of such requirement or request and Client cooperates with AVID

Center in seeking a protective order or contesting such required disclosure.

Article V. Compensation.

5.1. Invoicing and Payment. AVID Center will invoice Client the amount stated in the Quote/Order or Subsequent Quote/Order, as the case may be, upon execution of the Quote/Order or Subsequent Quote/Order, and Client shall pay to AVID Center the full invoiced amount within thirty (30) days following Client's receipt of the invoice.

5.2. Taxes. Client shall be responsible for the payment of any applicable sales or use taxes or any value added or similar taxes payable with respect to the AVID Products and Services provided by AVID Center or arising out of or in connection with this Agreement.

5.3. No Right of Offset. Client shall have no right to offset any amount or claim against amounts payable to AVID Center hereunder.

Article VI. Representations and Warranties; Warranty Disclaimer.

6.1. Representations and Warranties. Each party represents and warrants to the other party that its execution and delivery of this Agreement, and its performance of this Agreement, (i) are within its power and authority; (ii) do not require any consent or other action by and in respect of or filing with any third party or governmental body or agency; and (iii) do not, and will not, violate or conflict with or constitute a default under any applicable law, regulation, or published interpretive guidance or ruling.

6.2. Warranty Disclaimer.

(a) EXCEPT AS EXPRESSLY SET FORTH IN SECTION 6.1., NEITHER PARTY MAKES ANY REPRESENTATION OR WARRANTY OF ANY KIND, EXPRESS OR IMPLIED, AND EACH PARTY DISCLAIMS ALL OTHER WARRANTIES INCLUDING, BUT NOT LIMITED TO, IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE AND NON-INFRINGEMENT.

(b) AVID CENTER DOES NOT WARRANT THAT THE AVID PRODUCTS AND SERVICES WILL MEET CLIENT'S OR ANY AVID MEMBER SITE'S REQUIREMENTS AND AVID CENTER DOES NOT MAKE ANY WARRANTY WITH RESPECT TO CLIENT'S OR ANY AVID MEMBER SITE'S USE OR INABILITY TO USE ANY OF THE AVID PRODUCTS AND SERVICES OR THE RESULTS GENERATED FROM THE USE OF ANY OF THE AVID PRODUCTS AND SERVICES.

Article VII. Limitation of Liability.

7.1. Exclusion of Damages. TO THE MAXIMUM EXTENT PERMITTED BY APPLICABLE LAW, IN NO EVENT SHALL EITHER PARTY HAVE ANY LIABILITY TO THE OTHER PARTY ARISING OUT OF THIS AGREEMENT UNDER ANY CAUSE OF ACTION OR THEORY OF LIABILITY, INCLUDING TORT, NEGLIGENCE, STRICT LIABILITY, MISREPRESENTATION, BREACH OF CONTRACT OR BREACH OF WARRANTY, FOR (a) ANY INDIRECT, INCIDENTAL, SPECIAL, CONSEQUENTIAL OR EXEMPLARY DAMAGES OF ANY KIND, EVEN IF SUCH PARTY KNEW OR SHOULD HAVE KNOWN OF THE POSSIBILITY OF SUCH DAMAGES; OR (b) THE COST OF PROCURING SUBSTITUTE GOODS, SERVICES, TECHNOLOGY OR RIGHTS.

7.2. Maximum Liability. NOTWITHSTANDING ANYTHING IN THIS AGREEMENT OR OTHERWISE, AVID CENTER SHALL HAVE NO LIABILITY FOR DAMAGES IN EXCESS OF THE AGGREGATE AMOUNT PAID BY CLIENT HEREUNDER AND

CLIENT SHALL HAVE NO LIABILITY FOR DAMAGES IN EXCESS OF THE AGGREGATE AMOUNT PAID OR PAYABLE BY CLIENT HEREUNDER WITH RESPECT TO THE QUOTE/ORDER OR SUBSEQUENT QUOTE/ORDER GIVING RISE TO LIABILITY.

7.3. Exceptions. THE EXCLUSIONS OF DAMAGES AND LIABILITY LIMITATIONS IN SECTIONS 7.1 AND 7.2 SHALL NOT APPLY TO ANY BREACH OF CLIENT'S OBLIGATIONS UNDER ARTICLE III OR SECTION 4.4 OR ANY VIOLATION OR INFRINGEMENT OF AVID CENTER'S INTELLECTUAL PROPERTY RIGHTS. THESE LIMITATIONS SHALL APPLY NOTWITHSTANDING A FAILURE OF THE ESSENTIAL PURPOSE OF ANY LIMITED REMEDY.

Article VIII. Termination.

8.1. By AVID Center. AVID Center may terminate this Agreement in its entirety or with respect to one or more AVID Member Sites in the event of Client's material breach of this Agreement, which is not fully cured within thirty (30) days following AVID Center's notice of the breach. In the event Client's breach is not cured, AVID Center shall notify Client of its election to terminate this Agreement or, if termination is limited to one or more AVID Member Sites, AVID Center shall notify Client of the AVID Member Sites so terminated.

8.2. By Client. Client may terminate this Agreement for any reason, or no reason, upon thirty (30) days' prior written notice to AVID Center.

8.3. Effect of Termination. Upon termination or expiration of this Agreement or with respect to termination of one or more AVID Member Sites, (a) the licenses granted to Client hereunder, or the rights granted hereunder with respect to the terminated AVID Member Sites, shall automatically terminate and all rights shall revert to AVID Center; (b) Client shall immediately discontinue use of the AVID Products and Services and cease using the AVID Materials, AVID Methodologies, and AVID Trademarks in all AVID Member Sites following termination or expiration of this Agreement, or, in the case of termination of one or more AVID Member Sites, in the terminated AVID Member Sites; (c) Client shall pay to AVID Center all unpaid amounts that are due and payable hereunder and shall remain liable for its obligations or other actions that accrued or occurred prior to the date of termination or expiration; and (d) Client shall promptly return to AVID Center all AVID Materials and Proprietary Information (including copies) in its possession or control following termination or expiration of this Agreement.

8.4. Survival. All accrued rights to payment and the parties' respective rights, obligations and duties under Articles I, VI, VII, and VIII and Sections 3.4, 3.5, 4.1, 4.4, and 5.1 shall survive expiration or any termination of this Agreement.

Article IX. General Provisions

9.1. Independent Contractors. The relationship between the parties is that of independent contractors and neither party shall have authority to contract for or bind the other party in any manner whatsoever.

9.2. Cumulative Remedies. All rights and remedies conferred herein shall be cumulative and in addition to all of the rights and remedies available to each party at law, equity or otherwise.

9.3. Governing Law/Venue. This Agreement shall be governed by and interpreted under California law, without regard to its conflict of laws provisions, and, except as provided in Section 9.4, the state and federal courts located within the County of San Diego, California shall have the exclusive

jurisdiction over all disputes and causes of action relating to this Agreement.

9.4. Dispute Resolution.

(a) Before initiating any legal action, the parties will endeavor to settle any dispute, controversy or claim arising out of or relating to this Agreement or a party's performance or lack of performance hereunder (a "Dispute") by mediation conducted by JAMS, Inc. ("JAMS") in San Diego, California. The requesting party may commence mediation by providing to JAMS and the other party a written request for mediation, setting forth the subject of the dispute and the relief requested. The parties agree that they will participate in the mediation in good faith and that they will share equally in its costs.

(b) If the Dispute is not resolved within sixty (60) days following the request for mediation, the Dispute shall be resolved by final and binding arbitration in accordance with the JAMS Streamlined Arbitration Rules & Procedures then in effect (the "Rules"), except as modified by this Agreement. The arbitration will be conducted by one arbitrator approved by both parties; provided, however, if the parties fail to approve the arbitrator within ten (10) days after the written demand for arbitration, then either party to the dispute may request that JAMS select the arbitrator in accordance with the Rules. The final decision of the arbitrator shall include the dollar amount of the award to such party, if any, and the findings of fact and conclusions of law on which it is based shall be furnished to the parties in writing and shall be binding upon the parties. Judgment upon the arbitration award may be entered in any court having jurisdiction thereof.

9.5. Attorneys' Fees. The prevailing party in any legal action or proceeding related to this Agreement shall, in addition to all other remedies, be entitled to an award of its attorneys' fees.

9.6. Force Majeure. Neither party shall be liable for nonperformance or any delay caused by an event reasonably beyond its control including, but not limited to, wars, acts of terrorism, compliance with laws or regulation (including, without limitation, those related to infringement), fires, floods, earthquakes or any Act of God or any law, proclamation, regulation, ordinance or other act or order of any court, government or governmental agency.

9.7. Severability. If any provision of this Agreement is held to be illegal or unenforceable, such provision shall be limited or eliminated to the minimum extent necessary so that the remainder of this Agreement will continue in full force and effect and be enforceable.

9.8. Notices. All notices or other communications required or permitted hereunder shall be in writing and shall be deemed to have been duly given either when personally delivered, one business day following delivery by a nationally recognized overnight courier with tracking capabilities, or three business days following deposit in the U.S. mail, registered or certified, postage prepaid, return receipt requested, to the address of the party to be notified set forth in the Quote/Order or a Subsequent Quote/Order. Notice of change of address shall be given by written notice in the manner set forth in this Section 9.8.

9.9. Waiver. The waiver by either party of any breach or failure to require performance by the other party shall not constitute the waiver of any other or subsequent breach or diminish the right to require such performance in the future.

9.10. No Third-Party Beneficiaries. Nothing in this Agreement shall confer upon any person or entity other than the parties and their respective successors or permitted assigns, any rights, obligations, or remedies hereunder (whether as a third-party beneficiary or otherwise).

9.11. No Assignment. Client may not assign any of its rights or delegate any of its obligations under this Agreement without AVID Center's prior written consent and any purported assignment in the absence of such consent shall be null and void.

9.12. Amendment. No amendment or modification of this Agreement shall be binding, unless it is in writing and signed by both parties.

9.13. Headings; Construction. Headings and captions are for convenience only and are not to be used in the interpretation of this Agreement. Each party agrees that any rule of construction to the effect that ambiguities are to be resolved against the drafting party shall not be applied in the construction or interpretation of this Agreement.

9.14. Entire Agreement. This Agreement is the entire agreement between the parties relating to the subject matter hereof, and all quotes, communications, understandings and agreements relating to the same subject matter are merged into, and superseded by, this Agreement.

9.15. Counterparts. This Agreement may be executed in multiple counterparts, each of which will be deemed an original, but all of which taken together shall constitute one and the same instrument. Delivery of a copy of this Agreement bearing a signature by facsimile transmission, by electronic mail or by any other electronic means will have the same effect as physical delivery of the paper document bearing the original signature.



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On

ADOLESCENTS and YOUNG ADULTS

April 22–24, 2020

Las Vegas, NV

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SPECIAL FOCUS ON:

Complex Trauma Treatment

Addictions in Youth

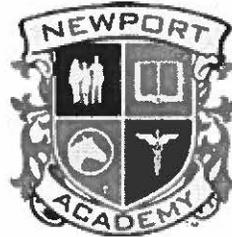
Neuroscience and Therapy

Mindfulness and Emotional Regulation

Co-occurring Disorders

CONFERENCE HOST

NEWPORT



ACADEMY



John Briere, PhD



Jane
Middleton-Moz, MS



Robert
Ackerman, PhD



Suzanne Levy, PhD



Colin Ross, MD



Kristin Kirkpatrick,
MS, RDN

A Professional Conference for Marriage and Family Therapists,
Psychologists, Social Workers, School Counselors, Nurses, Courts
and Corrections, Mental Health and Alcohol and Drug Counselors.

Earn Up to **24 CREDIT HOURS** for Continuing Education

6 Hours **ETHICS** Pre-Conference, April 21

(Includes 2 Hours of Suicide Risk Assessment/Prevention)

TUESDAY April 21

ETHICS Pre-Conference—6 Hours

Client Welfare, Therapist Responsibility

SECOND EDITION: Updates to Legal and Ethical Considerations



Pamela H. Harmell, PhD

Permanent Lecturer, Pepperdine Graduate School of Education & Psychology, Psychologist, Private Practice, Los Angeles CA. Past Chair, CA Psychological Association Ethics Committee, Former President, L.A. County Psychological Association.

This workshop addresses therapist responsibility to ensure patient welfare in all aspects of practice including the required **TWO HOURS of suicide risk assessment and prevention**. Participants will learn to deal with ethical dilemmas related to (1) introduction to ethics and law, four elements holding therapists accountable for their professional work, (2) therapist self-disclosure, (3) updates to elder and dependent adult abuse detecting, assessing, and reporting by addiction counselors; (4) proper handling of the two types of subpoenas, the difference between subpoenas and court orders, (5) SUICIDE RISK ASSESSMENT and the interaction between the opioid crisis, social media and suicide including updates to CFR 42 and single report limitations. Literature updates, along with relevant Codes of Ethics and current expert opinion will be included in all areas of discussion. This program overviews the current research findings and knowledge that inform the practice of ethical and legal practice and includes two hours of suicide issues.

8:30–9:00 am **Pre-Conference Registration**

9:00–11:00 am Introduction to legal and ethical issues; Four elements holding therapists accountable for their professional work; Proof hurdles in legal decision making; The difference between confidentiality, privilege and privacy; Examples of real life ethical situations; Frequently asked questions; Landmark decision: The rule of least restrictive treatment O'Connor vs Donaldson (1975) Federal Supreme Court Ruling; Therapist self-disclosure; Research and statistics; Three types of self-disclosure; When and how to use therapist self-disclosure.

11:15–12:15 pm Elder abuse; Dependent adult abuse; Reporting requirements; Addition of addiction counselors as mandated reporters; Assessment and detection.

1:15–2:15 pm Subpoenas—Two types—Ad Testificandum, Deuces Tecum; Court orders; Handling each one; Multi-client situations in the court; Informed Consent for Couple Therapy.

2:30–4:30 pm Suicide Assessment, prevention and treatment:

- Prevalence and statistics of suicide
- Risk factors and warning signs
- Protective factors
- At-risk populations and cultural competence
- FOCUS: Teens and adolescents
- Discussion of evidence-based techniques
- Suicide and mental health issues
- Risk and protective factors among diverse populations
- Outline ethical and legal considerations
- Use of “no-harm” agreements; Suicide, opioids and social media; Research and statistics; Updated to CFR 42; Single report limitations; Interactions between social media, suicide and substance abuse; Continuation of required Two Hours suicide risk assessment and prevention.

Why You Should Attend This Conference:

The field of counseling and treatment of adolescents and young adults has challenged the best of therapists and clinicians. Join colleagues from throughout the nation for a premier conference addressing the cutting edge issues, research advances and clinical applications for this special population of clients with its unique demands on counselors for state of the art skills and strategies.

THEMES INCLUDE:

- Attachment-Based Family Therapy
- Working with High-Risk Adolescents
- Trends in Adolescent Substance Abuse
- Compulsive & Self-Endangering Behavior
- Complex Trauma Treatment
- Shame & Guilt
- Family Treatment with Young Adults in Recovery
- Eliminating Self-Defeating Behaviors
- Mindfulness & Trauma Therapy
- Neuroscience of Addiction
- Working with LGBTQ Adolescents & Young Adults
- Developing Resiliency & Achievement Skills
- Food and Mood
- Opioids, Oxytocin and Attachment
- Mindfulness & Regulating Stress
- Trauma & Eating Disorders
- Boiling Point: High Cost of Unhealthy Anger
- EMDR Therapy
- Healing Grief and Loss
- Advanced Addiction Counseling Techniques
- Mindfulness & Anger Management
- Music Therapy in Treatment
- Nutritional Needs for Adolescents & Young Adults
- Exercise & Increased Cognitive Processing
- Trauma, Depression & Borderline Issues
- Understanding Race through Experience
- Ethics and more.

LAS VEGAS FACULTY INCLUDES



Robert J. Ackerman, PhD



Kelly Bawden, LMFT



Corey Beauford, LICSW



John Briere, PhD



Julie Caceres, PsyD



Trish Caldwell, MFT



Stephen Dansiger, PsyD



Fred Hanna, PhD



Kristin Kirkpatrick, MS, RDN



Suzanne Levy, PhD



Sam Louie, MA, LMHC



Kevin McCauley, MD



Jane Middleton-Moz, MS



Kristina Padilla, MA



Megan Pomeroy, MA



Tim Ringgold, MT-BC



Colin Ross, MD



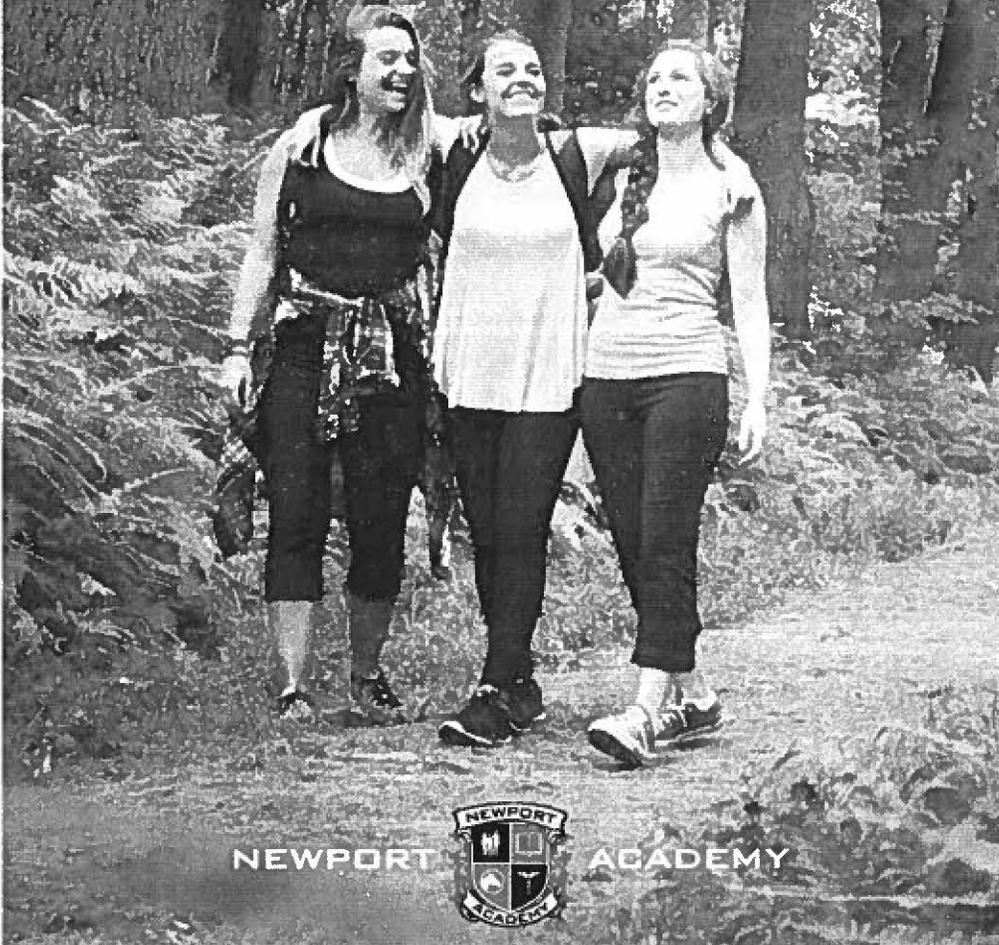
Christine Stevens, MSW



J. Annie Weippert, LCSW

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WEDNESDAY, April 22

8:00 am Conference Registration
Continental Breakfast

Sponsored by



8:50 am Opening and Welcome
Dan Barmettler and Gary Seidler,
US Journal Training

9:00–10:00 am Understanding and Treating Complex Trauma in
Adolescents and Young Adults



John Briere, PhD

Professor of Psychiatry and The Behavioral Sciences at the Keck School of Medicine, University of Southern California, and Director of the USC Adolescent Trauma Training Center of the National Child Traumatic Stress Network. He is recipient of the Award for Outstanding Contributions to the Science of Trauma Psychology from the American Psychological Association. Author/Co-Author of numerous books including *Treating Complex Trauma in Adolescents and Young Adults*, and *Principles of Trauma Therapy: A Guide to Symptoms, Evaluation and Treatment*. His new release is titled, *Treating Risky and Compulsive Behavior in Trauma Survivors*.

Complex trauma usually involves a combination of early and late-onset adverse events, often including not only recent violence or maltreatment, but also childhood sexual, physical, and/or psychological abuse, sometimes compounded by emotional neglect. Empirically and phenomenologically-informed treatment of trauma in adolescents and young adults will be introduced, providing cutting-edge information on the integration of various modern treatment approaches to provide a “customized” approach for each individual youth.

10:00–10:30 am Refreshment Break
Breaks will be held each AM and PM in the Exhibit Area

10:30–11:30 am Attachment-Based Family Therapy: An Overview



Suzanne Levy, PhD

Training Director and a clinical child psychologist at the Center for Family Intervention Science at Drexel University. Dr. Levy conducts ABFT training workshops and supervision for therapists involved in the center’s clinical trials, as well as therapists both nationally and internationally. Dr. Levy has presented regionally, nationally, and internationally on ABFT, emotion coaching, child and adolescent therapies, adolescent depression, adolescent development, and adolescent substance use. Dr. Levy’s personal areas of research interest have been related to ABFT and issues of child psychotherapy and behavioral health in primary care. Dr. Levy is co-author on the ABFT manual, *Attachment-Based Family Therapy for Depressed Adolescents*.

Attachment-Based Family Therapy is a manualized, empirically informed and supported family therapy model specifically designed to target family and individual processes associated with adolescent suicide and depression. However, ABFT can improve general family risk and protective factors associated with youth struggling with trauma, eating disorders, and anxiety. ABFT emerges from interpersonal theories suggesting adolescent mental health can be precipitated, exacerbated, or buffered against by the quality of interpersonal family relationships. Tested with diverse families, it is a trust-based, emotion-focused psychotherapy model aiming to repair interpersonal ruptures and rebuild an emotionally protective, secure-based, parent-child relationship.

11:30–12:30 pm



Get Out of My Life, But First Can You Take Me to the Mall? Working with High Risk Resistant Adolescents

Robert J. Ackerman, PhD

Professor Emeritus and the previous Director of the Mid-Atlantic Addiction Research and Training Institute. He is co-founder of the National Association for Children of Addiction. As an author he has published numerous articles and research findings and is best known for writing the first book in the United States on children of alcoholics. He is internationally known for his work with families and children of all ages. His books have been translated into fourteen languages. He has served on many advisory boards and has worked with the National Institute of Mental Health, National Institute on Alcoholism and Alcohol Abuse, and the U.S. Department of Education. He served on the White House Task Force on Resiliency and At-Risk Youth. He is the recipient of many awards including the Distinguished Alumni Awards from three universities.

Families under stress produce adolescents who are under stress. This is especially true for families that experience alcohol and drug abuse problems, child abuse, spouse abuse, divorce, and other dysfunctional behaviors. Many of the young people from these families become at risk for a variety of emotional and behavioral problems. This workshop will address the emotional and behavioral impact on youth who become “high risk” or “at risk” for a variety of problems. A cognitive behavioral model for helping adolescents will be presented. Additionally, techniques for working with “resistant” adolescents will be included along with suggestions for counselors, educators and parents.

2:00–3:30 pm CONCURRENT WORKSHOPS

Current Trends in Adolescent Substance Abuse



Corey Beauford, LICSW, LCSW-C, MSW

He received his MSW from Howard University and a MA in Theology from Wesley Theological Seminary. Mr. Beauford has years of experience in Co-Occurring Disorders, Intimate Partner Violence, and HIV / AIDS. He is also the Founder and President of Inspired Consulting Group, LLC. Moreover, he serves as a Clinical Supervisor at Clean and Sober Streets, a residential substance abuse treatment program in Washington, D.C., and a Clinical Instructor with the University of Maryland School of Social Work in Baltimore, MD.

Participating Sponsor

We recognize that many young adults are carrying scars from unchosen suffering. On the outside, the signs may look like a decline in their academic functioning, increased social isolation, or alignment with peers who are a poor influence, but buried deep within is the pain of unresolved emotional trauma. The external negative influences that extend inward and destroy their spirit often include:

**Bullying | Physical Abuse | Emotional Abandonment
Sexual Abuse | Loss and Grief**

We teach young adults skills to more effectively own their power and no longer be victims of their past or potential future situations so they can start living. Stop by our exhibit in Las Vegas to learn more.

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Intake: 855.333.6075 ClaudiaBlackCenter.com

Krokodil, K2, 2C-E, Mojo, Salvia, N-Bomb, Lean, Spice, Molly, Bath Salts, Butt-Chugging, Pharm Parties—sound familiar? Adolescents across the United States are experimenting with newer, more toxic illicit drugs. Drug use can have detrimental effects on an adolescent's neurological, physical and emotional development. This interactive training will share prevention and treatment interventions that human service professionals can utilize to address substance abuse with adolescents. We will also examine drug use among high-risk adolescent populations and provide strategies for resolving ethical and moral dilemmas that can arise while providing recovery-based services to adolescents and their families.

Attachment-Based Family Therapy—Clinical Integration and Case Studies



Suzanne Levy, PhD

While ABFT was developed as a 16-20 session outpatient model, ABFT is easily integrated into various levels of care including short-term and long-term RTC programs. Designed for depressed and suicidal adolescents and their parents, ABFT is equally effective with individuals and couples. ABFT accelerates the healing process by shifting the focus away from the "problem" as demonstrated by behaviors and embracing an emotionally focused therapeutic approach. Dr. Levy will use lecture, case studies and video review to provide an overview of the theoretical principles, research support, and clinical strategies for ABFT which demonstrate the profound impact ABFT can have in any therapeutic setting.

Risky Business: Working with Compulsive and Self-Endangering Behavior in Trauma Survivors



John Briere, PhD

Survivors of trauma and early attachment disturbance are at elevated risk of a variety of risky behaviors, ranging from suicidality and self-injury to substance abuse, indiscriminate sexual activities, and binge eating. Drawing from material in his book *Treating Risky and Compulsive Behavior in Trauma Survivors*, (Guilford), John Briere presents an integrated approach to self-endangering behavior, with techniques and approaches such as mindfulness, metacognitive awareness, emotion "surfing," sequential memory processing, in vivo treatment of implicit memory activations, harm reduction, and trigger management.

Developing Resiliency and Achievement Skills in High Risk Adolescents



Robert J. Ackerman, PhD

Resilience is the ability to thrive despite adversity and enables people of all ages and backgrounds to lead healthy and fulfilling lives despite formidable obstacles. Can resiliency be taught? This workshop will focus on the development of resiliency and achievement skills for high risk youth as well as the role of protective factors in children's lives. The application of these skills and factors can help to foster the emergence of resiliency. Additionally, this workshop will address why high risk youth from dysfunctional families are not all the same and why some youth from dysfunctional families/trauma have emerged as healthy and resilient while others continue to struggle. Techniques for developing resiliency skills and behaviors will be presented.

4:00–5:30 pm CONCURRENT WORKSHOPS

Rainbows, Glitter, and Fabulous Youth: Clinical Considerations with Working with LGBTQIA2+ Adolescents and Young Adults



Kristina Padilla, MA, LADC

Kristina Padilla is a leader with the California Consortium of Addiction Programs and Professionals (CCAPP) where she serves as Director of Education. Kristina is also Director of Business Development for CCAPP traveling throughout California and the nation bringing addiction focused businesses together to promote the profession, increase access to services and improve the quality of AOD service provision. She has a Bachelor's of Science in Criminal Justice Administration and a Master's Degree in Counseling Psychology. Kristina is also a Certified Gang Specialist of the National Gang Crime Research Center (NGCRC) and is on the Board of Directors of the National Association of Lesbian, Gay, Bisexual, Transgender Addiction Professionals and their Allies (NALGAP).

Kristina will review traditional treatment approaches with LGBTQIA2+ adolescents and young adult

populations, how providers need to be aware of harmful treatment practices and the impact of homophobia and racism on LGBTQIA2+ Clients. The coming out process and how it is a process and not to "out" anyone that is not ready to be out. Why it is so important for providers to work from a trauma-informed approach to view the client as a whole being with the understanding their behaviors might be a means to survival from the harms, violence, abuse, stigma and prejudice clients have experienced. Lastly, how it is helpful for providers to gain insight on how stigma can impact LGBTQIA2+ individuals.

Brain Talk: How Does Exercise Correlate with Increased Cognitive Processing in Therapy and Academia?



J. Annie Weippert, LCSW

Clinical Director at Eagle Ranch Academy. She has over 14+ years working with Adolescents in a Youth Foster Care Program, Residential Treatment and Private Practice.

Kelly Bawden, LMFT

Director of Outpatient Services at Eagle Ranch Academy. She has worked with adolescents and adults for over 18 years in Residential Treatment (Therapist/ Program Director) and Private Practice. Author of Mental Health Tips.



Megan Pomeroy, MA

Academics Director for Coral Sands Academy. She received a Bachelor's in Special Education and a Masters in Learning and Technology. Working with at-risk youth for the past 13 years has been a rewarding experience for her and has spent the last 10 of those years working with students academically. Megan created an online private school that caters to students with mental health, behavioral and learning issues.



This presentation will focus on the outcomes of an in-house study at Eagle Ranch Academy and the overall findings that can help clients improve their ability to process and retain not only what they learn in therapy, but in academics as well. This presentation is intended to evoke continued research in the study of brain connectivity and overall enhancement of mood, memory, and processing.

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Integrating Mindfulness in Trauma Therapy for Adolescents and Young Adults



John Briere, PhD

This presentation addresses the primary impacts of trauma and ways in which mindfulness and Buddhist psychology can address them. Among the topics addressed are the overlap between mindfulness and therapeutic exposure, mindfulness-based trauma processing, how metacognitive awareness can affect trauma-based cognitive distortions, and “settling skills” associated with mindfulness training that can assist with posttraumatic hyperarousal.

Weapons of Mass Self-Destruction: Eliminating Self-Defeating Behaviors in Adolescents and Young Adults



Robert J. Ackerman, PhD

This workshop will focus on identifying and eliminating behaviors that cause defeat and harm to people. Many “self-defeating” behaviors often are behaviors that once helped a person survive a crisis. Once the crisis is over the behaviors, even though no longer needed, are maintained. Instead of helping the person they now cause harm by limiting the potential to develop healthy behaviors.

Some examples of self-defeating behaviors include procrastination, defensiveness, perfectionism, under-achievement, isolating ourselves, taking too much control in relationships, work-alcoholism and so on. Eliminating self-defeating behaviors and replacing them with life enhancing skills will be the goal of the workshop.

THURSDAY, April 23

9:00–10:00 am

Shame and Guilt: The Masters of Disguise



Jane Middleton-Moz, MS

She is the Director of the Middleton-Moz Institute. She is also on the faculty of the University of Toronto School of Social Work in the MSW—Indigenous Trauma and Resiliency (ITR) Program and honorary witness for the Truth and Reconciliation Committee of Canada. She is an international trainer and consultant and has appeared on national radio and television including Oprah, Montel, Maury, and has had her own PBS Special. She has authored numerous books including, *Shame and Guilt: Masters of Disguise*, *Children of Trauma* and *Boiling Point* and has co-authored *Bullies: From the Playground to the Boardroom* and *The Ultimate Guide to Transforming Anger* as well as the revised and expanded *After the Tears: Helping Adult Children of Alcoholics Heal Their Childhood Trauma*.

The impact of growing up in a shaming environment affects an individual's life. Debilitating shame, and resulting debilitating guilt, affects our ability to form loving relationships, to adequately honor and positively regard ourselves, and results in our blocking the spontaneous expressions of ourselves. Adults shamed as children frequently feel that “no matter what I do, it won't make a difference”. This presentation will fully explore the dynamics of shame and guilt and attempts at mastery. Characteristics of adults shamed as children will be presented. Steps towards resolution will be presented.

10:30–11:30 am

The Prerequisites of Change: How to Change Nasty, “Bad Attitudes,” and Dissolve Resistance



Fred Hanna, PhD

Professor in the Department of Counseling at Adler University, Chicago, IL and also serves as a Faculty Associate at Johns Hopkins University. Fred has held positions on the editorial boards of six scholarly journals and has published a wide range of professional articles. His research interests have focused on developing the Precursors Model of Change. He has also developed and published many innovative clinical techniques aimed at positive change for aggressive adolescents, addicted clients, suicidal clients, victims of personal and cultural oppression, and criminal personalities. Author of *Therapy with Difficult Clients: Using the Precursors Model to Awaken Change*.

Do you ever find yourself frustrated with clients who do not or will not change no matter what fancy therapeutic approach you use? You may have heard, or come to believe, that people will not change unless they “want to.” This program shows you how to give them the “want-to” that

will pave the road or clear the path to positive change. In this program, you will learn specific fundamental client factors that need to be present before positive change can occur, regardless of your favorite therapy theory. Graduate schools typically do not teach us these prerequisites even though these are validated by empirical research. Specific techniques for dissolving resistance, defiance, and in-your-face bad attitudes are provided, based on the seven empirically supported Precursors of Change that are actually prerequisites of change. Most of these techniques can be used in group or individual therapy.

11:30–12:30 pm DUAL KEYNOTE PRESENTATIONS



Food and Mood: The Role of Nutrition and Diet in Emotional Wellbeing

Kristin Kirkpatrick, MS, RDN

Dietitian and consultant of Wellness Nutrition Services at the Cleveland Clinic Wellness Institute in Cleveland, Ohio. Kristin is a Senior Fellow at The Meadows. In December 2017, Kristin's show "The New Rules of Food" aired nationally on PBS. Kristin's career began in Washington, D.C. where she assisted in lobbying efforts for Medical Nutrition Therapy reform on behalf of the American Dietetic Association Policy and Advocacy group. Kristin returned to Ohio to work for the Cleveland Clinic's Department of Cardiovascular Genetics and eventually became the lead Dietitian in the Cleveland Clinic Wellness Institute. She holds an MS in Health Promotion Management from American University in Washington, D.C. Her first book is titled *Skinny Liver: A Proven Program to Prevent and Reverse the New Silent Epidemic—Fatty Liver Disease*.

This session will include the latest research on the connection between food and mood, discuss initiatives in behavioral health care that involve the inclusion of dietary measures related to treatment, and explore the role that the anti-inflammatory diet plays in mental health and chronic disease. This session will also discuss how practitioners who treat can "walk the talk" by focusing on healthy dietary practices.

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Clinical Dharma: Mindfulness-Based Resources to Adequately Regulate Stress in Adolescents and Young Adults—and Those That Provide Their Care

Stephen Dansiger, PsyD, LMFT

A rocker who got sober in the late 80's and then became a sought after clinician, writer and meditation teacher, Stephen is a master EMDR therapist and provider of EMDR Therapy Training and Advanced Topics Courses with the Institute for Creative Mindfulness. He has been practicing Buddhist mindfulness for almost 30 years (including a one year residency at a Zen monastery), and teaches dharma classes regularly in Los Angeles and internationally. He is the creator of the MET(T)A Protocol (Mindfulness and EMDR Treatment Template for Agencies) which utilizes both Buddhist psychology and EMDR therapy. He is co-author of *EMDR Therapy and Mindfulness for Trauma-Focused Care* and author of *Clinical Dharma: A Path for Healers and Helpers*, and most recently of *Mindfulness for Anger Management: Transformative Skills for Overcoming Anger and Managing Powerful Emotions*.

Research indicates that stress has a major impact on adolescents and young adults. Without effective ways to regulate stress, it can result in the development of a variety of mental health disorders, and adolescents and young adults can turn to harmful means of coping such as drug use or engaging in other high risk behaviors. Additionally, those that provide care for this population may experience difficulty vacillating between managing their own countertransference and trying to support individuals experiencing such distress. This presentation explores a comprehensive approach involving the implementation of mindfulness-based resources from Buddhist psychology, EMDR therapy, and mindful anger management to provide adolescents, young adults, and their caregivers with an effective framework to modulate stress. Specific mindfulness-based approaches, frameworks, and strategies to manage stress will be discussed and demonstrated.

2:00–3:30 pm **CONCURRENT WORKSHOPS**

Blaming, Lying, Explosive Outbursts, and Violent Impulses:



Techniques to Positively Change Them All

Fred Hanna, PhD

Graduate schools typically do not offer courses that provide workable techniques on how to effectively treat blaming, lying, explosiveness, and intense anger, and very seldom do they offer courses that provide actual techniques aimed at achieving change with these issues. In the presenter's experience, anger management and even CBT are often ineffective for these kinds of issues, and interventions commonly fail even when there is a strong therapeutic relationship. In this program, you will learn powerful techniques and strategies that you can use on the job tomorrow! The techniques are clearly explained and presented along with powerfully moving therapy stories that provide excellent examples of positive change.

How to Discuss and Incorporate Food and Mood with Your Patients



Kristin Kirkpatrick, MS, RDN

The afternoon session will explore the latest dietary trends that practitioners and patients may be following, as well as the basics on how to discuss healthy dietary practices related to mental health to patients.

Boiling Point: The High Cost of Unhealthy Anger to Individuals and Society



Jane Middleton-Moz, MS

There are many indicators in our world today that life is out of balance. Stress related illnesses, addictions of all kinds, wide spread use of anti-depressant medications, lateral violence within racial and ethnic groups and between women, road rage, cults, righteousness, domestic violence, rage, and perhaps most frightening, our children killing our children. In this presentation, participants will learn the impact of current and historical familial cultural and societal trauma, increased technological advancements, and resulting disconnection on the individuals and families they treat. The dynamics of lateral violence, multiple addictions, and the effects of societal desensitization, isolation, and operant conditioning will be presented.

Mindfulness, Buddhist Psychology, and EMDR Therapy: Treating Adolescents and Young Adults Through a Trauma-Focused Lens



Stephen Dansiger, PsyD, LMFT

Research demonstrates the need for a trauma-focused approach to treating addiction in adolescents and young adults. Adverse childhood experiences are strongly associated with substance abuse and substance use disorders (SUDs) during the early transition to adulthood. Many addiction treatment strategies for this population

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focus appropriately on symptom amelioration from SUD's by strengthening cognitive frameworks and teaching relapse prevention skills. However, fully effective treatment needs to focus on treating the root of the addiction, not just the symptoms. There is a consensus amongst thought and action leaders in the field that we can find this root in the maladaptive processing of memories created by trauma and adverse life events. This presentation investigates a trauma-focused solution to treating addiction in this vulnerable population through the implementation of mindfulness, Buddhist psychology, the Three Stage Model of Pierre Janet, and the principles and action of EMDR therapy.

4:00–5:30 pm CONCURRENT WORKSHOPS

From Nightmare to Vision: Healing from Grief and Loss



Jane Middleton-Moz, MS

Grief that is unresolved in each generation travels to the next generation. Unresolved losses in childhood affect adult relationships and the unconscious choices individuals make in their lives. Understanding multigenerational losses and their effects, the difference between grief and trauma, and the importance of attunement from a supportive other in working through grief and loss will be explored. Jane will focus on grief resolution using an attachment informed lens. In this presentation, the steps for healthy grief resolution will be explored.

Attachment-based Treatment for Eating Disorders Among Adolescents



Juliet Cáceres, PsyD, CEDS

A Licensed Clinical Psychologist with more than 25 years of practice. She currently serves at Timberline Knolls as Clinical Director of Spiritual Care leading clinical integration of spirituality as core to Timberline Knolls' recovery program. Prior to her current role, Dr. Cáceres served as the Director of Clinical Operations where she provided leadership and management of the clinical system to ensure the highest quality residential treatment services. Dr. Cáceres earned her Doctorate in Clinical Psychology at Wheaton College in Wheaton, IL. Her clinical research interests center on understanding shame in interpersonal dynamics and the integration of spirituality in the therapeutic process.

Current research has led to a broader understanding of the connection between unresolved attachment patterns and the onset of eating disorder symptoms and behaviors in adolescence. This presentation will highlight the key areas of attachment trauma that are linked with the onset and perpetuation of eating disorders in adolescence. The presentation will discuss critical dynamics of therapeutic experience and key components of eating disorders and attachment trauma recovery. Multiple theoretical modalities are integrated throughout the presentation including most recent research on Polyvagal Theory and implication for self-regulation pertinent to understanding attachment and developmental aspects of eating disorders and attachment trauma.

Gangs, Jails, Prisons, and Counseling: Working with Adolescents and Young Adult Gang Members in the Criminal Justice Populations



Kristina Padilla, MA, LADC

Kristina will go over some techniques you can utilize while working with youth in prison, gangs, or jail. Preventing youth involvement in gangs is an important issue. Compared to non-gang members, gang members commit a disproportionate amount of violent crimes and offenses across the country. Gangs and gang involvement result in short or long term negative outcomes for gang-involved youth, their friends and families, and the surrounding communities.

Advanced Addictions Counseling Techniques: Beyond Motivational Interviewing and CBT



Fred Hanna, PhD

Did you know that counseling and drug use have a lot in common? And did you know that we can use this to motivate clients to engage in counseling rather than drugs? In this program, you will learn strategies and techniques that "validate" clients for their drug use(!) and in the process reframe, reorient,

and redirect them toward sobriety! Learn advanced techniques to tackle the existential, cognitive, affective, behavioral, social, metacognitive, spiritual, and craving aspects of addiction itself. As part of this, you will experientially learn the Cognitive Therapy of Oppression and see how it adds a new dimension to standard CBT that is easier to use for some clients.

Anger is an Energy! Mindfulness-Based Strategies to Normalize and Manage Anger in Adolescents and Young Adults



Stephen Dansiger, PsyD, LMFT

Understandably, anger has a bad reputation. It is associated with negative behaviors such as verbal abuse, aggression and violence. Additionally, it can often get lost in the discussion regarding the many struggles faced by adolescents and young adults. Anger is a common emotion experienced by this population, and as a result of its negative reputation, it is often ineffectively managed. This presentation investigates a new approach to dealing with anger in adolescents and young adults that focuses on their relationship with this misunderstood emotion. It examines how to help this population meet anger with mindfulness, and explores mindfulness-based strategies to guide adolescents and young adults to flip the script on how they manage their anger.

FRIDAY, April 24

9:00–10:00 am

Addiction and the Adolescent Brain: Why Are They So Vulnerable?



Kevin McCauley, MD

Dr. Kevin McCauley is a Senior Fellow at The Meadows of Wickenburg, Arizona. Dr. McCauley wrote and directed two films: "Memo to Self" about the concepts of recovery management, and "Pleasure Unwoven" about the neuroscience of addiction, which won the 2010 Michael Q. Ford Award for Journalism from the National Association of Addiction Treatment Providers. Kevin lives with his wife, Kristine, in Sedona, Arizona.

Addiction is a disease of the young. Most drug use begins during adolescence, and can, in vulnerable individuals, create brain changes that last a lifetime and decrease quality of life and longevity. Recent discoveries indicate that use of some drugs makes exposure to others more likely and more toxic. What makes the adolescent brain so sensitive to drug use? What are the special risks faced by this vulnerable group? And what changes when an adolescent transitions into adulthood that makes them more resilient? This lecture will review the effects of four intoxicants—nicotine, cannabis, opioids and internet gambling—on the neurobiology of the developing brain. Strategies to prevent or attenuate exposure to each of these risks will be discussed, with special emphasis on the use of Medication Assisted Treatment for Opioid Use Disorder.

10:30–11:30 am

Strategies for Treating Trauma in Adolescents and Young Adults



Colin Ross, MD

Clinician and Researcher in the field of dissociation and trauma-related disorders: author of *Dissociative Identity Disorder* and *Trauma Model Therapy*. President of The Ross Institute, Dallas, TX.

Trauma in the light of a dissociative structural model of mental disorder is discussed. The model unifies a broad range of different disorders and leads to a unified treatment plan for the extensive comorbidity resulting from severe, chronic trauma.

11:30–12:30 pm

DUAL KEYNOTE PRESENTATIONS



From Resistance to Rhythm: Scientific Findings in Adolescent and Young Adult Treatment

Christine Stevens, MSW, MA, MT-BC,

Author of *Music Medicine*, *The Healing Drum Kit* and *The Art and Heart of Drum Circles*. She has trained facilitators from more than twenty-five countries in the evidence-based HealthRHYTHMS drumming program. The founder of UpBeat Drum Circles. Christine offers online courses in drumming for health, spirituality and wellness, and leads healing drum

circles for clinical groups. Christine has brought drumming to survivors of Hurricane Katrina, Ground Zero, and the war zone of Iraq. Don't miss the opportunity to meet a true pioneer in the re-integration of music and medicine who will ignite your soul with song!

This experiential keynote highlights scientific studies with at-risk students and incarcerated teens, and engages you in the power of group drumming, being used for adolescent treatment, employee teambuilding and self-care today. Internationally acclaimed author and music therapist Christine Stevens shows you how drumming is being used in modern treatment programs today.

My Passport to Pain: From Immigrant to American Addict



Sam Louie, MA, LMHC, CSAT(C)

He conducts a private practice specializing in multi-cultural issues and sex addiction. His therapy experience includes working with middle and high school students in the Seattle Public Schools as a part the Asian Counseling and Referral Service as well as working with sex addicts and sex offenders from diverse cultural backgrounds. Prior to receiving his Master's degree in Clinical Psychology, Sam worked more than twelve years as a television journalist where he researched, produced, and reported on a number of stories related to psychotherapy, relationships, and recovery. He garnered two Los Angeles Emmy Awards, one for a story related to the impact of mental health on homelessness. He has also written a book, *Asian Shame & Addiction: Suffering in Silence* that touches on the themes of Asian culture and addictions.

Sam grew up caught between two cultures as a first generation Chinese immigrant to the United States. In addition, he grew up amidst 3 generations of addictions (gambling, eating issues, workaholicism, just to name a few). In this presentation, he documents the challenges of immigrant experiences such as cultural shame, assimilation to a new country, and how maladaptive coping mechanisms in the form of addictions and compulsive behaviors can pass from one generation to another. Yet, Sam's own journey of resiliency can give audiences a new understanding of hope, perseverance, and the resources necessary to end the cycle of negative generational patterns.

1:45-3:15 pm CONCURRENT WORKSHOPS

Opioids, Oxytocin and Attachment: Compelling Findings from the Neuroscience of Addiction and Recovery



Kevin McCauley, MD

The tragedy of the opioid epidemic in the U.S. brought with it an intense period of scientific investigation into the phenomena of addiction. Aspects of the experience of people with addiction that were once ignored are now studied in great depth, and as the understanding of addiction grows, the findings grow more and more fascinating. How does the opioid system allow humans to attach? What is the impact of the cannabinoid system on development? Can Medication-Assisted Treatment be used to enhance the psychosocial-spiritual features of 12-Step recovery rather than inhibit them? This presentation will detail some of the most impactful recent research about addiction and describe how treatment professionals and programs can put this information to work to help their patients seeking recovery.

Music Therapy: How to Utilize Your Old Friend in a New Way for Your Mental Health



Tim Ringgold, MT-BC

Tim Ringgold is a board certified music therapist in Orange County, CA, and Director of Sonic Divinity Music Therapy Services. He specializes in music therapy for recovery from addiction and pain/stress management, and is a sought-after speaker and expert on the topic, having shared the podium with some of the top researchers and clinicians on the subject of music, the brain, and music therapy. Tim gave the first TEDx talk on music therapy in 2012. Tim is also a Regional Past President of the American Music Therapy Association, having served on its board since 2009.

This workshop will begin with a brief introduction and history of the field of music therapy and then take a closer look at specific ways of using music therapy in order to connect with teens and adolescents. Participants will learn the "Big 5" goals of music therapy in the mental health setting, experience the power of rhythm, and understand why rhythm connects us to ourselves and others so effortlessly. You'll learn the science behind why music and music therapy are an integral and evidence-based part of achieving clinical goals such as anxiety reduction, interpersonal connection, and more.

The Importance of Treating the Family in Working with Young Adults in Recovery



Trish Caldwell MFT, LPC, CCDP-D, CAADC, CCTP

Corporate Director of Family Services of Recovery Centers of America, which provides services to adults 18 and older seeking treatment for substance use disorders. She is also an adjunct professor at Jefferson University and a trauma trainer for Lakeside Global Institute. Trish is certified in both co-occurring disorders and substance use. Trish has been a therapist for over 25 years and has worked extensively with families, young adults and adolescents with co-occurring behavioral health and substance use disorders. She is trained in DBT and is a certified Trauma professional. Additionally, Trish created the first Young Offenders Treatment Program in Delaware County, serving first time offenders with Drug charges.

Research tells us that recovery is strengthened when family participates in the treatment process (SAMHSA, 2017). With this epidemic hitting more Americans and at younger ages, it is a call to action to start including the strongest resources for sustained recovery, the family. For many families the symptoms of the trauma of substance use are often left untreated, leading to behaviors that put them at risk of past dynamics. Conversations with families need to be a significant part of treatment to discuss boundaries, setting realistic goals and setting up parameters to help the young adult achieve these goals. Caregivers who are involved in treatment, work with treatment providers, and are engaged in recovery are more likely to see successful recovery (NCTSN).

The Link between Trauma, Depression and Borderline Personality Disorder



Disorder

Colin Ross, MD

Depression is one of the core psychological consequences of trauma. Trauma Model Therapy for depression utilizes classical cognitive therapy techniques plus a focus on grief, attachment conflicts and self-blame, all of which must be addressed in the trauma survivor. Therapy interventions for depression will be illustrated. The model accounts for the co-occurrence of borderline personality, trauma and depression.

3:30–5:00 pm **CONCURRENT WORKSHOPS**

Race Matters: Understanding Race through Experience



Sam Louie, M.A., LMHC, CSAT(C)

This presentation will be one of experiential learning where participants will engage in activities as a means to better understand racism, the impact of stereotypes, and awareness of institutional privilege. Activities will include simulations, small and large group discussions, phototherapy (i.e. use of photographs), stories, and other participatory exercises. While you engage in hands-on exercises, the activities will help deepen the conversation and allow participants to integrate new knowledge.

Examining the Link between Intimate Partner Violence and Child Abuse



Abuse

Corey Beauford, LICSW, LCSW-C, MSW

More than two million men and women are abused by their partners in the U.S. each year. Children can be impacted emotionally, physically and academically as a result of being exposed to relationship violence. Many children are also subjected to abuse and neglect as a result of living in a violent and dysfunctional household. Moreover, families that are fleeing relationship violence must also be mindful of their online and social media presence as abusers often use social media to stalk and intimidate their partners. This training will examine the correlation between intimate partner violence and child abuse and share interventions that helping professionals can use to address the needs of children and parents who are faced with these challenges.

Trauma and Eating Disorders



Colin Ross, MD

The relationship between psychological trauma and eating disorders is addressed. Using sexual abuse as an example, we will describe the dynamics of how eating disorder behavior can act as a defense against unresolved trauma. Environmental as well as genetic influences are covered.

Guided Imagery Drumming—Evidence—based Tools for Adolescent Treatment



Christine Stevens, MSW, MA, MT-BC

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CREDIT CARD PAYMENTS: Cardholder's name and address EXACTLY as it appears on the credit card statement

Email Address _____

Name _____

Company Name _____

Address _____

City _____ State _____ Zip _____

Cell Phone _____ Daytime Phone _____ Fax Number _____

Full payment of \$ _____ enclosed Check Mastercard Visa American Express

Credit Card No. _____ Exp Date _____ Security Card Code _____

Cardholder's Signature _____

Groups of **TWO OR MORE** Registrations, entered on one order, receive a **10% Discount** per registration! This offer applies to conference registrations only and cannot be combined with other discounts/coupon offers.

For Student Rate pricing, please contact our offices at 949-503-8758 (USJT)

REGISTRATION POLICIES: Check, credit card information or agency purchase order must be attached to this registration form. All registration fees are refundable, less a \$50.00 processing fee, when requests for cancellation are submitted in writing and postmarked by March 31. **No refunds are available after March 31.**

Your name and address will be added to our mailing list unless otherwise requested.

REGISTER BY PHONE: 949-503-8758. Business Hours Monday-Friday 8:30am-5:00pm EST.

Have your MC/Visa/AMEX number ready.

REGISTER BY MAIL: USJT/LAS VEGAS. Attn: Registration, 3990 Hillsboro Pike, Ste #330, Nashville, TN 37215

Please make checks payable to: U.S. Journal Training.

Newport Academy is a corporate affiliate of U.S. Journal Training.

When you provide a check for payment, you authorize us either to use information from your check to make a one-time electronic fund transfer from your account or to process the payment as a check transaction. When we use information from your check to make an electronic fund transfer, funds may be withdrawn from your account as soon as the same day you make your payment, and you will not receive your check back from your financial institution. For inquiries please call 949-503-8758.

Register On-Line at www.usjt.com



U.S. Journal Training

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Presents

18th National
Conference
On

ADOLESCENTS and YOUNG ADULTS

April 22–24, 2020

Las Vegas, NV

Tropicana Las Vegas

SPECIAL FOCUS ON:

Complex Trauma Treatment

Addictions in Youth

Neuroscience and Therapy

Mindfulness and Emotional Regulation

Co-occurring Disorders

LAS VEGAS FACULTY INCLUDES



John Briere, PhD



Jane
Middleton-Moz, MS



Robert
Ackerman, PhD



Suzanne Levy, PhD



Juliet Caceres,
PsyD, CEDS



Kristin Kirkpatrick,
MS, RDN



Fred Hanna, PhD
Kevin McCauley,
MD



Christine
Stevens, MSW



Tim Ringgold,
MT-BC



Stephen Dansiger,
PsyD



J. Annie
Weippert, LCSW

Groups of Two or More Receive a

10% DISCOUNT

(Groups must register at the same time using one payment.
This offer cannot be combined with other offers.)

**Register Early and Take
Advantage of Price Breaks**

Earn Up to **24 CREDIT HOURS** for Continuing Education

6 Hours **ETHICS** Pre-Conference, April 21

(Includes 2 Hours of Suicide Risk Assessment/Prevention)

400 E Business Way
 Suite 400
 Cincinnati, OH 45241
www.hobsons.com

Sold To: Center Joint Unified
Name: Mike Jordan
Address: 8408 Watt Ave, Antelope, CA 95843-9116
Email: mikejordan@centerusd.org
Phone: (916) 338-6400
Naviance ID: 0607900dus

Order Date: June 3, 2019
Valid Until: 7/2/2019
Quote Number: : Q315567
Contract Start Date: 7/3/2019
Contract End Date: 6/2/2024
Contract Term (in months): 59
Currency: USD

Hobsons Contact:
Name: Tamar Henry
Email: tamar.henry@hobsons.com
Phone: (213) 361-0099

Purchase Order:
Payment Term: Net 30

Product or Service	Quantity	Unit	Start Date	Term (In Months)	Sub-Total
Naviance Alumni Tracker	1	Sites	7/3/2019	59	2089.58

Total Price: 2,089.58

Notes: (if applicable)
Comments: All figures quoted are exclusive of sales tax.

Please complete or update the following information:

Account Contacts	Name	Email Address
Primary	Mike Jordan	mikejordan@centerusd.org
Billing	Mike Jordan	mikejordan@centerusd.org
Payment Method:	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Purchase Order #</p> <p>Check</p> <p>Wire Transfer #</p> </div> <div style="width: 50%;"> <p><i>Paying by credit or debit card?</i></p> <p>Credit Card #</p> <p>Card Holder Name:</p> <p>Expiration Date (MM/YY):</p> <p>Billing Zip Code:</p> <p>Security Code:</p> <p>Country:</p> </div> </div>	
CEEB Code:		

Unless separate invoice and payment terms are specified, Hobsons will issue invoices once per year, with the first taking place upon execution of the order form and then annually thereafter throughout the term of the contract.

The services are delivered in accordance with applicable terms that can be found at <https://static.naviance.com/html/policies/tqs.html>. By signing below, you agree to be bound by such terms and that such terms are made a part of this contract.

Please complete the contact and payment information as indicated, then sign below to indicate your acceptance. By signing this contract, you are stating that you are authorized by your institution to make this purchase. If a Purchase Order is required for payment to be issued, please indicate below. If you have selected professional services, travel expenses for on-site professional services will be billed separately following your session(s).

Yes, a Purchase Order is required. It will be sent to Hobsons by 1st week of July

Upon execution by Authorized Signatory, Client hereby agrees to the Terms of Service which will become effective together with this Order Form as of the Signature Date below.

Michael Jordan
Signature

Michael Jordan
Printed Name and Position
Director of Curriculum
and Instruction

6/13/19
Signature Date

Purchase Order & Order Forms:
Naviance, Inc.
400 E. Business Way, Suite 400
Cincinnati, OH 45241

Remit To:
Naviance, Inc.
P.O. Box 504571
St. Louis, MO 63150-4571

IF YOU CHOOSE TO FAX, THEN PLEASE CLICK ON THE 'SIGN ON PAPER' BUTTON FOLLOWED BY 'PRINT AND FAX' BUTTON AND FAX YOUR SIGNED ORDER FORM TO THE NUMBER PROVIDED ON THE COVERPAGE OF THE DOWNLOADED DOCUMENT

StudentTracker for High Schools/Districts

Terms of Service for Naviance Participating High Schools

For good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the National Student Clearinghouse ("Clearinghouse"), a not-for-profit corporation organized under the laws of the Commonwealth of Virginia, and the undersigned high school or high school district ("School") agree as follows:

1. The Clearinghouse provides a nationwide, central repository of information on student enrollment, degrees, diplomas, certificates and other educational achievements.
2. The School wants to obtain information on the attendance of its former students in postsecondary institutions. The School wishes to use the services of the Clearinghouse to assist in the functions as described below and designates the Clearinghouse as its authorized representative for this purpose.
3. The School will transmit to Naviance lists of its graduates ("Graduates"). Initially, it will transmit a list of Graduates dating back up to eight (8) years and, thereafter, will submit lists of new graduates each year after conferral of diplomas. The School agrees that it will submit its Graduates files electronically and that they will contain the data elements and configuration reasonably required by the Clearinghouse. Naviance, acting on behalf of School as a school official, will conform the data to Clearinghouse standards and submit the data to the Clearinghouse.
4. Upon request, the Clearinghouse will compare the School's Graduates with its database and provide the School with data on the subsequent enrollment and educational achievements of its students at postsecondary institutions. In addition to the Graduates file, the School may also submit through Naviance lists of graduates and other former students in a format reasonably required by the Clearinghouse ("StudentTracker Request Files"), and the Clearinghouse will provide data to the School via Naviance on the subsequent enrollment and educational achievements of these students at postsecondary institutions. The Clearinghouse reserves the right to reasonably limit the number of Request Files submitted by the School per calendar year.
5. The services provided by the Clearinghouse under this Agreement will be paid for by the School through Naviance, which will be responsible for forwarding payment to the Clearinghouse.
6. The Clearinghouse uses its best efforts to review, interpret, and follow publicly disseminated guidance on FERPA in the development and operation of its services and provides for the release of only unblocked directory information unless FERPA authorizes release without consent. The School is solely responsible for its compliance with FERPA, and the Clearinghouse is not liable for any errors or omissions by the School that may give rise to FERPA violations. Both the Clearinghouse and the School agree to comply with all applicable Federal, State, and local statutes, regulations, and other requirements pertaining to the security, confidentiality, and privacy of information exchanged with and maintained by the Clearinghouse.
7. The School agrees that it may only disclose the data provided by the Clearinghouse to other educators, school boards, and school officials whom it has determined to have legitimate educational interests. The School agrees that it will not release data provided by the Clearinghouse to any other individuals, institutions, or organizations, other than those identified above, either in student or postsecondary institution identifiable form, without the Clearinghouse's express written permission and payment of any additional fees that may be required.
8. In the event the School is required to disclose any data provided hereunder (specifically including, but not limited to, information which could potentially identify individuals or specific postsecondary institutions) pursuant to any applicable statute, law, rule or regulation of any governmental authority or pursuant to any order of any court of competent jurisdiction, the School must provide the Clearinghouse prompt notice of such request for disclosure and reasonably cooperate with the Clearinghouse's efforts to obtain a protective order. The parties further agree that any exclusion effected pursuant to this provision is authorized only to the minimum extent necessary to allow the School to comply with a legal rule or order compelling the disclosure of information and shall not constitute a general waiver of the obligations of confidentiality under this Agreement.
9. The School will institute and maintain reasonable controls to ensure that the information it provides to the Clearinghouse under this Agreement is complete and accurate. The School agrees that the Clearinghouse will not be responsible for actions, errors or omissions of the School.

10. The Clearinghouse will institute and maintain reasonable controls to ensure the integrity and security of its database and data transmission systems so that it releases information solely to authorized Requestors in accordance with the terms of this Agreement and applicable law.
11. The Clearinghouse acts as agent for the School in the verification and release of information from education records under this Agreement. The Clearinghouse will not retain or release personally identifiable information provided by the School except as specifically authorized under this Agreement. The Clearinghouse may retain or release information received from the School under this Agreement that is in aggregate or statistical form and does not contain Social Security numbers or other personally identifiable information. The School retains full ownership rights to the information in the education records it provides to the Clearinghouse. Upon termination of this agreement, the Clearinghouse will immediately discontinue use of any information that has been provided to it by the School. The Clearinghouse will destroy all information provided under this Agreement after all retention requirements for federal, state and local audits have expired but in no event later than six months after termination of the Agreement.
12. The School agrees to acknowledge in all internal and external reports, presentations, publications, press releases, and/or research announcements that utilize StudentTracker data that the source of the data is the StudentTracker service from the National Student Clearinghouse.
13. The School agrees to provide all notices to the Clearinghouse under this Agreement to:

National Student Clearinghouse
 2300 Dulles Station Blvd., Suite 300
 Herndon, VA 20171
 Attn: Vickie Graham, Contract Admin.
 Electronically: graham@studentclearinghouse.org
 Fax: 703-742-4234
14. The Clearinghouse agrees to provide all notices under this Agreement to the School to the signatory and address on Page 1 of this Agreement unless otherwise instructed in writing by the School. The Clearinghouse considers the signatory to this Agreement as its primary contact for all operational and systems issues unless otherwise instructed in writing by the School.
15. This Agreement commences on the date that School access to the StudentTracker service is first enabled ("Effective Date") and shall continue until the earlier of: (a) termination by either party by providing sixty (60) days notice to the other party, or (b) termination of the School's relationship with Naviance. In the event of termination under (b) above, the School may enter into a direct contract with the Clearinghouse. The parties agree that any subsequent modifications to this Agreement will be made only in writing.
16. All representations, warranties, disclaimers of liabilities, indemnifications, and covenants between the parties will survive the termination of this Agreement for any reason and in any manner and will remain in full force and effect between the parties.

Michael D. Jordan
 Signature

Michael Jordan
 Printed Name and Position

6/26/19
 Signature Date

Director of Curriculum, Instruction and Special Education

CENTER JOINT UNIFIED SCHOOL DISTRICT

TELEPHONE (916)338-6400

FAX (916)338-6345

PURCHASE ORDER

No. 200099

TO: 020919
 NAVIANCE INC
 3083 WILSON BLVD.
 SUITE 500
 ARLINGTON VA 22201

SHIP TO: CURRICULUM & INSTRUCTION
 CENTER JOINT UNIFIED SCH DIST
 3243 CENTER COURT LANE
 ANTELOPE, CA 95843-9116

Phone: (703)859-7300

Fax:

ORDER DATE	SUBMITTED BY	SITE NAME	REQ#
07/09/2019	JORDAN/DUNCAN	CURRICULUM AND INSTRUCTION	000107

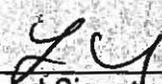
PURCHASE ORDER NUMBER MUST BE SHOWN ON ALL PACKAGES, INVOICES AND CORRESPONDENCE

ITEM#	QTY	UNIT	DESCRIPTION	UNIT PRICE	AMOUNT
1	1		NAVIANCE ALUMNI TRACKER SUBSCRIPTION USED TO TRACK FORMER CHS STUDENTS FOR CHS CTEIG DATA 7/3/19-7/2/20 QUOTE# 0315567 PLEASE MAIL SIGNED QUOTE AND PO TO: ✓ NAVIANCE INC 400 E BUSINESS WAY, SUITE 400 CINCINNATI OH 45241 BLUE TO C&I	2,089.580	2,089.58
				SUB-TOTAL	2,089.58
				FREIGHT	0.00
				TAX	0.00
				TOTAL	2,089.58

01-0000-0-5800-103-0000-7200-019-000

2,089.58

TERMS: NET 30 DAYS
 INVOICE TO: Center Joint Unified School District
 ACCOUNTS PAYABLE
 8408 WATT AVE
 ANTELOPE, CA 95843-9116


 Authorized Signature

Center Unified School District

AGENDA REQUEST FOR:	
Dept./Site: Center High School	
Date: February 4, 2020	Action Item XX
To: CUSD Board of Trustees	Information Item _____
From: Jerald Ferguson	# Attached Pages
Principal's Initials <u> JF </u>	

SUBJECT: Best Buddies Leadership Conference

Best Buddies Leadership Conference
 July 16-20 2020
 Bloomington, IN
 Indiana University

2 Club Advisors – Keri Green and Sandy Weaver – paid by district
 2 Student Club Officers – paid by district

Per Person:
 \$425 Registration – includes airport transfer, accommodations, and meals
 \$650 appx. Airfare (Southwest)
Meals not included on travel days.

The Best Buddies Leadership Conference (BBLC) brings together leaders with and without intellectual and developmental disabilities from middle schools, high schools, colleges, and communities worldwide, providing chapter leaders and ambassadors personalized training that develops the leadership skills needed to organize a Best Buddies chapter and share the Best Buddies mission.

CONSENT AGENDA

RECOMMENDATION: to allow Keri Green, Sandy Weaver and 2 student club officers attend the Best Buddies Leadership Conference from July 16-20 2020.

Center Unified School District

AGENDA REQUEST FOR:	
Dept./Site: Center High School	
Date: 2/7/2020	Action Item X
To: CUSD Board of Trustees	Information Item _____
From: Jerald Ferguson	# Attached Pages 15
Principal's Initials <u> JF </u>	

CONSENT AGENDA

SUBJECT: CHS Cheer Team UCA/Varsity Spirit Camp July 14 - 17, 2020.

Dear Center Unified Board,

The CHS Cheer Coaches would like to request your permission to take the 2020-2021 CHS Cheer Team to UCA/Varsity Spirit Camp.

The CHS Cheer Team will be escorted by their CHS Cheer Coaches as chaperones. The Cheer Team will get 1-on-1 instruction and knowledge about safety, technique, effective crowd leading, spirit raising, as well as being an ambassador, athlete, and entertainer. The classes also go over cultivating community pride, sportsmanship, and proper nutrition.

The CHS Cheer Team Members will pay \$479 directly to Varsity to attend the camp. We will stay at the Grand Sierra Resort Convention Center in Reno, NV. The Cheer Team will be transported to and from camp by their parents. The dates of the camp are July 14 - 17, 2020.

Attached I have provided the following information: Camp Schedule, Camp Rules, Camp Terms and Conditions, as well as some informational pages out of the catalog.

RECOMMENDATION:

The CHS Cheer Coaches would like to take the 2020-21 Cheer Team to UCA Cheerleading Summer Camp in Reno, NV.



2020 Resort Camp Schedule

3rd Evening Off!

DAY 1	DAY 2	DAY 3	DAY 4
-------	-------	-------	-------

DAY 1	DAY 2	DAY 3	DAY 4
9:00 am - 12:00 pm <i>Registration</i>	<i>Breakfast</i>	<i>Breakfast</i>	<i>Breakfast</i>
1:00 pm Opening Staff Demo: Power Up!	8:30 am Coaches' Meeting #2 / Big Brother Big Sister Check-In & Game Day Class: Band Chant & General Sidelines	8:30 am Coaches' Meeting #3 / Big Brother Big Sister Check-In & Game Day Class: Fan Chants!	9:00 am Team Time: Big Brother Big Sister
1:30 pm Coaches' Meeting #1 / Spirit Prop Workshop & Game Day Class: Sidelines	9:30 am Group A - Cheer Private Coaching Group B - FNL Frenzy & Squad Credentialing	9:00 am Group A - Game Day Private Coaching Group B - Team UCA & Material Review	9:30 am Rally Routine Championship
2:00 pm Rally Routine	10:30 am Group A - FNL Frenzy & Squad Credentialing Group B - Cheer Private Coaching	9:30 am Group A - Team UCA & Material Review Group B - Game Day Private Coaching	10:15 am Game Day Championships
2:30 pm Safety Awareness		10:00 am Stunt Class	11:00 am Squad Credentialing Presentation
2:45 pm Stunt Class		11:00 am *Elective Classes	11:15 am Meet the UCA Staff
4:00 pm UCA Staff Sideline Demonstration	11:30 am <i>Lunch</i>	11:30 am <i>Lunch</i>	11:20 am Final Awards & Pin It Forward
4:05 pm Group A - Situational Sideline Private Coaching Group B - Squad Leadership Training & St. Jude Letters	1:15 pm Captains' Leadership Training / Coaches' Stunt Workshop #2	1:00 pm Group A - Rally Routine Private Coaching Group B - Team Unity & Squad Credentialing	Elective Classes:
4:30 pm <i>Dinner</i>	1:30 pm Cheer Evaluations	1:45 pm Group A - Team Unity & Squad Credentialing Group B - Rally Routine Private Coaching	*Fight Song Critique
6:15 pm Group A - Squad Leadership Training & St. Jude Letters Group B - Situational Sideline Private Coaching	1:55 pm UCA Staff Game Day Demonstration	2:30 pm All-American Set Up	*Fight Song
6:40 pm Pyramid Class	2:00 pm Group A - Game Day Practice & Team UCA	2:45 pm All-American Tryouts	*Timeout Dance
7:30 pm UCA Staff Cheer Demonstration	3:15 pm Group B - Stunts & Pyramids Group A - Stunts & Pyramids Group B - Game Day Practice & Team UCA	3:15 pm Rally Routine Evaluations	*Additional Material
7:35 pm Game Day Class: Cheers		3:45 pm Gatorade Break	*Stunt Workshop
7:50 pm Cheer Private Coaching Prep	4:30 pm <i>Dinner</i>	3:55 pm Super Squad Rally!	*Basket Toss Class
8:15 pm Material Review / Coaches & Captains' Stunt Workshop & Goal Setting	6:15 pm Group A - Personalized Pyramids & Rally Routine Private Coaching Prep Group B - Stretching, Flexibility & Jumps	4:30 pm Daily Awards & Pin It Forward	
8:30 pm Big Brother Big Sister & Daily Awards	7:00 pm Group A - Stretching, Flexibility & Jumps Group B - Personalized Pyramids & Rally Routine Private Coaching Prep	4:40 pm Final Coaches' Q&A	
	7:45 pm Jump Off		
	8:15 pm Big Brother Big Sister & Daily Awards	4:45 pm <i>Dinner</i>	

Evening Off!





VARSITY SPIRIT CAMP RULES

Any person attending camp must read and abide by the camp rules set forth by Varsity Spirit, as well as the rules of the camp location. Violation of these rules, and/or behavior that is deemed inappropriate, unsafe or disruptive, may result in the camp dismissal of an individual(s) and/or the entire squad. School officials may also be contacted pertaining to rule violations. Anyone dismissed from camp is not eligible for a refund.

GENERAL CAMP RULES

- An authorized Adult in Charge (official coach, sponsor, school employee, parent authorized to be the team chaperone, etc), 21 years of age or older, must attend camp with participants (except Drum Majors).
- Participants must be in attendance and on time to all classes and camp functions.
- Walk in groups of two or more.
- Participants are always required to wear their camp identification (where applicable at certain locations and will be provided at check-in).
- Varsity Spirit is not responsible for lost or stolen items. Valuables should be left at home.
- The use of cameras, imaging, and digital devices by adults and/or minors is permitted only in areas where privacy is not expected.
- If an emergency occurs, contact the appropriate emergency number for your location and notify a member of Varsity Spirit/Varsity Camp Administration.
- Participants who must go to a clinic or hospital should contact a member of Varsity Spirit/Varsity Camp Administration prior to leaving camp.
- Participants may not leave camp for any reason, unless prearranged and signed out with Varsity Spirit/Varsity Camp Administration. An authorized adult must accompany any minor who leaves camp for any reason.
- An Adult in Charge is responsible for participants outside scheduled class times including but not limited to meals, pool/beach activities, practice outside of class time, free time activities, etc.

THE FOLLOWING IS PROHIBITED:

- Bullying, initiations or hazing of any kind.
- Smoking, vaping and/or the use or possession of alcohol and/or other illegal substances.
- Fireworks, guns and/or other weapons.
- Cheering, chanting, stunting, tumbling or dancing in areas not specifically designated for instructional classes and practice.
- Jewelry of any kind during class at cheer camps.
- Running, horseplay or unnecessary noise in the dorm/hotel/dining facility.
- Use of glitter, silly string, confetti or any similar substance/material.

OVERNIGHT/HOTEL/RESORT CAMP RULES

- All windows must remain closed in the air-conditioned dorms/hotels. In dorms/hotels without air-conditioning, windows may be left open but screens must be left on. Do not lean out of the windows.
- Hang signs only with the express permission of Camp Administration.



Participants may only ride in cars while at camp with prior approval by the Adult in Charge and Camp Administration.

- Any damage to the dorm/hotel will be charged to your group. Leave your room in the same condition as you found it, including the placement of furniture.

- Evening hours requirements:
 - 9:30 – in the dorm/hotel
 - 10:00 – on appropriate floor assigned to squad/team
 - 10:30 – in room assigned to participant
 - 11:00 – in bed and lights out
- Keep doors locked when you leave the room and when you are in the room. Do not prop doors open.
- No one of the opposite sex is allowed in the sleeping rooms.
- Lost or unreturned room keys/cards will be charged to the team/individual.
- For the safety and privacy of all camp attendees, participants should not fraternize with other groups not associated with camp.
- Participants may not go back to the dorm/hotel during classes without approval from the Adult in Charge, who must then notify Varsity Camp Administration.
- If an off-site facility is used for classes, the Adult in Charge is responsible for participants while traveling to and from off-site facility.



UCA & UDA Terms & Conditions for Overnight and Day Camps

Fees

Overnight fees include daily instruction, awards, housing and meals. Instruction Only fees include daily instruction and awards (unless otherwise noted).

Adult Supervision

An adult at least 21 years of age is required to attend camp in its entirety with each team, unless a more stringent policy is noted for the location selected. The adult is required to stay overnight.

Payment Policies

Unless otherwise noted, the deposit and full payment due dates are as follows:

	<u>Deposit Amount</u>	<u>Deposit Due</u>	<u>Full Payment Due</u>
Overnight Camps	\$100 per person	60 days prior to camp start	45 days prior to camp start
Day Camps	\$50 per person	60 days prior to camp start	45 days prior to camp start

Camp registrations are not confirmed until the deposit or signed school purchase order is received. **If your deposit or full payments are not received by their respective due dates, UCA/UDA reserves the right to cancel your registration.** Reinstated registrations are accepted on a space-available basis. Deposits are non-refundable and non-transferable.

If you are unable to pay in full by the due date, we must receive a school purchase order or letter of authorization on official school/organization letterhead. Either form must be signed by the school principal/organization administrator and clearly indicate the payment terms. Payments are not accepted at camp. Balances not paid within 90 days after camp will be turned over to a collection agency.

Form of Payment

You may pay online by credit card (Visa, MasterCard, and Discover) or mail your check or money order to the UCA/UDA office. **Personal, individual, booster club, temporary or gym checks are not accepted.** If mailing your payment, please include a copy of your invoice to insure proper credit to your account.

Cancellation/Enrollment Change Fees

Unless otherwise noted for a specific location, fees retained for enrollment changes (reductions) and/or cancellations received prior to the camp start date are indicated below.

Overnight Camps	<u>Between 60-31 Days</u>	<u>Between 30-0 Days</u>
	\$100 per person	Full Tuition
Day Camps	<u>Between 30-15 Days</u>	<u>Between 14-0 Days</u>
	\$50 per person	Full Tuition

Refund Requests

Refund requests must be submitted in writing to the attention of the Registration Department within 30 days of the camp end date. Refunds will not be issued if requested longer than 30 days after the camp end date. Refunds will be processed upon completion of camp reconciliation in the UCA/UDA office. Please allow 4-6 weeks after camp is over to receive your refund.

Camp Rules

On the first day of camp, each person attending will be asked to review and sign a document indicating they understand and will abide by all camp rules.

Release and Waiver Forms

In order to participate at camp, every camp attendee must complete a Release and Waiver Form. The Adult Release and Waiver form is required for all coaches and chaperones. For those under 18 years of age, the Participant Release and Waiver form must be signed by a parent or guardian. Please retain a copy of each signed form for your records and **turn in the original signed forms** at Registration on the first day of camp.

Special Compliance Requirements

Certain locations may require a specific adult to minor ratio and/or compliance-related clearances pertaining to the protection of minors. Locations that have specific requirements will have additional information online at varsity.com/MyCampRegistrations.

Contact Us

UCA/UDA Summer Camps

PO Box 752790

Memphis, TN 38175

888-CHEERUCA (243-3782)

800-DANCEUDA (326-2383)

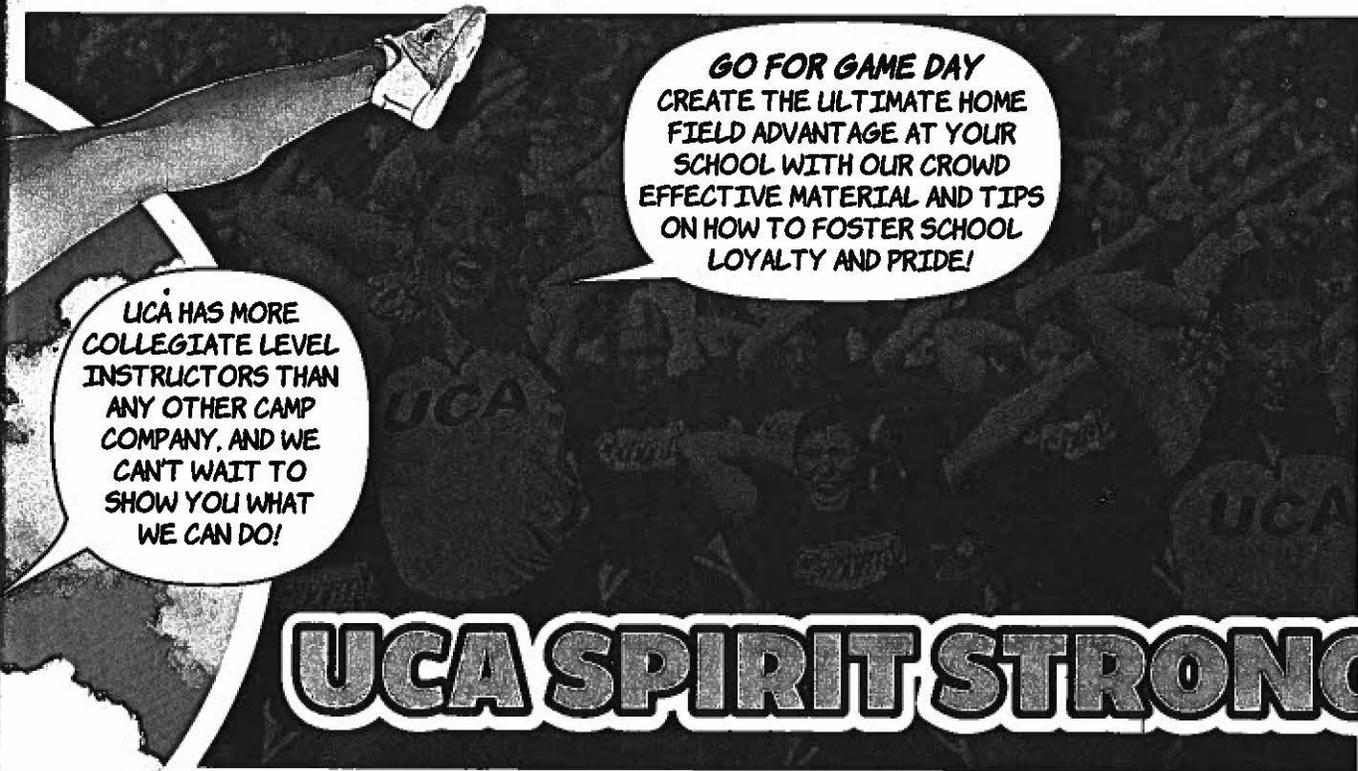
Fax: 800-969-8295

registration@varsity.com



LCA CAMP INSTILLS TEAM FIRST QUALITIES SUCH AS TRUST, TRADITIONS AND TEAM BUILDING - ALL WHILE HAVING FUN!

GO BANANAS!



LCA HAS MORE COLLEGIATE LEVEL INSTRUCTORS THAN ANY OTHER CAMP COMPANY, AND WE CAN'T WAIT TO SHOW YOU WHAT WE CAN DO!

GO FOR GAME DAY
CREATE THE ULTIMATE HOME FIELD ADVANTAGE AT YOUR SCHOOL WITH OUR CROWD EFFECTIVE MATERIAL AND TIPS ON HOW TO FOSTER SCHOOL LOYALTY AND PRIDE!

UCA SPIRIT STRONG



WE ARE:

- REFERRED BY THE NATION'S TOP COLLEGE PROGRAMS AND SELECTED BASED ON SKILL, EXPERIENCE AND TEACHING ABILITY
- TRAINED USING HANDS-ON INSTRUCTION AND ARE KNOWLEDGEABLE ABOUT SAFETY AND TECHNIQUE BEST PRACTICES
- EDUCATED IN LEGAL LIABILITY ISSUES FOR COACHES, MEDICAL RESPONSIBILITIES, NUTRITION AND HYDRATION!
- USA CHEER SAFETY CERTIFIED AND LEVEL 2 BACKGROUND CHECKED



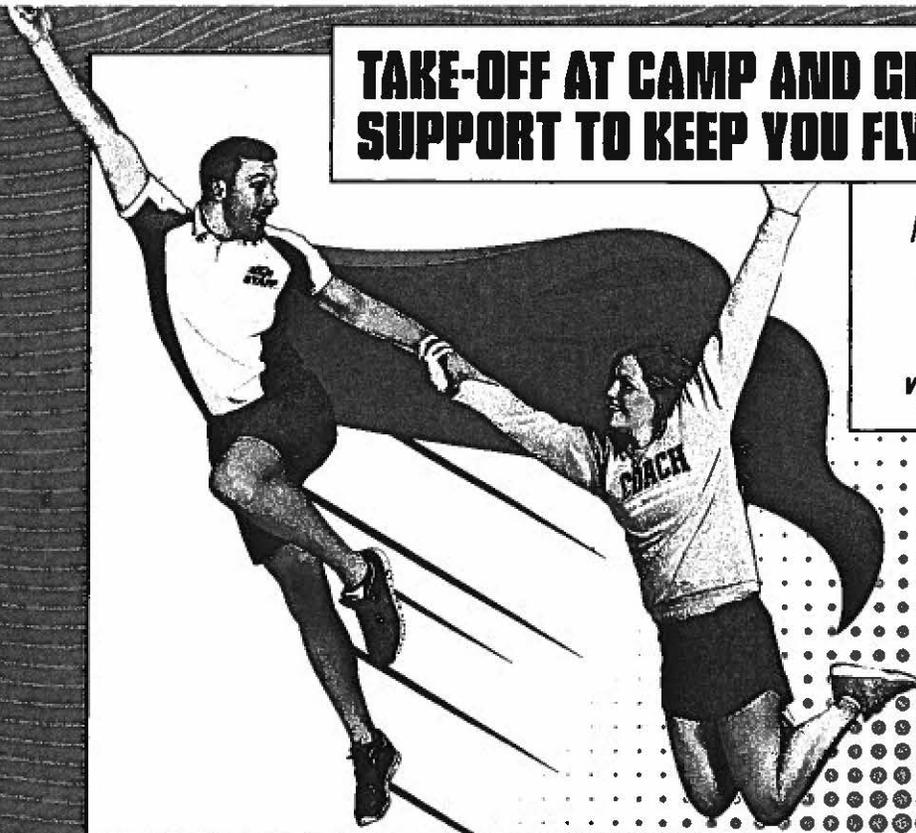
POWER UP YOUR GAME DAY

IT STARTS AT UCA CAMP!

Power up your season by getting a spirited start this summer with curriculum centered around the roles of a cheerleader— Crowd Leader, Spirit Raiser, Ambassador, Athlete and Entertainer. Learn fan focused sidelines, cheers and band chants along with how to most effectively utilize spirit raising props and skills to motivate the crowd and support the athletes on the field or court. Our SUPER game day strategy will help you strengthen the unity between your fellow spirit raising programs like dance and band, cultivate community pride, encourage sportsmanship and POWER your team to victory!



TAKE-OFF AT CAMP AND GET YEAR-ROUND SUPPORT TO KEEP YOU FLYING HIGH!



POWERED BY



VARSITY UNIVERSITY

SPIRIT WORKS



HEY COACH! UCA

PARTNERS IN COACHES' EDUCATION



EDUCATIONAL BEST PRACTICES BEGIN HERE

Your Head Instructor will educate you in all things UCA including how to lead your squad to success at camp and throughout the season, the latest rule changes, credentialing updates, game day trends and more. Participate in roundtables discussing key topics such as managing a successful spirit program, the strengths in various coaching styles and elevating school comradery and pride.

COACHES & CAPTAINS' GOAL SETTING

A meeting time for just you and your captains to bond together while setting your goals for the season and discussing team management best practices.

FINAL COACHES' Q&A

Check in before Final Day to make sure YOU as a coach are game day ready, just like your athletes!

STUNT WORKSHOPS

One-on-one instruction with your Head Instructor and a UCA Staff stunt group to breakdown all things stunts, pyramids and safety! Bring your questions!



NEW: Bring your Captains / Leaders with you on Day One so you can develop your safety building blocks and stunt technique together from the start of your season.

ONE MILLION

\$1 MILLION DOLLAR SECONDARY LIABILITY INSURANCE

UCA provides coverage for cheer coaches attending camp who are employed full time by a school or school district.

Must be 21 years of age. Member coverage through May 15, 2021; subject to the renewal of the master policy.



IS HERE FOR YOU!

TAKE HOME GIFTS!

FREE Coaches' Field Guide Stay a step ahead of your cheerleaders with this all-inclusive camp guide, leading you through UCA's daily coaches' meetings, programs, classes and more!

FREE Summer Bonus Material The learning doesn't end at UCA Camp! Each team will have access to bonus cheers, sidelines, dances and more. (\$75 value)

FREE UCA Tryout Kit From pre-tryout meetings and clinics, to judging and selecting your squad – the UCA Tryout Kit will guide you every step of the way. Plus, UCA provides free tryout material and music downloads. Coming to your inbox next spring!

FREE Coaches' Belt Bag Stand out in a crowd with our stadium-approved, clear belt bag. The sleek design will hold all of your coaching essentials without weighing you down at a big game, pep rally or competition.

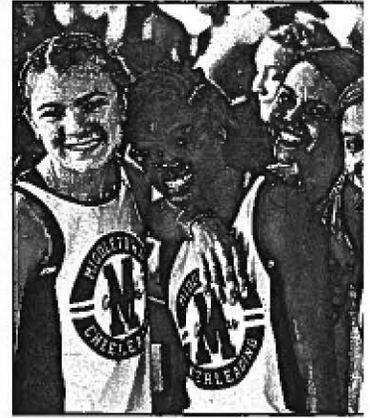
Membership to The Varsity Club Shop our exclusive, discounted site filled with products, customized just for coaches!

Camp Connection – powered by Varsity University! Valued at \$850, Camp Connection provides an opportunity to continue your cheerleading education online with an extensive video library with insight from the experts. Highly discounted rates available for UCA Coaches!



FREE UCA Game Day Playbook Written by coaches, for coaches! Packed with football and basketball game planning sheets, sports rules and glossaries, pep rally best practices and more – the UCA Game Day Playbook is sure to be your ultimate sideline companion all season long!

**UCA OVERNIGHT CAMPS
CHAMPION SPIRIT BUILDING AND
LEADERSHIP TRAINING WHILE
KEEPING IT SUPER FUN! MAKE
MEMORIES AND BUILD YOUR
TEAM OF HEROES WITH UCA!**



OVERNIGHT

Game Day Training

Learn new interactive sidelines, cheers and band chants to become the ultimate crowd leaders at your school. **NEW:** Squads will learn several short, crowd effective Fan Chants to popular house / band music with call backs to get the fans back home involved!

Stunt & Pyramid Curriculum

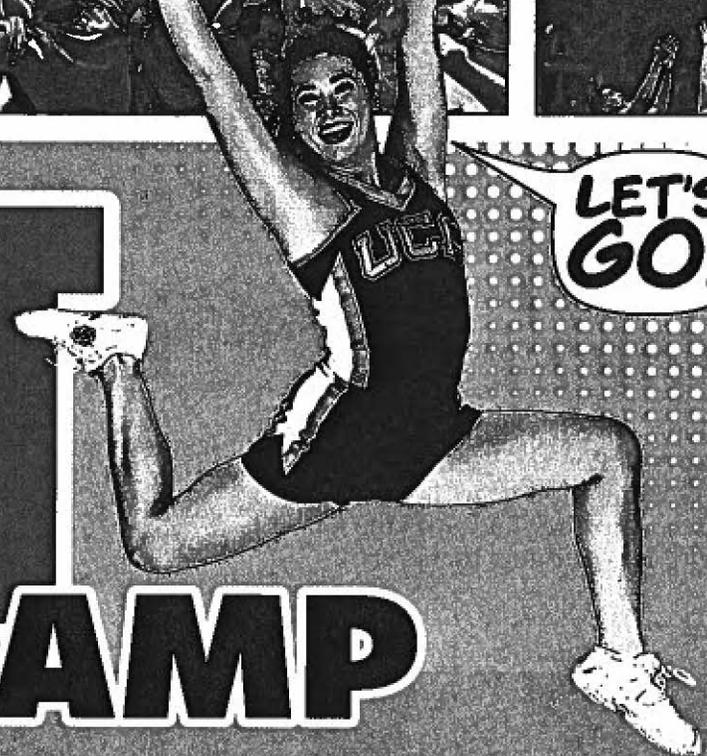
Three Stunt and three Pyramid Classes included at all 4 Day Traditional Overnight camps! Updated safety seminar with an emphasis on building blocks and progressions along with a **NEW** partner stunt and pyramid curriculum including creative transitions, inversions and dismounts.





WHIT CAMP

LET'S GO!



Private Coaching

One-on-one time with the UCA Staff to work on two Situational Sidelines, a Cheer of your choice, Personalized Pyramids, an 11 eight-count Rally Routine and a Game Day performance – customized to your squad's unique strengths and abilities. NEW: Situational Sideline Private Coaching and Personalized Pyramids / Rally Routine Private

Coaching Prep will be split into groups. In addition to this, teams will now be Private Coached on Game Day so teams will have more one-on-one time with the UCA Staff than ever before!

Camp Awards

UCA Camp brings out the very best in teams through daily spirit awards like the Spirit Stick and Top Banana, Leadership and Tradition awards, best Game Day Championship

performances, top placing for the Rally Routine Championship, All-American medals, Most Improved, Pin It Forward and more!

Additional Benefits

Squad and Captains' Leadership Training, daily Big Brother / Big Sister time with the UCA Staff, Squad Credentialing, Team UCA bonding time, Material Reviews and more!



Daily Camp

UCA SUMMER CAMP LISTINGS ARE ONLINE AT UCA-VARSITY.COM

UCA ANNOUNCES 2020 CAMP THEME *SPIRIT POWER*



This year's theme, Spirit Power, embodies UCA's mission – to inspire leadership on and off the field. It is our goal that every

athlete leaves summer camp feeling confident, strong and empowered to be the best leader they can be – for life.



Super Squad Rally

On the last night of camp, dress up with your squad in a team-focused and interactive Super Hero themed pep rally. Get creative with masks, capes, gloves, boots, leggings, headgear and much more. Honor the hometown heroes in your community and dress up like a firefighter, doctor or anyone who inspires YOU. There are countless SUPER possibilities! Your Varsity I even has spirit-themed camp wear for your squad to order.

UCA ELECTIVE CLASSES GIVE YOU CHOICES!

Customize your UCA Camp experience with your choice of optional classes:

- Fight Song Critique
- Fight Song
- Timeout Dance
- Additional Material
- Stunt Workshop
- Basket Toss Class

**THE POWER OF
SPIRIT IS
UCA STRONG**

SUMMER 2020 CAMP GUIDE

SQUAD
CREDENTIALING

CHEERS TAUGHT

SIDELINES
TAUGHT

FNL FRENZY

GAME DAY
CHAMPIONS*

CLASSIC CAMPS

TRADITIONAL OVERNIGHT – Best all-around camp experience and our most popular camp type! Focus on crowd leading, skills training & team bonding.	●	4	5+	●	●
RESORT CAMP – Same great UCA program with luxurious accommodations at fun-filled destinations.	●	4	5+	●	●
TWO NIGHT CAMP – A condensed version of the Incredible UCA program, giving squads quality instruction away from home for a great price.	●	2+	5		●
JUNIOR HIGH – Focus on crowd leading and skill fundamentals, with exclusive material and dances just for Junior High squads.	●	2+	4+	●	●
HOTEL CAMP – The same traditional overnight program with a comfortable hotel stay for a top notch UCA Camp experience!	●	4	5+	●	●

SKILLS TRAINING CAMPS

STUNT – A skills-focused camp with curriculum centered around stunt progressions, pyramid development and learning creative transitions and dismounts.	●	1		●	
ELITE – Similar Traditional Overnight program for teams with advanced stunts who are comfortable moving at a faster pace during stunt classes and elite pyramid training!	●	4+	5+	●	●
MASTERS – Invitation only for competitive teams and designed to prepare squads for competition. Staffed by the top camp instructors in the country. (Program varies by location. Check with your UCA State Director for details.)	●	1		●	
NON-BUILDING – Squads who don't stunt power up the spirit with exciting cheers, sidelines, dances, jumps & tumbling!	●	5+	5+	●	●

NON-OVERNIGHT CAMPS

HOME CAMP – UCA comes to you and focuses on what you need most! See page 44 for more info. Grid reflects a 2-Day Build Your Own Home Camp sample schedule, our most popular Home Camp option.	●	4	5	●	
DAY CAMP – Stay close to home while enjoying many benefits of the UCA Overnight program experience with the incredible UCA Staff.	●	3	4+	●	●
YOUTH CAMP – Focus on crowd leading, building blocks and skill fundamentals with curriculum designed with young athletes in mind!		1	3	●	

For more information about camp types, schedule details and specialty programs, contact your State Director, view the camp listings section or visit uca.varsity.com/camps or scan this QR code using your smart phone.



STUNTS AND SKILLS

DANCE CLASSES

OTHER PROGRAMS

SWIMMING

STUNT & PYRAMID

JUMP CLASS

UCA STAFF PRIVATE COACHING TIME

RALLY ROUTINE

BAND CHANT

FAN CHANTS

RALLY ROUTINE CHAMPIONSHIP

ELECTIVE CLASSES

PEP RALLY

TEAM BUILDING

EVALUATION SESSIONS

MUSIC AND SPRING TRYOUT KIT

7+	•		L2	•	•	•	•	•		3	•	
7+	•		L2	•	•	•	•	•		3	•	
4+	•		L2	•		•		•		2	•	
7+	•		L1	•	•	•	•	•		3	•	
7+	•		L2	•	•	•	•	•		3	•	
8+	•		L3			•	•	•		3	•	
7+	•		L3	•	•	•	•	•		3	•	
8+	•		L3			•	•	•		3	•	
	•		L3	•	•	•	•	•		3	•	
7+	•		L2	•	•					3	•	
7+	•		L2	•	•	•		•		2	•	
3+	•		L1									

BASIC MORE MOST

COURSES AND OFFERINGS MAY VARY BY LOCATION

RESORT CAMPS!

Experience the same UCA Overnight Camp program at fun-filled locations with fantastic amenities and first-class accommodations. From beautiful beaches and fun-filled water parks to destination country clubs and mountain retreats, UCA has the perfect resort location for you. Resort Camp schedules often include an afternoon or evening off so you are able to enjoy the amazing amenities and bond as a squad!

**UCA STAFF
TO THE RESCUE!
THE UCA STAFF IS YOUR
FIRST RESORT FOR SPIRIT
FILLED, FUN IN THE SUN!**



**IT'S THE BEST
OF SUMMER
CAMP AND
VACATION
ALL-IN-ONE!**



Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Oak Hill Elementary

Date: 1/9/2020

Action Item X

To: Board of Trustees

Information Item

From: Patty Spore, Principal

Attached Pages 98

Principal's Initials: PS

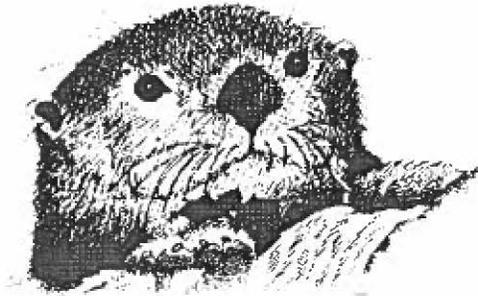
SUBJECT: OAK HILL SAFE SCHOOL AND EMERGENCY PREPAREDNESS PLAN: FEBRUARY 2018 REVISION

Each school year we are required to update our Comprehensive School Safety Plan. The current revision includes updated safety goals to reflect current staff training and an update to reflect staff currently working at Oak Hill.

RECOMMENDATION: The CJUSD Board of Trustees approve the Oak Hill Elementary Safe School and Emergency Preparedness Plan: January 2020 revision

CONSENT AGENDA

OAK HILL ELEMENTARY



Safe School

And

Emergency Preparedness Plan

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

Revised December, 2019

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

SCHOOL NAME HERE

PART 1 CRISIS MANAGEMENT

- Section 1 Incident Command System
- Section 2 Staging Areas
- Section 3 Lockdown Procedures
- Section 4 Evacuation Procedures
- Section 5 Student Release Procedures
- Section 6 School Partnerships
- Section 7 Resources
- Section 8 Communications
- Section 9 Crisis Phone Directory
- Section 10 Letters Home
- Section 11 Aftermath
- Section 12 Training and Updating

PART 2 CRISIS READINESS

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

Dog/Animal Bites

Ears

Electric Shock

Eyes

Fainting

Fracture

Frostbite

Head Injury

Heart Attack

AED Steps

Nosebleeds

Pandemic Flu Plan

Poisoning

Puncture Wounds (knife and gunshot)

Seizure

Shock

Sunstroke

Wounds

Section 15 Missing Student

Section 16 Public Demonstration

Section 17 School Site as Mass Care and Welfare Shelter

Use of Facility:

Shelter Management:

Condition of Facility:

Food Services:

Custodial Services:

6. Security:

7. Signage and Publicity:

8. Closing the Shelter:

9. Reimbursement:

Section 18 Severe Weather

Section 19 Shooting/Stabbing

Section 20 Campus Visitor Procedures

Section 21 Healthy Kids Survey Information

Section 22 School Rules

Section 23 Behavior Escalation Plan

PART 3 SITE ACTION PLAN

Section 1 District and Site Mission Statements

Section 2 People and Programs:

Section 3 School Climate Goals

Section 4 Place

Section 5 Physical Environment Goals

Section 6 Signature Sheet

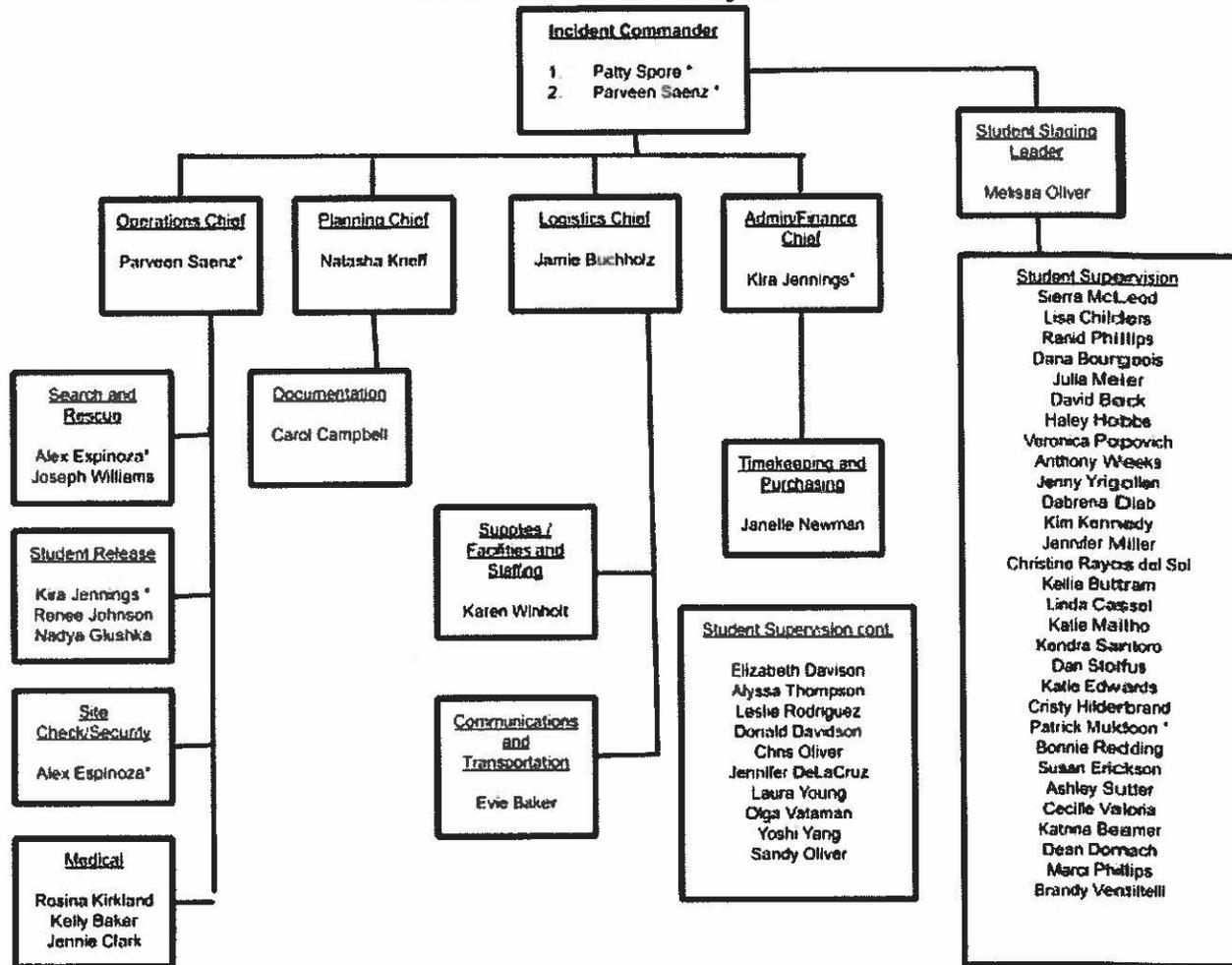
<u>APPENDIX A</u>	<u>STAFF LIST</u>
<u>APPENDIX B</u>	<u>STAFF CLASSROOM TELEPHONE NUMBERS</u>
<u>APPENDIX C</u>	<u>SHUT-OFF</u>
<u>APPENDIX D</u>	<u>EMERGENCY EVACUATION ROUTES</u>
<u>APPENDIX E</u>	<u>OFF CAMPUS EVACUATION MAP</u>
<u>APPENDIX F</u>	<u>EMERGENCY OPERATIONS CENTER (EOC) FORM</u>
<u>APPENDIX G</u>	<u>CHILD ABUSE REPORTING LAW</u>
<u>APPENDIX H</u>	<u>CHILD ABUSE REPORTING FORM</u>
<u>APPENDIX I</u>	<u>WILLIAMS UNIFORM COMPLAINT PROCEDURE</u>
<u>APPENDIX J</u>	<u>DRESS CODE</u>
<u>APPENDIX K</u>	<u>SUSPENDABLE OFFENSES</u>
<u>APPENDIX L</u>	<u>PROCEDURES TO NOTIFY TEACHERS OF DANGEROUS PUPILS</u>
<u>APPENDIX M</u>	<u>HATE MOTIVATED BEHAVIOR</u>
<u>APPENDIX N</u>	<u>NON DISCRIMINATION/HARASSMENT</u>

PART 1 CRISIS MANAGEMENT

Section 1 Incident Command System

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

Oak Hill Elementary School Incident Command System



* ICS Radio

Incident Command Descriptions

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

Assume Command

Establish the Command Post

Conduct briefings of the Command Staff

Identify level of threat by assessing situation

Set specific objectives and direct development of incident action plans

Direct protective actions to stabilize the school

Activate and oversee ICS functions

Establish Unified Command with responding agencies

Update EOC as situation evolves

Approve information to send to the EOC for media briefings
Set objectives for resumption of normal activities
Maintain an activity log (scribe) and oversee action reports

Admin/Finance Chief

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

Keep an envelope or box for all receipts and overtime cards

Provide a cost-accounting update for the IC as requested

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

Check attendance for that day for both students and adults

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Immediately report to Command Post

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

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

Identify alternate resource requirements (to IC and Logistics)

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

Implement roll call protocol based on Staff List/Oak Hill building map
Make changes as necessary to action plan based upon reports from group leaders and Planning Chief
Update IC and IC Team with status reports
Maintain an activity log (scribe) and write after-action report

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

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

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

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

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

Share information needed for decision making with IC Team

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

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

Report safety conditions that may cause danger

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

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

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

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

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

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

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

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

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

Student Staging Leader/Student Release a.k.a. Parent Reunion Coordinator: This team will supervise the release of students. They will document the persons picking up students. They must record the time, signature, and where they will be taking the student. Pictures of each child with the adult picking them up may be useful. Members will take roll with their own class, send in their EOC form, and wait to be called up. Before parents begin arriving, the Team Leader will begin setting up the Reunification Center, with support if needed, in a predetermined location. They will gather information regarding attendance from the Admin/Finance Team. When parents begin arriving, the Team Leader will call up the rest of the team and notify the Operations Chief. As more parents arrive, more teachers and classified staff will be assigned to this staging area. Students will be reassigned to other Supervising Teachers. If evacuating the site, before leaving the school grounds, the Student Release Team will post a notice on the front door informing parents where to pick up their children. If the front door is no longer there, the notice will be placed on the flagpole.

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

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

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

Section 2 Staging Areas

Indoor Command Post:

1. Office
2. Library

Outdoor Command Post:

1. Otter Outback
2. Front Steps
3. Nature Center

Triage Area: Quad, Bodega Triangle, or Drive between Tule Lake and Mission Bay

Parent Reunification Area: Cafeteria or Front Steps Area

Bus Staging Area: North Creek Court or North Loop Blvd.

Media Staging Area: Abalone Cove

Off-Site Evacuation Location:

Directions:

Section 3 Lockdown Procedures

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

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

In addition to an onsite emergency, lockdown procedures can be modified for use during a local incident in which the school population is not in direct danger. A local incident might be a sheriff or fire event nearby or an injury on school grounds that 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 11). 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.**
 - b. Staff members should check restrooms and other areas where students may be found and guide students who are outside into classrooms. If students are found and are not close to their classroom, students should go into the closest occupied classroom. Then, teachers should stay in a locked room and notify the office of your location. Roll of all students in room must be taken. Ignore any fire alarms.**

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

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

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

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

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

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

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

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

Special areas of concern:

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

Section 4 Evacuation Procedures

General Evacuation

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

Evacuation of School Grounds

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

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

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

School Evacuation Instructions

Exit the Building

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

Teachers

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

Students

In homeroom class

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

NOT in homeroom

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

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

At recess / break

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

Staff Not Assigned To Classrooms

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

Principal or Designee

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

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 Partnershin

Section 7 Resources

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

Section 8 Communications

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

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

Telephone Communication

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

Section 9 Crisis Phone Directory

- Sheriff/Fire Department: 911
- Twin Rivers Police Department: (916) 566-2777
- Poison Control Center, UCD Medical Center:(916) 734-3692
- Citizens Utilities (Water): (916) 568-4200
- SMUD (Electricity): (916) 456-7683
- PG&E (Gas): (916) 743-5000
- Superintendent's Office: (916) 338-6409
- 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
Kelly Kelley
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.

"Respecting our traditions, while embracing new ideas"



Established 1858

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

BOARD OF TRUSTEES

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SUPERINTENDENT

Scott A. Loehr

Dear Parents:

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

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

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

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

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

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

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

Sincerely,

"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) Dec. 9, 2029
- Bloodborne Pathogens for School Employees (every other year – even years) Dec. 5, 2018
- Code Red Lockdown Training (annually) Dec. 2, 2019
- CPR Training Sept. 24, 2016
- NIMS/ICS video (discuss components annually, can watch video every other year) Dec. 2, 2019
- Mandated Child Abuse Reporter Training (annually) Was due by Aug. 30, 2019
- Triage Training (every other year – even years) Nov. 7, 2018
- Automated External Defibrillator (AED) Training (annually)
- Suicide Prevention Training (More Than Sad, and QPR) Jan. 6, 2020

* 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 situation and provide updates as needed.
- Prepare for possible lockdown or evacuation depending on the situations. Follow law enforcement or fire guidance.
- If law enforcement or fire have not resolved the situation by dismissal time, plans will need to be made to alter or delay dismissal of students and transportation should be contacted with information.
- Informational letter for parents should be developed in conjunction with district office and law enforcement or fire officials.

Section 2 After Hours Crisis Procedures

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

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

Section 3 Bomb Threat

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

Bomb Threat Procedures

I. Office Personnel

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

II. Administration

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

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

III. Teachers

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

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

IV. Custodians, Cooks, and other Classified Employees

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

BOMB THREAT FORM

RECEIVING A BOMB THREAT

INSTRUCTIONS:

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

Exact time of call: _____

Exact words of caller:

Questions to Ask

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

Caller's Voice (Circle):

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

Voice Description (Circle):

Male	Female	
Calm	Nervous	
Young	Old	Middle-Aged
Rough	Refined	

Accent: Yes No Describe _____

Speech Impediment: Yes No Describe _____

Unusual Phrases _____

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

Background Noises (Circle):

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

Additional Information:

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

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

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

Signature _____ Date _____

THREATENING PHONE CALL FORM

Time call was received _____ Time caller hung up _____

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

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

1. What is your name? _____
2. What are you going to do? _____
3. What will prevent you from doing that? _____
4. Why are you doing this? _____

5. When are you doing this? _____
6. Where is the device right now? _____
7. What kind of device or material is it? _____
8. What does it look like? _____

Person receiving the call

Person monitoring the call

Department _____

Department _____

Dept Phone No. _____

Dept. Phone No. _____

Home Address _____

Home Address _____

Date: _____

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

- An announcement will come over the PA system telling you that the "in-place-shelter procedure" is in effect.
- Close all doors to the outside and close and lock all windows. (Windows seal better when locked.) Seal gaps under doorways and windows with wet towels, and those around doorways and windows with duct tape (or similar thick tape) and sheets of plastic (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 departments.
 - Don't re-enter the building until it is safe.
6. The principal will confer with the Superintendent about evacuation of the school. If necessary, follow the "Evacuation of School Grounds" policy. Do not evacuate to another building unless it has received an inspection by a qualified person.

Re-entry of Building

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

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

Section 8 Fire/Explosion

Fire

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

Lunchrooms and Kitchens

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

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

Fire Drill Procedures

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

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

Fire Extinguishers

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

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

Fire Extinguisher Inspections

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

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

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 (874-5115). Call the district office.

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

- Call 9-1-1
- Arrange to have the students moved to an off-site evacuation location
- The incident command system member responsible for student accounting begins the process of tracking all students
- Make sure the critical incident response kits leave the school with the students

Section 11 Hostage Situation

Intruder or Hostage Situation

Organized or unorganized terrorists would usually find themselves in one or two places within the school building. Either they would penetrate into the administration office, or they would infiltrate a classroom. The administration and staff have only two "weapons" in which to combat the situation: time and specific procedures. The school staff should not attempt to disarm terrorists.

The procedures for the following situations are as follows:

Intruder Enters the Classroom

1. The teacher will try to make contact with the office via intercom phone.
2. If the teacher cannot get to the communication system, he/she should attempt to send a note out the door with a student. Do not take a chance if there is any doubt that the child will be seen exiting. If one is able to leave, he/she should crawl past any windows so as not to be seen.
3. Any teacher receiving the note from a student or other adult should immediately lock all doors, inform the office, and close the blinds.
4. If there is another teacher, adult, or student who can safely make a call, call the office at {insert phone number} or the administrator at {insert phone number}.
5. The office's number and instruction 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. We
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 9-1-1 will be explained each year to all school personnel, and this number will be readily visible on all telephones.

A first aid kit shall be maintained in the office and rotated. A Red Cross first aid booklet is provided with each kit. First aid procedures will follow the current American Red Cross First Aid Manual.

Although some staff members are trained in basic first aid and CPR procedures, they are not to be considered medical experts. The first aid kits are to be used only in cases of emergency.

First Aid Stations

A first aid station is always maintained in the nurse's office. In the event of a large scale emergency that requires an evacuation, a medical station will be set up by the Medical Team in a pre-determined location. If evacuation is not necessary, the nurse's station and/or the multi-purpose room will be used.

Rescue

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

With a serious or critical injury, do the following:

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

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

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

With critical illness or injury, do the following:

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

FIRST AID INSTRUCTIONS

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

Abdominal Pain

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

Artificial Respiration

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

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

Bleeding

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

*Internal bleeding – Treat for shock

Bone Injuries

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

Breathing - Unconscious Person

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

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

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

1. Try to awaken the person by firmly tapping him or her on the shoulder and shouting, "Are you alright?"
2. If there is no response, check for signs of breathing.
 - a. Be sure the victim is lying flat on the back. If you have to roll the victim over, move the entire body at one time.

- b. Loosen tight clothing around neck and chest.
3. Open the airway:
 - a. If there are no signs of head or neck injuries, tilt the head back and lift the chin to move the tongue away from the back of the throat.
 - b. Place your ear close to the victim's mouth; listen and feel for breathing.
 - c. If you can't see, hear, or feel any signs of breathing, you must begin breathing for the victim.
 - d. Begin rescue breathing immediately. Have someone else summon professional help.

Rescue Breathing:

1. Giving mouth-to-mouth rescue breathing to an adult:
 - a. Put your hand on the victim's forehead, pinching the nose shut with your fingers. Your other hand is lifting the victim's chin to maintain an open airway.
 - b. Place your mouth over the victim's, making a tight seal.
 - c. Breathe slowly and gently into the victim until you see the chest rise. Give 2 breaths, each lasting about 1½ seconds. Pause between breaths to let the airflow out. Watch the victim's chest rise each time you give a breath to make sure air is going in.
 - d. Check for a pulse after giving these 2 initial, slow breaths. If you feel a pulse but the victim is still not breathing, give one breath about every 5 seconds. After 10 to 12 breaths, re-check pulse to make sure the heart is still beating.
 - e. Repeat the cycle every 5 seconds, 10-12 breaths per minute, rechecking the pulse after each cycle. Continue rescue breathing until one of the following happens:
 - i. The victim begins to breathe without your help
 - ii. The victim has no pulse (begin CPR).
 - iii. Another trained rescuer takes over for you.
 - iv. You are too tired to go on.
2. Giving mouth-to-mouth rescue breathing to infants and small children:
 - a. A small child's head should be tilted back gently to avoid injury. With head tilted back, pinch the nose shut. Lift the chin and check for breathing as you would for an adult. Give 2 slow breaths until the chest rises.
 - b. Check for a pulse.
 - c. Give 1 slow breath about every 3 seconds. Do this for approximately 1 minute, or 20 breaths.
 - d. Recheck the pulse and for breathing.
 - e. Call 911 if you have not already done so. Continue rescue breathing as long as a pulse is present and the child is not breathing.
 - f. Continue rescue breathing until one of the following occurs:
 - i. The child begins to breathe on his/her own.
 - ii. The child has no pulse (begin CPR).
 - iii. Another trained rescuer takes over for you.
 - iv. You are too tired to go on.

Burns

1. Degrees:
 - Skin red (1st degree)
 - Blisters develop (2nd degree). Never break open blisters.
 - Deep tissue damage (3rd degree)
2. First Aid for thermal burns (1st and 2nd degree burns) to exclude air:
 - Submerge in cold water
 - Apply a cold pack

- Cover with a thick dressing or plastic. (Do not use plastic on face.)
 - After using cold water or ice pack, cover burned area with a thick, dry, sterile dressing and bandage firmly to exclude air.
3. First Aid for 3rd degree burns:
 - Apply a thick, dry sterile dressing and bandage to keep out air.
 - If large area, wrap with a clean sheet or towel.
 - Keep burned hands and feet elevated and get medical help immediately.
 - Treat the same as shock victim, giving fluids as indicated; warmth necessary.
 4. First Aid for chemical burns
 - Wash chemical away with water.
 5. Acid burn to the eye (also alkali burns)
 - Wash eye thoroughly with a solution of baking soda (1 teaspoon per 8-ounce glass of water) or plain water for 5 minutes.
 - If victim is lying down, turn head to side. Hold the lid open and pour from inner corner outward. Make sure chemical isn't washed out onto the skin.
 - Have victim close the eye, place eye pad over lid, bandage and get medical help.

Choking (Heimlich Maneuver)

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

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

If the victim is on his back:

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

Convulsions or Seizures

1. Symptoms

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

These seizures are seldom dangerous, but they are frightening.

2. Causes

- Head injuries
- Severe infections
- Epilepsy

3. Treatment

- Prevent patient from hurting himself

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

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

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 a 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 breath, 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 school nurse so that information can be recorded in the pupil's health folder.

Ears

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

Electric Shock

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

Eyes

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

Fainting

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

Fracture

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

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

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

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

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

Frostbite

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

Head Injury

1. Symptoms
 - May or may not be unconscious
 - Unconsciousness may be delayed one-half hour or more
 - Bleeding from mouth, nose or ear
 - Paralysis of one or more extremities
 - Difference in size of pupils of the eyes
2. First Aid for Head Injuries:
 - No stimulants or fluids
 - Don't raise his feet; keep the victim FLAT
 - Observe carefully for stopped breathing or blocked airway
 - Get medical help immediately
 - When transported, gently lay flat
 - Position head to side so secretions may drool from corner of mouth
 - Loosen clothing at neck

Heart Attack

Diseases and Conditions

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 most people will have no immunity to the new virus; it will likely cause illness in high numbers of people and more severe illness and deaths than seasonal influenza.
- Symptoms are similar to seasonal flu, but may be more severe and have more serious complications.
- Healthy adults may be at increased risk for serious complications.

Severe Pandemic:

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

Measures to limit the spread of flu:

- Promote hand-washing/use of antibacterial wipes, cough hygiene via modeling by school staff.
- Cover nose and mouth with a tissue or upper arm if a tissue is not available
- Dispose of used tissue in a waste basket and wash hands after coughing, sneezing or blowing nose.
- Use warm water and soap or alcohol-based sanitizers to clean hands.
- Wash hands before eating or touching eyes, nose or mouth.
- Encourage vaccination of staff and students for whom the flu vaccine is recommended.
- Persons developing symptoms at school should be sent home as soon as possible and instructed not to return until well.

Social distancing:

In a pandemic, the risk of getting the flu is greatest when one has close contact with an infected person. Social distancing measures may include:

- 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 wound caused by a hard object such as a rock, machine tool, bicycle or automobile. Animal bites are also lacerations. Surrounding tissue is

damaged and bleeding may be profuse. A minor laceration can be cleaned with soap and water, but if the bleeding is severe, a pressure dressing may be needed. If the laceration is caused by an animal, medical help is required for testing and treatment of the animal.

A puncture wound is caused by deep penetration of a sharp object such as a pencil, nail, ice pick, bullet, spear or arrow. There may be little surface bleeding, but severe internal bleeding can result. A puncture wound is difficult to cleanse and may require a tetanus shot to guard against infection.

Section 15 Missing Student

Maintaining strict visitor control procedures and enforcing the requirement for employees to wear identification badges will help control unwanted and dangerous access to the school. Penal Code section 626 will help control access by outsiders to the school.

Access into Building

- **All doors are to be locked during the school day, with the exception of the main entrance.**
- **Signs must be posted on all doors directing visitors to report to the main office.**

Student Accountability

- Elementary and middle school students shall not be left alone unsupervised anywhere in the building or on school grounds during the school day.

Photo Identification Badges

- All personnel who work in or regularly visit schools in the course of business 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 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 last person to see student.
8. If incident occurred while student was on the way home, contact bus driver, safety patrol, crossing guard.
9. Double check circumstances. Could child have ridden the wrong bus or walked home? Did someone pick-up the child? Is the child at another activity?
10. Assist law enforcement's department with investigation.
11. Arrange for counseling of students as needed.

At any point during these steps, if the child is found, inform everyone who has been notified of the incident that the child is no longer missing.

Section 16 Public Demonstration

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

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

Section 17 School Site as Mass Care and Welfare Shelter

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

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

1. Use of Facility:

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

2. Shelter Management:

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

3. Condition of Facility:

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

4. Food Services:

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

5. Custodial Services:

Upon request by the Red Cross, and if such resources exist and are available, CJUSD will make its custodial resources, including supplies and custodial workers, available to provide cleaning and sanitation services at the shelter. The Facility Coordinator will designate a Facility Custodian to coordinate the provision of cleaning and sanitation services at the direction of, and in cooperation with, the Shelter Manager.

6. Security:

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

7. Signage and Publicity:

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

8. Closing the Shelter:

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

9. Reimbursement:

The Red Cross will reimburse the Owner for the following:

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

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

Section 18 Severe Weather

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

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

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

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

Section 19 Shooting/Stabbing

Assess the situation

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

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

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

Disable the bell system, if possible.

Once 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 sheriff and the Office of Community Relations.
- Arrange for crisis counseling immediately and during subsequent days.
- Provide liaison for family members of any injured students.
- Continue to provide informational updates to students, family, and faculty during next few days to squelch rumors.

Section 20 Campus Visitor Procedures

All visitors must report to the office to sign in. At that point they will receive a pass that will identify them as a visitor.

Section 21 Healthy Kids Survey Information

Table A4.8 School Connectedness Scale Questions

Grade 5

School Connectedness:

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

Section 22 School Rules

Oak Hill is a PBIS school. Students are expected to follow the Otter Oath:

OTTER OATH

**BE SAFE
BE RESPONSIBLE
BE RESPECTFUL
BE READY**

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 both Principal and Vice Principal are 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: Patrick Muldoon
 - b. Alternate 1: Marci Phillips
 - c. Alternate 2: Jenny Yrigollen
2. Admin or TIC will proceed to the emergency.
3. The office staff will contact Pro-Act Trainer to request assistance.
4. If safe, the class will evacuate to the buddy class.
5. The teacher will remain in the doorway a safe distance from the student in crisis with eyes on.
6. Once Admin, Admin designee, or Site Pro-ACT trainer (Allie Zeiher) arrives, they will become the captain and make the decisions.
7. 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.
8. All adults will write a witness report and submit those to the Site Administrator.
9. As soon as possible, when the emergency has de-escalated, the Site Administrator will make a preliminary phone call to the parent to inform him/her about the event. The Site Administrator will let the parent know they will follow up with them after further investigation.
10. 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.
11. On the next business day, all adults who were witnesses / involved will debrief with the Site Administrator and Site Pro-ACT trainer if restraint was used.
12. Site Administrator will follow up with the parent once the investigation is complete.

PART 3 SITE ACTION PLAN

Section 1 District and Site Mission Statements

Center Joint Unified School District Mission Statement

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

School Mission Statement

It is our mission at Oak Hill Elementary to EMPOWER ALL STUDENTS TO ACHIEVE THEIR FULL POTENTIAL.

Section 2 People and Programs:

Create a “caring and connected” school climate.

Description of School Climate

There is a high level of cohesiveness among the staff members at Oak Hill. Cooperation and support between teachers and the administration is evident. Efforts are made by administration and staff to show concern for all pupils.

All pupils are expected to behave in a manner that promotes safety and order. Students follow the Otter Oath of: Be Safe, Be Respectful, Be Responsible, Be Ready. Pupils are encouraged to bring problems to the principal, teacher or other staff members. The everyday goal is for the staff to be proactive rather than reactive in all situations of concern.

The academic and behavior efforts of pupils are recognized and rewarded.

Section 3 School Climate Goals

The School Climate

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

- **Objective #1:** Create a caring school environment through Positive Behavior Interventions and Supports (PBIS) and SEL Kernels.

All pupils are expected to behave in a manner that promotes safety and order.

Teachers will integrate a 10-15 minute daily activity that will incorporate targeted and effective classroom practices from the SEL Kernels program.

PBIS team will attend Tier 3 training through Placer County Office of Education (PCOE).

- **Objective #2:** Reduce the number of suspensions by 1% from 4.4% to 3.4%.

Oak Hill will use peer mediation to help students resolve conflicts.

Tier 2 Check in- Check out will be set up for students who need a more positive support and motivation system.

Students will be given alternative consequences that help build community such as, school beautification and peer tutoring.

Section 4 Place

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

Description of Physical Environment

Oak Hill Elementary School is located in the Antelope area of Sacramento County that has a low crime rate and average poverty level. The campus experiences mild to moderate vandalism during evening hours. The immediate area around the school includes single family dwellings, apartments, commercial buildings, and parks. Present safety hazards include drug related crime in parks near apartment buildings housing students, heavy traffic on North Loop Blvd. directly in front of school, and problem traffic patterns near the back gate of the school.

Description of School Grounds

The school site encompasses 10.53 acres. There are seven clusters of three classrooms each surrounding the main quad area. There are 15 relocatable classrooms located across the playground from the main campus. Oak Hill also has a Park and Rec. day care center located at the end of the playground occupying 3 relocatable classrooms. The playground is grass, concrete and asphalt and includes basketball and handball courts, baseball diamonds, and a play structure area. Oak Hill is enclosed on all four sides by a fence with gates which are kept locked during school hours. Other ancillary structures include the office, cafeteria, restrooms, teacher workroom, storage sheds, library, and studio.

During the school day, staff members and administrators shall provide campus supervision. Identified problem areas receive increased supervision to reduce discipline, crime, or other school safety concerns. A Safe School Officer is available if needed.

It shall be the practice of Oak Hill Elementary School to remove all graffiti from school property before pupils arrive to begin their school day. Other acts of vandalism are promptly addressed.

Maintenance of School Buildings/Classrooms

The school's physical facility is well maintained and generally looks neat and clean. District personnel periodically examine the school's physical facility and help eliminate obstacles to school safety. Additionally, health and fire department inspectors contribute to school safety.

The classrooms and school grounds are monitored for safety and appearance by the administration, custodians and individual classroom teachers. The pupils take pride in the appearance of the school.

Internal Security Procedures

Oak Hill has established procedures in the following areas: Emergency preparedness, suspension, school discipline, rules and procedures, and an adopted school-wide dress code.

Pupils may be suspended, transferred to another school, or recommended for expulsion for certain acts. For specific student violations, a mandatory expulsion recommendation shall be submitted by the administration of Oak Hill.

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

Law enforcement is contacted and consulted to help maintain and to promote a safe and orderly school environment. Oak Hill employees comply with all legal mandates, regulations and reporting requirements for all instances of suspected child abuse.

If appropriate, additional internal security procedures affecting the integrity of the school facility include classroom intercoms, teacher radios, and an emergency bell system.

Community involvement is encouraged to help increase school safety using the WE TIP hotline to report suspected vandalism, drug use or other illegal activity.

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: Restructure visitor check in.

Purchase new Visitor Name Badge stickers that will need to be visible.

Send out a letter to parents explaining the new system and requesting that they stop in at the office every visit to pick up a new badge.

Objective #2: Purchase and install additional security cameras to cover our current blind spots on campus.

Work with Oak Hill PTA to raise funds to pay for 4 cameras and installation.

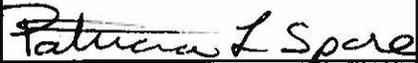
Work with District Office to purchase 4 cameras and have them installed.

Section 6 Signature Sheet

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

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

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

Member	Title	Signature
Patricia L. Spore	Principal	
Pawveen Saenz	Assistant Principal	
Veronica Popovich	Teacher	
Chris Oliver	SSC Parent	

APPENDIX A STAFF LIST

Principal: Patty Spore
Vice Principal: Parveen Saenz

Kdg

McLeod (TK)
Bourgeois
Childers
Meier
R. Phillips

1st Grade

Hobbs
Beck
Veronica Popovich
Weeks
Yrigollen

2nd Grade

Kennedy
Diab
Miller
Rayos del Sol

3rd Grade

Buttram
Cassel
Mailho
Santoro
Stolfus

4th Grade

Edwards
Hilderbrand
Muldoon
Redding

5th Grade

Erickson
Sutter
Valoria

6th Grade

Beamer
Domach
M. Phillips
Ventittelli

Support Staff

Williams/RSP
Newman/RSP
Chris Riley/RSP
M. Oliver (Title 1)

Kirkland (ELL)
Young (Speech)
Kneff (Psychologist)
Turner-Lloveras (Counselor)

Classified

Jennings
Campbell
Chelsea Oliver
Buchholz
Winholt
Buderer
E. Baker
K. Baker
Vataman
Clark
Gllushka
Johnson
Davidson
Davison
DeLaCruz
Lesley Garcia
Klyuchnik
Chris Oliver
Thompson

Lorenzo Garcia
Earl Riley
Friend
Lark
Harris
Harvil
Nancy Popovich
Quintero
Yoneda
Sandy Oliver
Yang

APPENDIX B STAFF CLASSROOM TELEPHONE NUMBERS

Kdg

McLeod (TK)/Bourgeois (K)	130	Tahoe T
Meier/R. Phillips	132	Tahoe S
Childers	134	Bodega S

1st Grade

Beck	145	Emerald C
Hobbs	139	Trinidad T
Popovich	135	Bodega C
Weeks	138	Trinidad C
Yrigollen	140	Trinidad S

2nd Grade

Kennedy	165	Tule 0
Diab	175	Tule 5
Miller	161	Tule 2
Rayos del Sol	162	Tule 1

3rd Grade

Buttram	174	Mission 6
Cassel	171	Mission 3
Mailho	173	Mission 5
Santoro	172	Mission 4
Stolfus	163	Tule 4

4th Grade

Edwards	147	San Francisco T
Hilderbrand	152	Monterey S
Muldoon	150	Monterey C
Redding	148	San Francisco C

5th Grade

Erickson	151	Monterey T
Sutter	155	Shasta C
Valoria	157	Shasta T

6th Grade

Beamer	143	Emerald T
Domach	144	Emerald S
M. Phillips	166	Drakes Bay 1
Ventittelli	164	Drakes Bay 2

Principal: Patty Spore 104

Vice Principal: Parveen Saenz 105

Abalone Cove 129

Kitchen 123

Library 124

SEVA Studio 121

Buderer/Computer Workroom 121

Williams/RSP 169 Mission 1

C. Riley/RSP 169 Mission 1

Newman/RSP 156 Shasta S

M. Oliver (Title 1) 126 Bodega T

Turner-Lloveras 146 San Francisco S

Kirkland/ELL 170 Mission 2

Young/Speech 168 Mission 0
(Mon. Thurs. ½ day Fri.)

Kneff/Psych 146 San Francisco S
(Monday-Thursday ½ day Fri)

APPENDIX C SHUT-OFF

APPENDIX D EMERGENCY EVACUATION ROUTES

APPENDIX E OFF CAMPUS EVACUATION MAP

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:

MAJOR INJURIES

Unable to treat in site. I.e. airway & breathing difficulties, cardiac arrest, uncontrolled or suspected severe bleeding, severe head injuries, severe medical problems, open chest or abdominal wounds, severe stroke.

Names:

MODERATE INJURIES

Burns, major multiple fractures, back injuries with or without spinal cord damage

Names:

MINOR INJURIES

First Aid attention only

PROPERTY DAMAGE **CIRCLE ONE**

Major Damage: Building collapse, building leaning, major ground movement causing cracks in ground

MAJOR

Moderate Damage: Falling hazards present, toxic/chemical 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:

Transmit data 30 – 45 seconds. After transmission, wait for EOC's request to elaborate.

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.

www.ag.ca (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 NO./CASE NAME: _____
	DATE OF REPORT: _____

B. REPORTING PARTY	NAME/TITLE			
	ADDRESS			
C. REPORT SENT TO	PHONE ()		DATE OF REPORT	SIGNATURE
	<input type="checkbox"/> POLICE DEPARTMENT <input type="checkbox"/> SHERIFF'S OFFICE <input type="checkbox"/> COUNTY WELFARE <input type="checkbox"/> COUNTY PROBATION			
D. INVOLVED PARTIES	AGENCY		ADDRESS	
	OFFICIAL CONTACTED		PHONE ()	DATE/TIME
VICTIM	NAME (LAST, FIRST, MIDDLE)		ADDRESS	BIRTHDATE SEX RACE
	PRESENT LOCATION OF CHILD			PHONE ()
SIBLINGS	1	NAME	BIRTHDATE	SEX RACE
	2	NAME	BIRTHDATE	SEX RACE
PARENTS	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE	SEX RACE
	ADDRESS		ADDRESS	
E. INCIDENT INFORMATION	HOME PHONE ()		BUSINESS PHONE ()	
	IF NECESSARY, ATTACH EXTRA SHEET OR OTHER FORM AND CHECK THIS BOX: <input type="checkbox"/>			
INCIDENT INFORMATION	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			
INCIDENT INFORMATION	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 9572 (Rev. 1/94)

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 Complaints Classroom Notice

Notice to Parents, Guardians, Pupils, and Teachers Complaint Rights

Pursuant to California *Education Code* Section 35186, you are hereby notified that:

1. There should be sufficient textbooks and instructional materials. That means each pupil, including English learners, must have a textbook or instructional materials, or both, to use in class and to take home.
2. School facilities must be clean, safe, and maintained in good repair.
3. There should be no teacher vacancies or 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 credential to teach the class, including the certification required to teach English learners if present.

Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

4. Pupils, including English Learners, who have not passed one or both parts of the high school exit examination by the end of the 12th grade are to be provided the opportunities to receive intensive instruction and services for up to two consecutive academic years after the completion of grade 12.
5. A complaint form may be obtained at the school office, district office, or downloaded from the school's Web site at www.centerusd.org. 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

COMPLAINT FORM: WILLIAMS UNIFORM COMPLAINT PROCEDURES

Education Code 35186 creates a procedure for the filing of complaints concerning deficiencies related to instructional materials, conditions of facilities that are not maintained in a clean or safe manner or in good repair, teacher vacancy or misassignment, or the provision of intensive instruction and services to pupils who did not pass one or both parts of the high school exit examination by the end of grade 12. The complaint and response are public documents as provided by law. Complaints may be filed anonymously. However, if you wish to receive a response to your complaint, you must provide the contact information below.

Response requested? Yes No

Contact Information:

Name:

Address:

Phone Number: Day: Evening:

E-mail address, if any:

Location of the problem that is the subject of this complaint:

School:

Course title/grade level and teacher name:

Room number/name of room/location of facility:

Date problem was observed: _ _

Only the following issues may be the subject of this complaint process. If you wish to complain about an issue not specified below, please use the appropriate district complaint procedure.

Specific issue(s) of the complaint: (Please check all that apply. A complaint may contain more than one allegation.)

APPENDIX J DRESS CODE

It is the mission of the School District not only to provide academic education but also to provide a positive learning environment. Research has shown that student dress and appearance affect student academic achievement and behavior. This School Dress Policy is intended to help protect the health and welfare of the individual student and complies with the provision of the safe and violence-free school initiative.

1. Commercial lettering or printing will be allowed on clothing as long as it is acceptable for school attire. Crude or vulgar printing, pictures or graphics inferring or depicting drugs or alcoholic beverages, or those that are sexually suggestive are not acceptable. Symbols that are degrading, offensive or gang related, are not permitted.
2. All clothing shall be within the bounds of decency and good taste. Garments shall be sufficient to conceal undergarments at all times. Bare midriffs, low-cut revealing tops, spaghetti straps – (straps less than 1 ½' wide), tank tops, athletic jerseys and see through of fish-net type shirts, are not considered appropriate school dress.
3. Shorts are permitted in hot weather as long as they are hemmed and at least mid-thigh length. Cut-offs are not permitted. All pants must be worn with the beltline at the waist.
4. Shoes worn to school should be sturdy enough to permit safe play at recess and/or physical education activities. Flip-Flops, clogs, backless shoes, sandals with no toe protection, heelies (shoes with skates extended) and high heels are inappropriate and considered unsafe.
5. Hats are to be worn outside only and with the bill facing forward. Bandanas are not allowed in any fashion including on the head, around neck, wrist or tied at the waist or knee.
6. Straps and suspenders must be fastened and worn over the shoulders at all times.

Reference Education Code Chapter 325 SB 1269
Center 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 the campus, or during, or while going to, or coming from a school sponsored activity. Suspension of up to 5 days or a recommendation for expulsion may occur when the conduct is of an extreme nature.

- 1 *48900(a-1): Caused, Attempted, or Threatened Physical Injury (S)
- 2 *48900(a-2): Use of Force or Violence (S)
- 3 *48900(b): Weapons (S)
- 4 *48900(c): Drugs or Alcohol, Possession/Use of (S)
- 5 *48900(d): Drugs or Alcohol, Sale of (S)
- 6 *48900(e): Robbery/Extortion (S)
- 7 *48900(f): School Property Damage (S)
- 8 *48900(g): Property Theft (S)
- 9 *48900(h): Tobacco, Possession/Use(S)
- 10 *48900(i): Language, Obscene/Profanity (S)
- 11 *48900(j): Drugs, Paraphernalia (S)
- 12 *48900(k): Disrupted School Activities / Defiance of Authority(S)
- 13 *48900(l): Stolen Property, Possession of (S)
- 14 *48900(m): Firearm, Imitation (S)
- 15 *48900(n): Sexual Assault (S)
- 16 *48900(o): Harassment, Witness (S)
- 17 *48900(p): Soma, Selling of (S)
- 18 *48900(q): Hazing (S)
- 19 *48900(r): Bullying/Harassment (S)
- 20 *48900(t): Aids or Abets Physical Injury(S)
- 21 *48900.2: Sexual Harassment (S)(E)
- 22 *48900.3: Hate Violence (S)(E)
- 23 *48900.4: Harassment, threats, intimidation (S)(E)
- 24 *48900.7(a): Terroristic threats against school officials or property (S)(E)
- 25 *48900.7(b): Terroristic Threat (S)(E)
- 50 *48915(a-1): Caused Serious Physical injury (S)(E)
- 51 *48915(a-2): Possession of Knife or other Dangerous Object (S)(E)
- 52 *48915(a-3): Possession of any Controlled Substance (S)(E)
- 53 *48915(a-4): Robbery/Extortion (S)(E)
- 54 *48915(a-5): Assault or Battery on a School Employee (S)(E)
- 55 *48915(c-1): Firearm; Possessing, Selling or Furnishing (E)**
- 56 *48915(c-2): Brandishing a Knife (E)**
- 57 *48915(c-3): Sales of Controlled Substance (E)**
- 58 *48915(c-4a): Sexual Assault(E)**
- 59 *48915(c-4b): Sexual Battery (E)**
- 60 *48915(c-5): Possession of an Explosive (E)**

APPENDIX L PROCEDURES TO NOTIFY TEACHERS OF DANGEROUS PUPILS

**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.

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 Joint Unified School District

AGENDA REQUEST FOR:

Dept./ Site: Dudley Elementary School

Date: February 6, 2020

To: Carol Hunt

From: Steve Jackson

Action Item X

~~Information Item~~

Attached Pages 106

Principal's Initials: SJ

SUBJECT:

Please Approve the "Safe School and Emergency Preparedness Plan" for Dudley Elementary School.

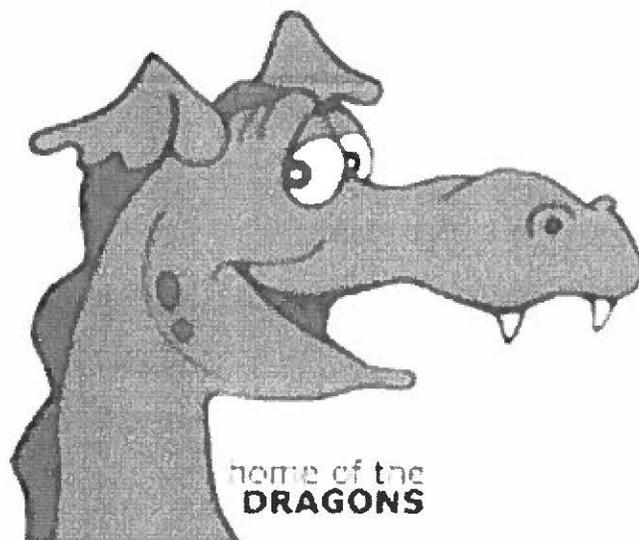
CONSENT AGENDA

ARTHUR S.
DUNDILEY
ELEMENTARY

Safe School

And

Emergency Preparedness Plan



Center Joint Unified School District
Antelope, CA

Revised February, 2020

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

Arthur S. Dudley Elementary School

PART 1 CRISIS MANAGEMENT

- Section 1 Incident Command System
- Section 2 Staging Areas
- Section 3 Lockdown Procedures
- Section 4 Evacuation Procedures
- Section 5 Student Release Procedures
- Section 6 School Partnerships
- Section 7 Resources
- Section 8 Communications
- Section 9 Crisis Phone Directory
- Section 10 Letters Home
- Section 11 Aftermath
- Section 12 Training and Updating

PART 2 CRISIS READINESS

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

Dog/Animal Bites

Ears

Electric Shock

Eyes

Fainting

Fracture

Frostbite

Head Injury

Heart Attack

AED Steps

Nosebleeds

Pandemic Flu Plan

Poisoning

Puncture Wounds (knife and gunshot)

Seizure

Shock

Sunstroke

Wounds

Section 15 Missing Student

Section 16 Public Demonstration

Section 17 School Site as Mass Care and Welfare Shelter

Use of Facility:

Shelter Management:

Condition of Facility:

Food Services:

Custodial Services:

6. Security:

7. Signage and Publicity:

8. Closing the Shelter:

9. Reimbursement:

Section 18 Severe Weather

Section 19 Shooting/Stabbing

Section 20 Campus Visitor Procedures

Section 21 Healthy Kids Survey Info.

Section 22 School Rules

Section 23 Behavior Escalation Plan

PART 3 SITE ACTION PLAN

Section 1 District and Site Mission Statements

Section 2 People and Programs:

Create a "caring and connected" school climate.

Description of School Climate

Section 3 School Climate Goals

Section 4 Place

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

Description of Physical Environment

Section 5 Physical Environment Goals

Section 6 Signature Sheet

APPENDIX A STAFF LIST

APPENDIX B STAFF CLASSROOM TELEPHONE NUMBERS

APPENDIX C SHUT-OFF

APPENDIX D EMERGENCY EVACUATION ROUTES

APPENDIX E OFF CAMPUS EVACUATION MAP

APPENDIX F EMERGENCY OPERATIONS CENTER (EOC) FORM

APPENDIX G CHILD ABUSE REPORTING LAW

APPENDIX H CHILD ABUSE REPORTING FORM

APPENDIX I WILLIAMS UNIFORM COMPLAINT PROCEDURE

APPENDIX J DRESS CODE

APPENDIX K SUSPENDABLE OFFENSES

APPENDIX L PROCEDURES TO NOTIFY TEACHERS OF DANGEROUS PUPILS

APPENDIX M HATE MOTIVATED BEHAVIOR

APPENDIX N NON DISCRIMINATION/HARASSMENT

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.

**Arthur S. Dudley Elementary School
Incident Command System**

		Incident Commander <u>Steve Jackson</u> ** <u>Venessa Mason</u>	* ICS Radio	
Public Information Officer David Grimes			Scribe Rosie Maffei-Field **Kim Kelly	Liaison Todd Silverman **Tracie Meloy
Operations Chief <i>Doers</i> Handles all emergency response jobs, including taking care of students as well as handling the challenges of the emergency. <u>Laurel Stolfus</u> ** <u>Delanne Mathias</u>	Planning Chief <i>Thinkers</i> Responsible for tracking both available and needed resources, assessing the changing situation, documenting the response, and managing the large site map at the Command Post. <u>Venessa Mason</u> ** <u>Dawn Altobell</u>		Logistics Chief <i>Getters</i> Manages personnel, supplies, and equipment. During a response the Logistics Team is responsible for handing out supplies and equipment, deploying unassigned people for work. <u>Diane Keller</u> ** <u>Leah Dean</u>	Finance & Administration Chief <i>Collectors</i> Responsible for buying materials and keeping financial records of expenditures and employee hours. <u>Jill Warriner</u> ** <u>Chelsea King</u>
Search & Locate Liz Heath Cynthia Piegaro Custodians	Documentation Leah Dean ** <u>Andrea Kasai</u>		Supplies, Facilities, and Staffing Lauren Hellman ** <u>Mary Linden</u>	Timekeeping and Purchasing Kim Moss
Parent-Student Reunion/Release Dorothy Steinman Tracie Meloy Amy Limoges	Medical Team Steve Carlson Stacey Bryan Jennifer Ammond		Communications and Transportation Sandra Newman	Student Staging Leader Lisa Morton Susan Velez Christina Smith
Site Security Robert Smith Debbie Pavlovich		Student Supervision Andrea Kasai Alissa Tereba Mary Linden Amanda Campos Terri Skogebo Stacey Bryan Brianna Hakanson Delanne Mathias Tracie Meloy Mary Ruth Neal Valerie Rose Sarah Bills Sonja White Rochele Haywood Debbie Pavlovich All ISs and IAs		

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.

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

Immediately report to Command Post

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

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

Identify alternate resource requirements (to IC and Logistics)

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

Implement roll call protocol based on Staff List/Dudley 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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Share information needed for decision making with IC Team

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

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

Report safety conditions that may cause danger

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

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

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

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

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

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

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

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

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

Student Staging Leader/Student Release a.k.a. Parent Reunion Coordinator: This team will supervise the release of students. They will document the persons picking up students. They must record the time, signature, and where they will be taking the student. Pictures of each child with the adult picking them up may be useful. Members will take roll with their own class, send in their EOC form, and wait to be called up. Before parents begin arriving, the Team Leader will begin setting up the Reunification Center, with support if needed, in a predetermined location. They will gather information regarding attendance from the Admin/Finance Team. When parents begin arriving, the Team Leader will call up the rest of the team and notify the Operations Chief. As more parents arrive, more teachers and classified staff will be assigned to this staging area. Students will be reassigned to other Supervising Teachers. If evacuating the site, before leaving the school grounds, the Student Release Team will post a notice on the front door informing parents where to pick up their children. If the front door is no longer there, the notice will be placed on the flagpole.

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

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

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

Section 2 Staging Areas

Indoor Command Post:

1. **Main Office**
2. **Library**

Outdoor Command Post:

1. **Benches on side of M-4**
2. **Gazebo behind multi-purpose room**

Triage Area:

Blacktop in front of M-9 – M-12

Parent Reunification Area:

School Parking Lot

Bus Staging Area:

Aztec Way

Media Staging Area:

Something Extra Pre-School Parking Lot

Off-Site Evacuation Location:

Directions:

Section 3 Lockdown Procedures

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

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

In addition to an onsite emergency, lockdown procedures can be modified for use during a local incident in which the school population is not in direct danger. A local incident might be a sheriff or fire event nearby or an injury on school grounds that 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 11). 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.**
 - b.**

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 the room must be taken. Ignore any fire alarms.

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

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

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

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

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

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

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

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

Special areas of concern:

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

Section 4 Evacuation Procedures

General Evacuation

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

Evacuation of School Grounds

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

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

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

School Evacuation Instructions

Exit the Building

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

Teachers

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

Students

In homeroom class

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

NOT in homeroom

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

At recess / break

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

Staff Not Assigned To Classrooms

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

Principal or Designee

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

Evacuation of Students with Disabilities

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

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

Exit Route

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

Section 5 Student Release Procedures

Early Dismissal

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

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

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

Follow the "Release of Students to Parents" plan.

Release of Students to Parents

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

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

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

STUDENT RELEASE FORM

Student's Name _____

Date _____ Time _____

Teacher _____

Room # _____ Grade _____

PERSON CHECKING OUT STUDENT:

Signature _____

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

Name _____

Address _____

Phone # _____

STUDENTS UNACCOUNTED FOR

Teacher's Name _____ Grade _____ Room _____

Students unaccounted for:

Section 6 School Partnerships

Off Site Partnership

Section 7 Resources

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

Staff Member	Phone Number	Health Concerns	Special Skills
SDC			
Rose, Valerie			
Kindergarten			
Hakanson, Brianna			
Kasai, Andrea			
Linden, Mary			
Tereba, Alissa			
1st Grade			
Campos, Amanda			
Morton, Lisa			
Newman, Sandra			
Skogebo, Terri			
2nd Grade			
Bryan, Stacey			
Carlson, Steve			
Dean, Leah			
Velez, Susan			
3rd Grade			
Altobell, Dawn			
Ammond, Jennifer			
Hellman, Lauren			
Piegaro, Cynthia			
4th Grade			
King, Chelsea			
Kirchner, Meaghan			
Steinman, Dorothy			
5th Grade			
Mathias, Delanne			
Meloy, Tracie			
Mary Ruth Neal			
6th Grade			
Bills, Sarah			
Limoges, Amy			
White, Sonja			
Other Certificated			
Haywood, Rochele			
Jackson, Steve			

Keller, Diane			
Mason, Venessa			
Ornelas, Meghan			
Silverman, Todd			
Smith, Robert			
Smith, Sherri			
Stolfus, Laurel			
Pavlovich, Debra			
Warriner, Jill			
Classified			
Baker, Shelbie			
Buderer, Claudia			
Bukhantsov, Alena			
Caton, Becky			
Clark, Deborah			
Colburn, Lisa			
Colen, Carrie			
Davis, Linda			
Deleon, Irene			
Dervyanchuk, Marina			
Gomez, Edwin			
Heath, Liz			
Keats, Christina			
Kelly, Kim			
Kraft, Laura			
Laude, Fe			
Miranda, Martha			
Moss, Kim			
Neverez, Hilda			
Palavivatana, Phensri (Jimmi)			
Powell, Bonnie			
Raghanuth, Ranjana (Jean)			
Sanborn, Stefan			
Sharma, Christina			
Shoup, Katrina			
Smith, Kristina			
Stevens, Dorothy			
Zakharchuk, Petr			
Zaki, Zarghoona			

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
Kelly Kelley
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,

"Respecting our traditions, while embracing new ideas"



Established 1858

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

BOARD OF TRUSTEES

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SUPERINTENDENT

Scott A. Loehr

Dear Parents:

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

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

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

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

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

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

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

Sincerely,

"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 situation and provide updates as needed.
- Prepare for possible lockdown or evacuation depending on the situations. Follow law enforcement or fire guidance.
- If law enforcement or fire have not resolved the situation by dismissal time, plans will need to be made to alter or delay dismissal of students and transportation should be contacted with information.
- Informational letter for parents should be developed in conjunction with district office and law enforcement or fire officials.

Section 2 After Hours Crisis Procedures

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

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

Section 3 Bomb Threat

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

Bomb Threat Procedures

I. Office Personnel

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

II. Administration

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

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

III. Teachers

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

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

IV. Custodians, Cooks, and other Classified Employees

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

BOMB THREAT FORM

RECEIVING A BOMB THREAT

INSTRUCTIONS:

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

Exact time of call: _____

Exact words of caller:

Questions to Ask

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

Caller's Voice (Circle):

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

Voice Description (Circle):

Male	Female	
Calm	Nervous	
Young	Old	Middle-Aged
Rough	Refined	

Accent: Yes No Describe _____

Speech Impediment: Yes No Describe _____

Unusual Phrases _____

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

Background Noises (Circle):

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

Additional Information:

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

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

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

Signature _____ Date _____

THREATENING PHONE CALL FORM

Time call was received _____ Time caller hung up _____

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

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

1. What is your name? _____
2. What are you going to do? _____
3. What will prevent you from doing that? _____
4. Why are you doing this? _____

5. When are you doing this? _____
6. Where is the device right now? _____
7. What kind of device or material is it? _____
8. What does it look like? _____

Person receiving the call

Department _____
Dept Phone No. _____
Home Address _____
Date: _____

Person monitoring the call

Department _____
Dept. Phone No. _____
Home Address _____

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

- An announcement will come over the PA system telling you that the "in-place-shelter procedure" is in effect.
- Close all doors to the outside and close and lock all windows. (Windows seal better when locked.) Seal gaps under doorways and windows with wet towels, and those around doorways and windows with duct tape (or similar thick tape) and sheets of plastic (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 departments.
 - Don't re-enter the building until it is safe.
6. The principal will confer with the Superintendent about evacuation of the school. If necessary, follow the "Evacuation of School Grounds" policy. Do not evacuate to another building unless it has received an inspection by a qualified person.

Re-entry of Building

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

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

Section 8 Fire/Explosion

Fire

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

Lunchrooms and Kitchens

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

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

Fire Drill Procedures

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

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

Fire Extinguishers

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

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

Fire Extinguisher Inspections

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

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

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 (874-5115). Call the district office.

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

- Call 9-1-1
- Arrange to have the students moved to an off-site evacuation location
- The incident command system member responsible for student accounting begins the process of tracking all students
- Make sure the critical incident response kits leave the school with the students

Section 11 Hostage Situation

Intruder or Hostage Situation

Organized or unorganized terrorists would usually find themselves in one or two places within the school building. Either they would penetrate into the administration office, or they would infiltrate a classroom. The administration and staff have only two "weapons" in which to combat the situation: time and specific procedures. The school staff should not attempt to disarm terrorists.

The procedures for the following situations are as follows:

Intruder Enters the Classroom

1. The teacher will try to make contact with the office via intercom phone.
2. If the teacher cannot get to the communication system, he/she should attempt to send a note out the door with a student. Do not take a chance if there is any doubt that the child will be seen exiting. If one is able to leave, he/she should crawl past any windows so as not to be seen.
3. Any teacher receiving the note from a student or other adult should immediately lock all doors, inform the office, and close the blinds.
4. If there is another teacher, adult, or student who can safely make a call, call the office at {insert phone number} or the administrator at {insert phone number}.
5. The office's number and instruction 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. We
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 9-1-1 will be explained each year to all school personnel, and this number will be readily visible on all telephones.

A first aid kit shall be maintained in the office and rotated. A Red Cross first aid booklet is provided with each kit. First aid procedures will follow the current American Red Cross First Aid Manual.

Although some staff members are trained in basic first aid and CPR procedures, they are not to be considered medical experts. The first aid kits are to be used only in cases of emergency.

First Aid Stations

A first aid station is always maintained in the nurse's office. In the event of a large scale emergency that requires an evacuation, a medical station will be set up by the Medical Team in a pre-determined location. If evacuation is not necessary, the nurse's station and/or the multi-purpose room will be used.

Rescue

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

With a serious or critical injury, do the following:

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

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

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

With critical illness or injury, do the following:

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

FIRST AID INSTRUCTIONS

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

Abdominal Pain

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

Artificial Respiration

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

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

Bleeding

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

*Internal bleeding – Treat for shock

Bone Injuries

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

Breathing - Unconscious Person

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

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

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

1. Try to awaken the person by firmly tapping him or her on the shoulder and shouting. "Are you alright?"
2. If there is no response, check for signs of breathing.
 - a. Be sure the victim is lying flat on the back. If you have to roll the victim over, move the entire body at one time.

- b. Loosen tight clothing around neck and chest.
3. Open the airway:
 - a. If there are no signs of head or neck injuries, tilt the head back and lift the chin to move the tongue away from the back of the throat.
 - b. Place your ear close to the victim's mouth; listen and feel for breathing.
 - c. If you can't see, hear, or feel any signs of breathing, you must begin breathing for the victim.
 - d. Begin rescue breathing immediately. Have someone else summon professional help.

Rescue Breathing:

1. Giving mouth-to-mouth rescue breathing to an adult:
 - a. Put your hand on the victim's forehead, pinching the nose shut with your fingers. Your other hand is lifting the victim's chin to maintain an open airway.
 - b. Place your mouth over the victim's, making a tight seal.
 - c. Breathe slowly and gently into the victim until you see the chest rise. Give 2 breaths, each lasting about 1½ seconds. Pause between breaths to let the airflow out. Watch the victim's chest rise each time you give a breath to make sure air is going in.
 - d. Check for a pulse after giving these 2 initial, slow breaths. If you feel a pulse but the victim is still not breathing, give one breath about every 5 seconds. After 10 to 12 breaths, re-check pulse to make sure the heart is still beating.
 - e. Repeat the cycle every 5 seconds. 10-12 breaths per minute, rechecking the pulse after each cycle. Continue rescue breathing until one of the following happens:
 - i. The victim begins to breathe without your help
 - ii. The victim has no pulse (begin CPR).
 - iii. Another trained rescuer takes over for you.
 - iv. You are too tired to go on.
2. Giving mouth-to-mouth rescue breathing to infants and small children:
 - a. A small child's head should be tilted back gently to avoid injury. With head tilted back, pinch the nose shut. Lift the chin and check for breathing as you would for an adult. Give 2 slow breaths until the chest rises.
 - b. Check for a pulse.
 - c. Give 1 slow breath about every 3 seconds. Do this for approximately 1 minute, or 20 breaths.
 - d. Recheck the pulse and for breathing.
 - e. Call 911 if you have not already done so. Continue rescue breathing as long as a pulse is present and the child is not breathing.
 - f. Continue rescue breathing until one of the following occurs:
 - i. The child begins to breathe on his/her own.
 - ii. The child has no pulse (begin CPR).
 - iii. Another trained rescuer takes over for you.
 - iv. You are too tired to go on.

Burns

1. Degrees:
 - Skin red (1st degree)
 - Blisters develop (2nd degree). Never break open blisters.
 - Deep tissue damage (3rd degree)
2. First Aid for thermal burns (1st and 2nd degree burns) to exclude air:
 - Submerge in cold water

- Apply a cold pack
 - Cover with a thick dressing or plastic. (Do not use plastic on face.)
 - After using cold water or ice pack, cover burned area with a thick, dry, sterile dressing and bandage firmly to exclude air.
3. First Aid for 3rd degree burns:
 - Apply a thick, dry sterile dressing and bandage to keep out air.
 - If large area, wrap with a clean sheet or towel.
 - Keep burned hands and feet elevated and get medical help immediately.
 - Treat the same as shock victim, giving fluids as indicated; warmth necessary.
 4. First Aid for chemical burns
 - Wash chemical away with water.
 5. Acid burn to the eye (also alkali burns)
 - Wash eye thoroughly with a solution of baking soda (1 teaspoon per 8-ounce glass of water) or plain water for 5 minutes.
 - If victim is lying down, turn head to side. Hold the lid open and pour from inner corner outward. Make sure chemical isn't washed out onto the skin.
 - Have victim close the eye, place eye pad over lid, bandage and get medical help.

Choking (Heimlich Maneuver)

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

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

If the victim is on his back:

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

Convulsions or Seizures

1. Symptoms

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

These seizures are seldom dangerous, but they are frightening.

2. Causes

- Head injuries
- Severe infections
- Epilepsy

3. Treatment

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

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

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 a 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 breath, 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 school nurse so that information can be recorded in the pupil's health folder.

Ears

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

Electric Shock

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

Eyes

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

Fainting

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

Fracture

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

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

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

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

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

Frostbite

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

Head Injury

1. Symptoms
 - May or may not be unconscious
 - Unconsciousness may be delayed one-half hour or more
 - Bleeding from mouth, nose or ear
 - Paralysis of one or more extremities
 - Difference in size of pupils of the eyes
2. First Aid for Head Injuries:
 - No stimulants or fluids
 - Don't raise his feet; keep the victim FLAT
 - Observe carefully for stopped breathing or blocked airway
 - Get medical help immediately
 - When transported, gently lay flat
 - Position head to side so secretions may drool from corner of mouth
 - Loosen clothing at neck

Heart Attack

Diseases and Conditions

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 most people will have no immunity to the new virus; it will likely cause illness in high numbers of people and more severe illness and deaths than seasonal influenza.
- Symptoms are similar to seasonal flu, but may be more severe and have more serious complications.
- Healthy adults may be at increased risk for serious complications.

Severe Pandemic:

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

Measures to limit the spread of flu:

- Promote hand-washing/use of antibacterial wipes, cough hygiene via modeling by school staff.
- Cover nose and mouth with a tissue or upper arm if a tissue is not available
- Dispose of used tissue in a waste basket and wash hands after coughing, sneezing or blowing nose.
- Use warm water and soap or alcohol-based sanitizers to clean hands.
- Wash hands before eating or touching eyes, nose or mouth.
- Encourage vaccination of staff and students for whom the flu vaccine is recommended.
- Persons developing symptoms at school should be sent home as soon as possible and instructed not to return until well.

Social distancing:

In a pandemic, the risk of getting the flu is greatest when one has close contact with an infected person. Social distancing measures may include:

- 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 wound caused by a hard object such as a rock, machine tool, bicycle or automobile. Animal bites are also lacerations. Surrounding tissue is

damaged and bleeding may be profuse. A minor laceration can be cleaned with soap and water, but if the bleeding is severe, a pressure dressing may be needed. If the laceration is caused by an animal, medical help is required for testing and treatment of the animal.

A puncture wound is caused by deep penetration of a sharp object such as a pencil, nail, ice pick, bullet, spear or arrow. There may be little surface bleeding, but severe internal bleeding can result. A puncture wound is difficult to cleanse and may require a tetanus shot to guard against infection.

Section 15 Missing Student

Maintaining strict visitor control procedures and enforcing the requirement for employees to wear identification badges will help control unwanted and dangerous access to the school. Penal Code section 626 will help control access by outsiders to the school.

Access into Building

- **All doors are to be locked during the school day, with the exception of the main entrance.**
- **Signs must be posted on all doors directing visitors to report to the main office.**

Student Accountability

- Elementary and middle school students shall not be left alone unsupervised anywhere in the building or on school grounds during the school day.

Photo Identification Badges

- All personnel who work in or regularly visit schools in the course of business 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 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 last person to see student.
8. If incident occurred while student was on the way home, contact bus driver, safety patrol, crossing guard.
9. Double check circumstances. Could child have ridden the wrong bus or walked home? Did someone pick-up the child? Is the child at another activity?
10. Assist law enforcement's department with investigation.
11. Arrange for counseling of students as needed.

At any point during these steps, if the child is found, inform everyone who has been notified of the incident that the child is no longer missing.

Section 16 Public Demonstration

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

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

Section 17 School Site as Mass Care and Welfare Shelter

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

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

1. Use of Facility:

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

2. Shelter Management:

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

3. Condition of Facility:

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

4. Food Services:

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

5. Custodial Services:

Upon request by the Red Cross, and if such resources exist and are available, CJUSD will make its custodial resources, including supplies and custodial workers, available to provide cleaning and sanitation services at the shelter. The Facility Coordinator will designate a Facility Custodian to coordinate the provision of cleaning and sanitation services at the direction of, and in cooperation with, the Shelter Manager.

6. Security:

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

7. Signage and Publicity:

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

8. Closing the Shelter:

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

9. Reimbursement:

The Red Cross will reimburse the Owner for the following:

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

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

Section 18 Severe Weather

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

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

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

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

Section 19 Shooting/Stabbing

Assess the situation

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

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

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

Disable the bell system, if possible.

Once 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 sheriff and the Office of Community Relations.
- Arrange for crisis counseling immediately and during subsequent days.
- Provide liaison for family members of any injured students.
- Continue to provide informational updates to students, family, and faculty during next few days to squelch rumors.

Section 20 Campus Visitor Procedures

CLASSROOM VISITATION

We are proud of the educational program being carried out at Dudley Elementary. It is our pleasure to have any parent who wishes to visit the classrooms to do so. In order to have these visitations carried out with as little disruption to the instructional program as possible, we request that visitations be made in the following manner:

- Teachers are always willing to discuss the educational process with parents but cannot be interrupted during class time to do so. Therefore, please contact your child's teacher at least 24 hours before planning a visit. This will enable the teacher to schedule a visit to meet your needs.
- All visitors must first go to the office to obtain a visitor's badge.
- To minimize classroom disruptions, small children are not permitted to accompany a visiting parent.
- During a visit, if a parent has concerns about any student's behavior, s/he should notify the teacher. Parents are not to intervene with student issues.

VISITOR AND VOLUNTEER SCREENING

A Volunteer Information Form must be completed by volunteer coaches, those participating in overnight or out-of-state field trips and regular site volunteers.

Volunteer Clearance Requirements

- No Clearance Required: one time and/or special event volunteers. (Those working with other volunteers, supervised by certificated staff, not supervising students.) •
- TB Test & Megan's Law Database Check: required for all volunteers who will be supervised and will have no opportunity to be alone with a student. •
- TB Test, Megan's Law Database Check, Fingerprint Clearance: required for all unsupervised volunteers who are likely to be alone with students, including but not limited to: coaches, overnight and out-of-state field trips, field trips using private vehicles.

When the volunteer submits TB test results to the school site, the secretary will check the Megan's Law Database. If both are cleared, and fingerprinting is not necessary, the principal will sign the Volunteer Form which is the final step of the process. If fingerprinting is required, the volunteer will take the Volunteer Form to the Personnel Office to complete the fingerprinting. The cost for fingerprinting is \$52, paid for by the volunteer. Volunteers may not provide services until this form is completed and filed in the site principal's office and/or the Personnel Office.

Section 21 Healthy Kids Survey Information

Key Indicators of School Climate and Student Well-Being

	Grade 5 %	Table
School Engagement and Supports		
School connectedness ^y	26	A4.4
Academic motivation ^y	50	A4.4
Caring adult relationships ^y	36	A4.3
High expectations ^y	36	A4.3
Meaningful participation ^y	12	A4.3
School Safety		
Feel safe at school ^z	54	A7.1
Been hit or pushed	54	A7.2
Mean rumors spread about you	65	A7.2
Been called bad names or mean jokes made about you	81	A7.2
Saw a weapon at school ^x	15	A7.4
Disciplinary Environment		
Students well-behaved ^z	11	A6.2
Students treated fairly when break school rules ^z	37	A6.1
Students treated with respect ^z	50	A6.1
Lifetime Substance Use		
Alcohol or drug use	15	A9.1
Cigarette smoking	8	A10.1
E-cigarette	8	A10.1
Notes: Cells are empty if there are less than 10 respondents. See notes to Tables 4.3 and 4.4 for descriptions of how high levels of School Engagement and Supports are defined. yAverage percent of respondents reporting "Yes, all of the time." zCombines "Most of the time" and "All of the time." xPast 12 months.		

Section 22 School Rules

SCHOOL WIDE EXPECTATIONS				
AREA/SETTING	SAFETY FIRST	OWN YOUR CHOICES	ALWAYS KIND	RESPECT
Hallway	<ul style="list-style-type: none"> • Walk facing forward • Walk on lines • Be aware of red circles • Go directly to destination 	<ul style="list-style-type: none"> • Keep your body and objects to yourself 	<ul style="list-style-type: none"> • Be aware of personal space • Use Words for Success 	<ul style="list-style-type: none"> • Quiet voice • Quiet movement • Be aware of all learning environment
Classroom Refer to grade level expectations	<ul style="list-style-type: none"> • Keep your body and objects to yourself • "4 on the Floor" when using furniture 	<ul style="list-style-type: none"> • Be prepared to work and learn to the best of my ability • Think before you act 	<ul style="list-style-type: none"> • Treat others how you want to be treated • Be aware of personal space • Use Words for Success 	<ul style="list-style-type: none"> • Follow staff expectations • Listen and respond appropriate
Bathroom	<ul style="list-style-type: none"> • Wash hands with soap and water • Keep water in the sink • Always walk • Keep feet on floor 	<ul style="list-style-type: none"> • Leave no trace (paper towels, toilet tissue, etc.) • Keep body and objects to yourself • Use doors with caution • Go, Flush, Wash, Leave 	<ul style="list-style-type: none"> • Give others privacy (one person per stall) • Use Words for Success 	<ul style="list-style-type: none"> • Report problems to an adult • Use inside/quiet voices • Respect privacy

<p style="text-align: center;">Cafeteria</p>	<ul style="list-style-type: none"> • Quietly walk as you enter and exit cafeteria • Quietly walk to assigned table • Eat your own food • 4 to a bench 	<ul style="list-style-type: none"> • Keep your body and objects to yourself • Leave no trace • Stay in your seat until dismissed 	<ul style="list-style-type: none"> • Help person next to you clean up food and trash • Be aware of personal space • Use Words for Success 	<ul style="list-style-type: none"> • Raise hand and wait for staff's directions • Eat at table only • Use quiet voices • Wait patiently in line • Remove hat and hoods
<p style="text-align: center;">Library</p>	<ul style="list-style-type: none"> • Enter silently in a line • Push chairs in when leaving the table 	<ul style="list-style-type: none"> • Sit in your designated seat • Keep your body and objects to yourself • Use the shelf markers • Return books on time • Make appropriate book choices 	<ul style="list-style-type: none"> • Wait your turn • Help others if necessary • Use Words for Success 	<ul style="list-style-type: none"> • Be prepared with student information • Check/take care of books • Quiet voice • Remove hat and hoods • Respect others' book choices
<p style="text-align: center;">Playground</p>	<ul style="list-style-type: none"> • Run in designated areas only • Eat snacks at tables or benches • Watch for others • Only play while staff is supervising • Eat your own food 	<ul style="list-style-type: none"> • Follow the rules in all areas • Follow the rules in all games • Leave no trace (snack garbage, playground equipment, jackets, etc.) • Keep your body and objects to yourself 	<ul style="list-style-type: none"> • Use Words for Success • Wait your turn • Include all in games • Be aware of personal space 	<ul style="list-style-type: none"> • Return equipment carefully • Use bell/whistle • Use equipment properly • Be a good sport • Keep a positive attitude • Remember that it is just a game at recess

<p style="text-align: center;">Office</p>	<ul style="list-style-type: none"> • Have an office pass 	<ul style="list-style-type: none"> • Have permission from staff to go to the office • Walk straight to the office and back 	<ul style="list-style-type: none"> • Wait quietly after handing office pass to office staff • Use Words for Success 	<ul style="list-style-type: none"> • Wait for office staff to acknowledge you • Speak in a loud clear voice when giving information to the staff
<p style="text-align: center;">Arrival</p>	<ul style="list-style-type: none"> • Walk forward on walkways, crosswalks, and sidewalks • While on school property, dismount bikes, skateboards, and scooters and walk to designated areas • Bikes, skateboards, and scooters require fastened helmets • Keep backpacks on backs at all times 	<ul style="list-style-type: none"> • Arrive at designated time • If eating breakfast, go directly to the cafeteria • If not eating breakfast, go directly to Morning Walk • If late to school, get tardy slip before going to class 	<ul style="list-style-type: none"> • Greet others politely • Use Words for Success 	<ul style="list-style-type: none"> • Respond appropriate to staff direction • Follow cafeteria expectation during breakfast • Follow Morning Walk expectation
<p style="text-align: center;">Morning Walk</p>	<ul style="list-style-type: none"> • Walk the perimeter of the blacktop in one direction • Walk facing forward • Consume snacks and beverages while seated • Walk to your line when bell rings 	<ul style="list-style-type: none"> • Keep body and objects to yourself • Keep backpack on your back 	<ul style="list-style-type: none"> • Use Words for Success • Allow others to pass 	<ul style="list-style-type: none"> • Everyone walks • Follow the directions of the staff on duty

<p style="text-align: center;">Morning Announcements</p>	<ul style="list-style-type: none"> • Be in line when the bell rings • Keep body and objects to yourself • Be aware of personal space 	<ul style="list-style-type: none"> • Keep backpack on your back 	<ul style="list-style-type: none"> • Respond appropriately to pledges and announcements • Use Words for Success 	<ul style="list-style-type: none"> • Quiet • Eyes on speaker with voices off • Stop moving and remove hats and hoods during the Pledge of Allegiance
<p style="text-align: center;">Dismissal</p>	<ul style="list-style-type: none"> • Walk in line out to dismissal area and wait to be dismissed • Walk using sidewalks and designated walkways • Walk bike, scooter, and skateboard off school property • Walk to your destination when the bell rings 	<ul style="list-style-type: none"> • Keep body and objects to yourself • Go directly to your destination 	<ul style="list-style-type: none"> • Use Words for Success 	<ul style="list-style-type: none"> • Wait quietly until dismissed • Be aware of others • Follow the directions of the staff on duty
<p style="text-align: center;">Assembly</p>	<ul style="list-style-type: none"> • Walk as you enter and exit the assembly • Face forward, sit flat with legs crossed 	<ul style="list-style-type: none"> • Keep body and objects to yourself 	<ul style="list-style-type: none"> • Respond appropriately to speaker and presentation • Use Words for Success 	<ul style="list-style-type: none"> • Voices off • Eyes on speaker • Remove hat and hoods

<p style="text-align: center;">Bus</p>	<ul style="list-style-type: none"> • Follow hallway expectations to get to the waiting area • Stand in order with backpack on back • Walk when entering the bus • Wear seat belts if available • Visit quietly with seat partner only 	<ul style="list-style-type: none"> • Keep body and objects to yourself • Sit flat and face forward while seated • Food, candy, and drinks stay in your backpack • Leave no trace 	<ul style="list-style-type: none"> • Be aware of personal space • Use Words for Success 	<ul style="list-style-type: none"> • Be aware of others • Follow directions given by staff and bus drivers • Speak in a loud clear voice when giving information to the bus driver
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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 both Principal and Vice Principal are 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: **Laurel Stolfus**
 - b. Alternate 1: **Jill Warriner**
 - c. Alternate 2: **Venessa Mason**
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.

School Mission Statement

At Arthur S. Dudley Elementary we are dedicated to partnering with families to create a safe and respectful environment that supports student learning and development. Our mission is to guide and encourage students to meet or exceed challenging academic standards, to establish a connection to school, to be responsible and productive citizens and to be life-long learners with college as a goal for the future.

Section 2 People and Programs:
Create a “caring and connected” school climate.

Description of School Climate

The School’s Social Environment

Leadership at Dudley Elementary is a shared process. A proactive role is assumed in all phases of the school operation. The school staff is committed to developing Dudley Elementary toward excellence in the areas of academic and social behavior.

The principal sets a positive tone for the school, guides the staff and works closely with them on curriculum and school safety issues. The school site’s organizational structure is open and flexible contributing to sensitivity concerning school safety issues and promoting a safe, orderly school environment conducive to learning.

Disaster Procedures, Routine and Emergency

A contingency plan for emergencies is contained in a handbook available to each staff member. The plan is reviewed throughout the school year. This plan also contains available district and outside agency resources, emergency disaster procedures and information on Standardized Emergency Management System (SEMS).

Classroom Organization and Structure

Dudley Elementary teachers provide a varied learning environment in their classrooms. Teachers use a variety of teaching strategies.

The teachers at Dudley Elementary are highly qualified, with many teachers holding advanced degrees. The staff is united in their desire to provide quality education for all pupils. Classrooms and teachers provide safe, orderly learning environments, enhance the experience of learning, and promote positive interactions amongst pupil and staff. Instructional time is maximized and disruptions are minimized.

The School’s Cultural Environment

There is a high level of cohesiveness among the staff members at Dudley. Cooperation and support between teachers and the administration is evident. Efforts are made by the administration and staff to show concern for all pupils.

All pupils are expected to behave in a manner that promotes safety and order. Pupils are encouraged to bring problems to the principal, counselor, teacher or other staff members. The everyday goal is for the staff to be proactive rather than reactive in all situations of concern.

The academic and behavior efforts of pupils are recognized and rewarded.

Section 3 School Climate Goals

The School Climate

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

Data to Used to Develop Objectives

Parent Safety Survey

- Parents are made aware of school-wide activities and events
 - 2019- 88.5% Agree or Strongly Agree
- Parents, teachers, and community members are encouraged to participate in school activities.
 - 2019- 88.4% Agree or Strongly Agree
- My child feels safe and secure at school
 - 2019- 88.4% Agree or Strongly Agree

Staff Safety Survey

- The principal and staff show respect, consideration, and sensitivity to the students and parents.
 - 2019- 100% Agree or Strongly Agree

California Healthy Kids Survey

- I feel like I am part of this school
 - 2018- 67% Yes, Most of the time (27%) or Yes, all of the time (40%)
- Do you feel safe at school?
 - 2018- 54% Yes, Most of the time (31%) or Yes, all of the time (23%)

Student Safety Survey

- I feel like I am part of this school
 - 2018- 71.7% Yes.
- Do you feel safe at school?
 - 2018- 77.2% Yes.

Objective #1: A school environment that has in place supports for students' social-emotional needs will be provided.

- A school counselor will be employed. The counselor will provide small group and individual counseling and will lead conflict mediation. He will also provide support for staff and parents.
- The Dragon Pals program will support kindergarten through third grade students who exhibit impulsivity, shyness and/or difficulty with school adjustment.
- The Second Step character education and social skills curriculum will be taught 30 minutes weekly in each classroom. The lesson focus will be highlighted and referred to throughout the week.
- The Healthy Play program, which allows students to practice conflict resolution and empathy, will be implemented at Dudley. All staff members, including lunch supervisors, will be trained to implement the program.
- Extracurricular clubs and school events will be provided to increase school connectedness.
- Dudley participates in the Safe School Ambassador program to minimize incidents of bullying and support students who feel they are victims of bullying.
- Dudley is implementing tier I and tier II of Positive Behavior Intervention and Supports (PBIS) program to positively affect our school climate.
- The staff at Dudley has been trained in the strategy of Community Circles to foster effective communication between student peers.

Objective #2: Frequent communication will be maintained among staff, students and parents.

- Parents will have access to Homelink.
- The Family Handbook will be made available on the first day of school and online and will be referenced in the school newsletter and automated calls.
- The school website will provide information regarding school activities.
- The principal will send home automated calls and emails weekly. Flyers will be attached to the email.
- Parent-Teacher Conferences will be held twice per year. Teachers are asked to set conference appointments with all of the families in their classroom at both sets of conferences.
- Staff meeting time will be provided for staff to make parent phone calls.
- Each grade level will host a Family Night activity. These monthly events will increase opportunities for families to come to campus and learn more about their child's teacher and the many programs we have available at Dudley Elementary.

Section 4 Place

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

Description of Physical Environment

The Schools' Location and Physical Environment

Dudley Elementary School is located in the Antelope area of Sacramento County that has an average crime rate and average poverty level. The immediate area around the school includes single family dwellings, apartments, and parks. There are no significant safety hazards in the immediate vicinity of the school.

Description of School Ground

Dudley Elementary School was built in the 1950's and has since received upgrades and portable classrooms. The buildings have numerous corridors which surround both a California History Center and a Nature Center. The playground is grass, concrete and asphalt and includes basketball and four square courts, a play structure, baseball diamonds and soccer goals. The gates that separate the school from the main thoroughfare are kept locked during school hours. There are several wings and clusters of classrooms including both permanent and re-locatable classrooms. Other ancillary structures include: office, cafeteria, restrooms, library, teacher work room, storage sheds and a day care facility.

During the school day, staff members and administrators shall provide campus supervision. Identified problem areas receive increased supervision to reduce discipline, crime, or other school safety concerns.

It shall be the practice of Dudley Elementary to remove all graffiti from school property before pupils arrive to begin their school day. Other acts of vandalism are promptly addressed.

Maintenance of School Buildings/Classrooms

In 2008, the school received modernization funds. Improvements included: bringing the campus up to current ADA specifications, fire/life/safety upgrades, and painting. District personnel periodically examine the school's physical facility and help eliminate obstacles to school safety. Additionally, health and fire department inspectors contribute to school safety.

The classrooms are monitored for safety and appearance by the administration and individual classroom teachers.

Internal Security Procedures

Dudley Elementary has established procedures in the following areas: California Safe School Assessment (CSSA) reporting procedures, suspension and expulsion procedures, and an inventory system.

Keeping reportable crimes at a minimum requires constant vigilance. The following strategies will be utilized in achieving this goal: provide effective school supervision, and identify and provide preventative programs and activities such as the WE TIP Hotline and security cameras.

Dudley Elementary maintains a copy of the district's sexual harassment policy in the main office/principal's office and the policy is available on request. The District's Sexual Harassment

Policy contains dissemination plans, applicable definitions, reporting requirements, investigation procedures, enforcement regulations, and information related to suspension and/or expulsion for sexual harassment of or by pupils.

Included in this Safe School Plan is a school map indicating safe entrance and exit areas for pupils, parents and school employees

To ensure the safety of pupils and staff, all visitors to the campus, except pupils of the school and staff members, shall register immediately upon entering any school building or grounds when school is in session

Discipline procedures shall focus on finding the cause of problems and working with all concerned to reach the proper, lawful solutions. The school's discipline plan begins at the classroom level. Teachers shall use a visible classroom management plan to communicate classroom rules, promote positive pupil conduct, and reduce unacceptable conduct. Appropriate consequences are administered based on the seriousness of the pupil's misbehavior.

Pupils may be suspended, transferred to another school, or recommended for expulsion for certain acts. For specific student violations, a mandatory expulsion recommendation shall be submitted by the administration.

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

Law enforcement is contacted and consulted to help maintain and to promote a safe and orderly school environment. Dudley Elementary employees comply with all legal mandates, regulations, and reporting requirements for all instances of suspected child abuse.

Additional internal security procedures affecting the integrity of the school facility include: school wide intercom system and two-way radios.

Community involvement is encouraged to help increase school safety.

Inventory System – Engraved ID, Security Storage

Most school-site equipment has a metal ID tag or a bar code sticker adhered to its surface. These items are inventoried annually and there is an established accountability system. Office and classroom supplies are secured.

Section 5 Physical Environment Goals

The Physical Environment

An action plan for places reflecting the school's physical environment including crisis response procedures and policies relating to student safety

The following objectives were developed as the result of feedback from students, staff and parents on our Safe School Survey

Data to Used to Develop Objectives

Parent Safety Survey

- The school facilities are safe and well maintained.
 - 2019- 80.8% Agree or Strongly Agree
- My child feels safe and secure at school
 - 2019- 88.4% Agree or Strongly Agree

Staff Safety Survey

- The effects of vandalism on campus are quickly repaired.
 - 2019- 70.8% Agree or Strongly Agree
- The school buildings and grounds are free of hazards that might cause accidental injury.
 - 2019- 66.7% Agree or Strongly Agree

California Healthy Kids Survey

- Do you feel safe at school?
 - 2018- 54% Yes. Most of the time (31%) or Yes. all of the time (23%)

Student Safety Survey

- Do you feel safe at school?
 - 2019- 77.2% Yes.

Objective #1: The physical environment of Dudley Elementary will be free of hazards.

Related Activities:

- Each morning, the custodian will walk through the plant and submit work orders to the school secretary for any hazards observed to ensure a safe physical environment.

Objective #2: 100% of staff will understand the Safety Plan procedures and their role in the Incident Command System.

Related Activities:

- The parent reunification process will be included in upcoming drills.
- Students will be given injuries to act out so staff will have the opportunity to practice triage methods.
- Staff training will occur during staff meetings.
- The entire school population will participate in practice drills at least twice monthly.

Objective #3: Staff members will wear their staff badges and carry a 2-way radio whenever outside of the classroom.

- Staff will also wear safety vests when on before and after school supervision.

Objective #4: Safety kits will be stored in each classroom.

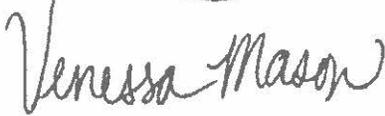
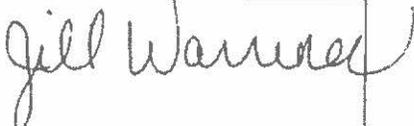
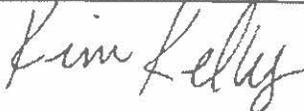
- Letters will be sent to each family requesting a bag of food, water and a letter to be shared with their child to provide comfort and reassurance in the event of a disaster.
- Fundraiser profits will be used to purchase safety kits.

Section 6 Signature Sheet

Dudley 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
Steve Jackson	Principal	
Venessa Mason	Title I Teacher	
Jill Warriner	Title I Teacher	
Kim Kelly	SSC Parent	

APPENDIX A STAFF LIST

Staff Member	Staff Member
SDC	Other Certificated
Rose, Valerie	Haywood, Rochele
Kindergarten	Jackson, Steve
Dzida, Nancy	Keller, Diane
Kasai, Andrea	Mason, Venessa
Linden, Mary	McGuire, Nataliya
Andrews, Jennifer	Silverman, Todd
1st Grade	Smith, Robert
Campos, Amanda	Smith, Sherri
Morton, Lisa	Stolfus, Laurel
Newman, Sandra	Pavlovich, Debra
Skogebo, Terri	Warriner, Jill
2nd Grade	
Bryan, Stacey	Classified
Carlson, Steve	Buderer, Claudia
Dean, Leah	Bukhantsov, Alena
Velez, Susan	Caton, Becky
3rd Grade	Chaturvedula, Rajani
Altobell, Dawn	Clark, Deborah
Hakanson, Brianna	Colburn, Lisa
Hellman, Lauren	Colen, Carrie
Piegaro, Cynthia	Davis, Linda
4th Grade	Deleon, Irene
Ammond, Jennifer	Dervyanchuk, Marina
King, Chelsea	Gomez, Edwin
Steinman, Dorothy	Heath, Liz
5th Grade	Keats, Christina
Mathias, Delanne	Kelly, Kim
Meloy, Tracie	Kraft, Laura
Mary Ruth Neal	Miranda, Martha
6th Grade	Larraburu-Branshaw, Jennifer
Haxton, Dylan	Moss, Kim
Kirchner, Meaghan	Neverez, Hilda
White, Sonja	Palavivatana, Phensri (Jimmi)
	Powell, Bonnie
	Raghanuth, Ranjana (Jean)
	Rivas, Patricia
	Sharma, Christina
	Shoup, Katrina
	Smith, Kristina
	Stevens, Dorothy
	Zakharchuk, Petr
	Zaki, Zarghoona

APPENDIX B STAFF CLASSROOM TELEPHONE NUMBERS

Name	Room #	Extension
Dawn Altobell	B-5	2217
Jennifer Ammond	C-5	2208
Jennifer Andrews	A-6	2224
Stacey Bryan	M-12	2229
Amanda Campos	A-2	2220
Steve Carlson	M-9	2226
Leah Dean	A-1	2219
Nancy Dzida	A-5	2223
Brianna Hakanson	B-2	2214
Rochele Haywood	T-4a	2113
Dylan Haxton	M-8	2235
Lauren Hellman	B-3	2215
Andrea Kasai	A-6	2224
Diane Keller	T-3	2203
Chelsea King	C-2	2205
Meaghan Kirchner	M-7	2234
Mary Linden	A-5	2223
Venessa Mason	Rm. 8	2212
Delanne Mathias	Rm. 7	2211
Nataliya McGuire	M-6	2233
Tracie Meloy	C-3	2206
Lisa Morton	A-3	2221
Mary Ruth Neal	C-4	2207
Sandra Newman	A-4	2222
Debora Pavlovich	T-3	2203
Cynthia Piegaro	B-6	2218
Valerie Rose	B-4	2216
Todd Silverman	T-4c	2115
Terri Skogebo	B-1	2213
Robert Smith	T-5	2202
Sherri Smith	T-4b	2114
Dorothy Steinman	C-6	2209
Laurel Stolfus	C-1	2204
Susan Velez	M-10	2227
Sonja White	M-4	2231
Steve Jackson	Principal's Office	2101
Kim Moss	Front Office	2104
Roseanne Maffei-Field	Front Office	2105
Nurse's Office		2106
Library		2109
Conference Room	Main Office	2107
Meeting Room	M-5	2232
Claudia Buderer	A-7	2225
Kitchen		2110
Room 10--Staff Lounge		2111
CDC		339-4615

APPENDIX C SHUT-OFF

APPENDIX D EMERGENCY EVACUATION ROUTES

APPENDIX E OFF CAMPUS EVACUATION MAP

EOC Message Form

Student/Staff Accountability

DATE: _____ TIME: _____

TEACHER: _____

ROOM #: _____

COMPLETED BY: _____

of Students enrolled in this class

of Students marked absent in this class

Please list students marked absent by name:

of Students unaccounted for* in this class

* You didn't mark them absent and they are not with your class at this time.

Please list students unaccounted for by name:

Are there any adult staff from this room unaccounted for?

If so, please list by name (include staff staying behind with injured).

Injuries

Tally and insert in the grid below. If none, enter "0".

FATALITIES **NUMBER**

Names:

MAJOR INJURIES

Unable to treat in site. Life threatening & breathing difficulties, cardiac arrest, uncontrolled or suspected severe bleeding, severe head injuries, severe medical problems, open chest or abdominal wounds, severe shock.

Names:

MODERATE INJURIES

Burns, major multiple fractures, back injuries with or without spinal cord damage.

MINOR INJURIES

First Aid attention only.

PROPERTY DAMAGE **CIRCLE ONE**

Major Damage: Building collapse, building leaning, major ground movement causing cracks in ground

Moderate Damage: Falling hazards present, toxic/chemical spill, broken gas line, fallen power line

Minor Damage: Detached HVAC ducts, light fixtures, suspended ceiling grid, broken windows

RESOURCES NEEDED (Circle all that apply):
Ambulance Utilities Other: _____

Transmit data 30 – 45 seconds. After transmission, wait for EOC's request to elaborate.

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
	REPORTING CASE NAME
	DATE OF REPORT

B. REPORTING PARTY	NAME/TITLE		
	ADDRESS		
C. REPORT SENT TO	PHONE ()	DATE OF REPORT	SIGNATURE
	<input type="checkbox"/> POLICE DEPARTMENT <input type="checkbox"/> SHERRIFFS OFFICE <input type="checkbox"/> COUNTY WELFARE <input type="checkbox"/> COUNTY PROTECTION		
D. INVOLVED PARTIES	AGENCY	ADDRESS	
	OFFICIAL CONTACTED	PHONE ()	DATE/TIME
PARENTS	NAME (LAST, FIRST, MIDDLE)	ADDRESS	BIRTHDATE SEX RACE
	PHYSICAL LOCATION OF CHILD		PHONE ()
SIBLINGS	NAME	BIRTHDATE	SEX RACE
	NAME	BIRTHDATE	SEX RACE
PARENTS	NAME (LAST, FIRST, MIDDLE)	BIRTHDATE	SEX RACE
	NAME (LAST, FIRST, MIDDLE)	BIRTHDATE	SEX RACE
SIBLINGS	NAME (LAST, FIRST, MIDDLE)	BIRTHDATE	SEX RACE
	NAME (LAST, FIRST, MIDDLE)	BIRTHDATE	SEX RACE
PARENTS	ADDRESS	ADDRESS	
	HOME PHONE ()	BUSINESS PHONE ()	HOME PHONE () BUSINESS PHONE ()
E. INCIDENT INFORMATION	IF NECESSARY, PLEASE CHECK ONE OR OTHER FORM AS USER OF THIS BOX <input type="checkbox"/>		
	1. DATE/TIME OF INCIDENT	PLACE OF INCIDENT	WHEN OBSERVED <input type="checkbox"/> OCCURRED <input type="checkbox"/> OBSERVED <input type="checkbox"/>
	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/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 OF DESCRIPTION			
4. SUMMARIZE WHAT THE ABUSEE/CHILD OR PERSON ACCOMPANYING THE CHILD SAID HAPPENED			
5. EXPLAIN KNOWN HISTORY OF SIMILAR INCIDENT(S) FOR THIS CHILD			

SS-8583 (Rev. 1/95)

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 Protection: 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
• 6102 Watt Avenue, Antelope, CA 95613 • 916-339-6320 • 916-339-6329
Williams Complaints Classroom Notice

Notice to Parents, Guardians, Pupils, and Teachers Complaint Rights

Pursuant to California *Education Code* Section 35186, you are hereby notified that:

1. There should be sufficient textbooks and instructional materials. That means each pupil, including English learners, must have a textbook or instructional materials, or both, to use in class and to take home.
2. School facilities must be clean, safe, and maintained in good repair.
3. There should be no teacher vacancies or 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 credential to teach the class, including the certification required to teach English learners if present.

Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

4. Pupils, including English Learners, who have not passed one or both parts of the high school exit examination by the end of the 12th grade are to be provided the opportunities to receive intensive instruction and services for up to two consecutive academic years after the completion of grade 12.
5. A complaint form may be obtained at the school office, district office, or downloaded from the school's Web site at www.centerusd.org. 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

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 or 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 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 the campus, or during, or while going to, or coming from a school sponsored activity. Suspension of up to 5 days or a recommendation for expulsion may occur when the conduct is of an extreme nature.

- 1 *48900(a-1): Caused, Attempted, or Threatened Physical Injury (S)
- 2 *48900(a-2): Use of Force or Violence (S)
- 3 *48900(b): Weapons (S)
- 4 *48900(c): Drugs or Alcohol, Possession/Use of (S)
- 5 *48900(d): Drugs or Alcohol, Sale of (S)
- 6 *48900(e): Robbery/Extortion (S)
- 7 *48900(f): School Property Damage (S)
- 8 *48900(g): Property Theft (S)
- 9 *48900(h): Tobacco, Possession/Use(S)
- 10 *48900(i): Language, Obscene/Profanity (S)
- 11 *48900(j): Drugs, Paraphernalia (S)
- 12 *48900(k): Disrupted School Activities / Defiance of Authority(S)
- 13 *48900(l): Stolen Property, Possession of (S)
- 14 *48900(m): Firearm, Imitation (S)
- 15 *48900(n): Sexual Assault (S)
- 16 *48900(o): Harassment, Witness (S)
- 17 *48900(p): Soma, Selling of (S)
- 18 *48900(q): Hazing (S)
- 19 *48900(r): Bullying/Harassment (S)
- 20 *48900(t): Aids or Abets Physical Injury(S)
- 21 *48900.2: Sexual Harassment (S)(E)
- 22 *48900.3: Hate Violence (S)(E)
- 23 *48900.4: Harassment, threats, intimidation (S)(E)
- 24 *48900.7(a): Terroristic threats against school officials or property (S)(E)
- 25 *48900.7(b): Terroristic Threat (S)(E)
- 50 *48915(a-1): Caused Serious Physical injury (S)(E)
- 51 *48915(a-2): Possession of Knife or other Dangerous Object (S)(E)
- 52 *48915(a-3): Possession of any Controlled Substance (S)(E)
- 53 *48915(a-4): Robbery/Extortion (S)(E)
- 54 *48915(a-5): Assault or Battery on a School Employee (S)(E)
- 55 *48915(c-1): Firearm: Possessing, Selling or Furnishing (E)**
- 56 *48915(c-2): Brandishing a Knife (E)**
- 57 *48915(c-3): Sales of Controlled Substance (E)**
- 58 *48915(c-4a): Sexual Assault(E)**
- 59 *48915(c-4b): Sexual Battery (E)**
- 60 *48915(c-5): Possession of an Explosive (E)**

**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.

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: Wilson C. Riles Middle School

Date: 2/7/2020

Action Item X

To: Carol Hunt

Information Item

From: Chris Borasi, Principal

Attached Pages 113

Principal's Initials CB

SUBJECT: This is the updated Safe School and Emergency Preparedness Plan for the 2019-2020 school year. This plan outlines emergency procedures protocol as well as school safety goals. This plan was approved by our SSC members on 2/7/2020.

Recommendation: Please approve the Safe School and Emergency Preparedness Plan for Wilson C. Riles Middle School.

CONSENT AGENDA

Wilson C. Riles



Safe School

And

Emergency Preparedness Plan

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

Revised September, 2019

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

Wilson C. Riles Middle School

PART 1 CRISIS MANAGEMENT

- Section 1 Incident Command System
- Section 2 Staging Areas
- Section 3 Lockdown Procedures
- Section 4 Evacuation Procedures
- Section 5 Student Release Procedures
- Section 6 School Partnerships
- Section 7 Resources
- Section 8 Communications
- Section 9 Crisis Phone Directory
- Section 10 Letters Home
- Section 11 Aftermath
- Section 12 Training and Updating

PART 2 CRISIS READINESS

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

Convulsions or Seizures
CPR - Cardiopulmonary Resuscitation
Diabetics
Dog/Animal Bites
Ears
Electric Shock
Eyes
Fainting
Fracture
Frostbite
Head Injury
Heart Attack
AED Steps
Nosebleeds
Pandemic Flu Plan
Poisoning
Puncture Wounds (knife and gunshot)
Seizure
Shock
Sunstroke
Wounds

Section 15 Missing Student

Section 16 Public Demonstration

Section 17 School Site as Mass Care and Welfare Shelter

Use of Facility:

Shelter Management:

Condition of Facility:

Food Services:

Custodial Services:

6. Security:

7. Signage and Publicity:

8. Closing the Shelter:

9. Reimbursement:

Section 18 Severe Weather

Section 19 Shooting/Stabbing

Section 20 Campus Visitor Procedures

Section 21 Healthy Kids Survey Information

Section 22 School Rules

Section 23 Behavior Escalation Plan

PART 3 SITE ACTION PLAN

Section 1 District and Site Mission Statements

Section 2 People and Programs:

Section 3 School Climate Goals

Section 4 Place

Section 5 Physical Environment Goals

Section 6 Signature Sheet

APPENDIX A STAFF LIST

APPENDIX B STAFF CLASSROOM TELEPHONE NUMBERS

APPENDIX C SHUT-OFF

APPENDIX D EMERGENCY EVACUATION ROUTES

APPENDIX E OFF CAMPUS EVACUATION MAP

APPENDIX F EMERGENCY OPERATIONS CENTER (EOC) FORM

APPENDIX G CHILD ABUSE REPORTING LAW

APPENDIX H CHILD ABUSE REPORTING FORM

APPENDIX I WILLIAMS UNIFORM COMPLAINT PROCEDURE

APPENDIX J DRESS CODE

APPENDIX K SUSPENDABLE OFFENSES

APPENDIX L PROCEDURES TO NOTIFY TEACHERS OF DANGEROUS PUPILS

APPENDIX M HATE MOTIVATED BEHAVIOR

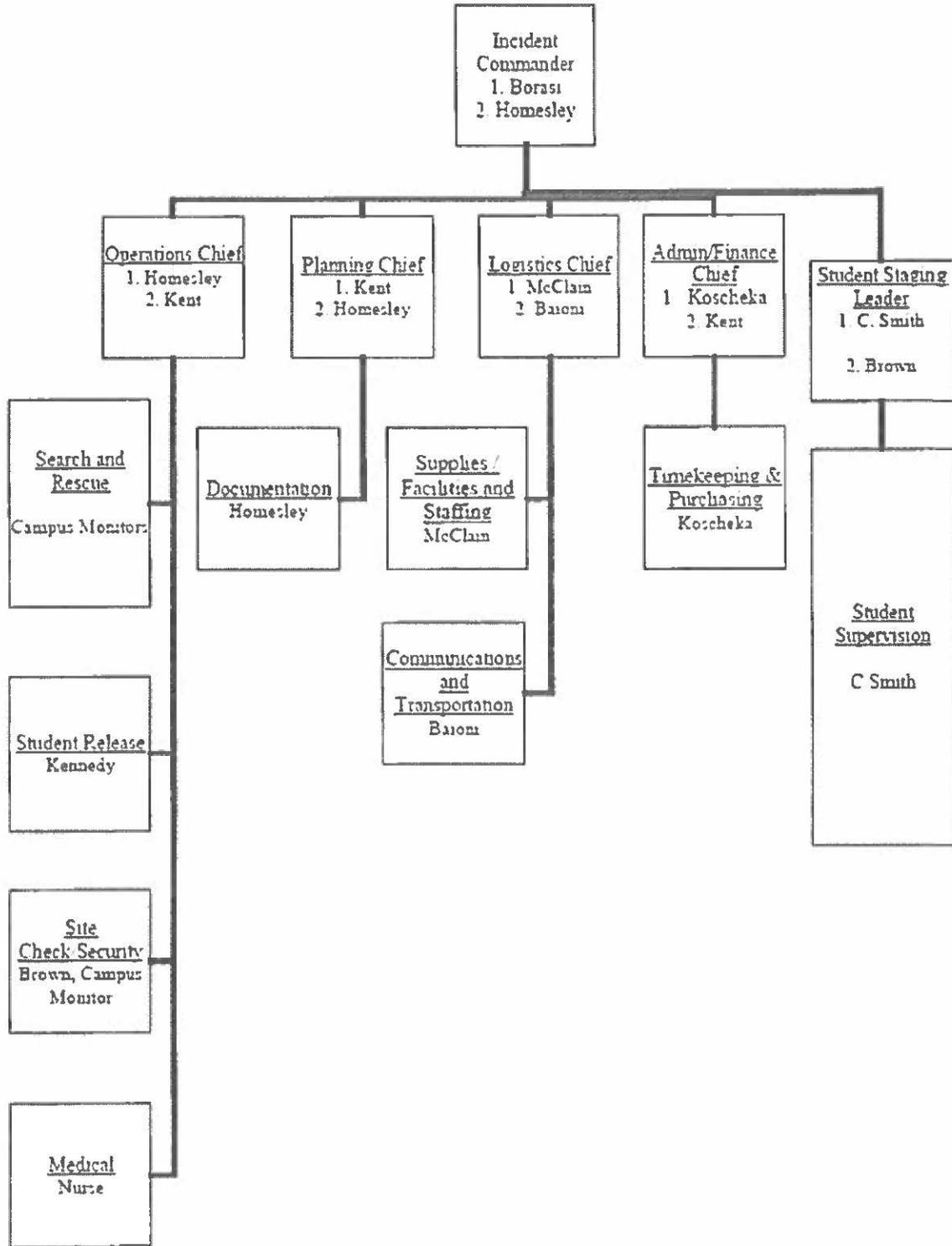
APPENDIX N NON DISCRIMINATION/HARASSMENT

PART 1 CRISIS MANAGEMENT

Section 1 Incident Command System

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

Wilson C. Riles Middle School
Incident Command System



* ICS Radio

Incident Command Descriptions

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

Assume Command

Establish the Command Post

Conduct briefings of the Command Staff

Identify level of threat by assessing situation

Set specific objectives and direct development of incident action plans

Direct protective actions to stabilize the school

Activate and oversee ICS functions

Establish Unified Command with responding agencies

Update EOC as situation evolves

Approve information to send to the EOC for media briefings

Set objectives for resumption of normal activities

Maintain an activity log (scribe) and oversee action reports

Admin/Finance Chief

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

Keep an envelope or box for all receipts and overtime cards

Provide a cost-accounting update for the IC as requested

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

Check attendance for that day for both students and adults

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

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

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

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

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

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

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

Stage resources (or Team Leaders) so they are readily available
Coordinate and re-assign staff to other teams as needed by Operations
Maintain a visible chart of available resources as a reference for Ops and the IC Team
Provide food and water as needed (and available) for staff and students
Off-Site Evacuation Coordinator- organizes the off-site evacuation location during an emergency situation. This includes planning the movement of the students to the location and assisting with accounting of the students once they are moved. Many aspects of this assignment involve planning for the use of a location and planning the evacuation route to safely move the students. When organizing an evacuation, consider the special needs students and plan for how those students will be moved and what assistance will be required.
Maintain an activity log (scribe) and write after-action report

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

Immediately report to Command Post
Supervise and direct activities of all groups assigned to Operations through the Team Leaders
Identify alternate staging areas as needed (to IC and Logistics)
Identify alternate resource requirements (to IC and Logistics)
Deploy resources/Keep in contact with S & R and Medical
Implement roll call protocol based on Staff List/WCR building map
Make changes as necessary to action plan based upon reports from group leaders and
Planning Chief
Update IC and IC Team with status reports
Maintain an activity log (scribe) and write after-action report

Planning Chief: The Planning Intelligence Chief will report directly to the Incident Commander and may stay with the Incident Commander throughout the crisis. This team will gather information to assist with medium/long-range planning related to the ongoing incident and school recovery issues. They will arrange for recovery/aftermath resources so that there is no gap between the end of the incident and necessary support/ services.
Report to Command Post (immediately or upon handing off students)
Collect EOC forms and develop a briefing on incident size and scope for IC Team.
With Ops, gather incident information and updates from team leaders.
Send and supervise runners, if needed, to gather incident information
Share information needed for decision making with IC Team
Prepare estimates of incident escalation or de-escalation for IC Team
Situation Analysis- will provide ongoing analysis of situation and resources status - *What if...*
Report safety conditions that may cause danger
Staffing Assignment- use available personnel to assist with carrying out the core functions associated with an incident. Any teacher not assigned students during an incident and any school personnel arriving at the incident should directly report to this person. Working closely with the Incident Supervisor, the person will direct staff to the areas that need assistance. Those responsible for organizing the various areas will coordinate with this person in requesting manpower during the incident. This person will keep a roster of assignments and manpower needs and make requests of administrative offices when needed.
Maintain an activity log (scribe) and write after-action report

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

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

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

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

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

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

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

Student Staging Leader/Student Release a.k.a. Parent Reunion Coordinator: This team will supervise the release of students. They will document the persons picking up students. They must record the time, signature, and where they will be taking the student. Pictures of each child with the adult picking them up may be useful. Members will take roll with their own class, send in their EOC form, and wait to be called up. Before parents begin arriving, the Team Leader will begin setting up the Reunification Center, with support if needed, in a predetermined location. They will gather information regarding attendance from the Admin/Finance Team. When parents begin arriving, the Team Leader will call up the rest of the team and notify the Operations Chief. As more parents arrive, more teachers and classified staff will be assigned to this staging area. Students will be reassigned to other Supervising Teachers. If evacuating the site, before leaving the school grounds, the Student Release Team will post a notice on the front door informing parents where to pick up their children. If the front door is no longer there, the notice will be placed on the flagpole.

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

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

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

Section 2 Staging Areas

Indoor Command Post:

1. Conference Room (#107) in the Main Office
2. Nurse's Office (#114) in Main Office

Outdoor Command Post:

1. Overhang Area outside Husky Arena facing basketball courts, South east corner
2. West Parking Area in front of 500 building

Triage Area:

Quad

Parent Reunification Area:

Basketball courts

Upper Field

Bus Staging Area:

East Parking Area in front of basketball courts

Media Staging Area:

East Parking Area in front of basketball courts

Off-Site Evacuation Location:

Directions:

Section 3 Lockdown Procedures

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

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

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

When a lockdown is announced, several steps should take place. Teachers/Staff need to make sure all outside doors are locked, blinds are drawn and lights turned off. If students/staff are outside, staff needs to help direct students in their vicinity to the nearest building and get students and themselves safely inside. Call the office immediately to warn them of incident. In the event that a staff member and students are clear out in the field, the staff member must make the decision whether or not it is safer to lead students off campus. In this case, proceed to Off Site Evacuation Location. (See page 11). Upon arrival, call the 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.**

b.

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 a room must be taken. Ignore any fire alarms.

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

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

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

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

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

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

Communication via school radio is permissible as long as the incident does not involve an explosive device or a suspect in possession of a radio or scanner. The sheriff liaison member of the Incident Command Team should be prepared to gather all known

information and respond to the first arriving sheriff personnel and brief them on the situation.

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

Special areas of concern:

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

Section 4 Evacuation Procedures

General Evacuation

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

Evacuation of School Grounds

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

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

During evacuation, the students will walk quickly, quietly, and in single file. If busses are available and students must evacuate to _____; students will board the bus to _____ at the bus loading area outside of the blacktop. 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 a 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 building.
- Necessary first aid should be performed.

Students

In Homeroom class

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

NOT in Homeroom

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

At recess / break

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

Staff Not Assigned To Classrooms

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

Principal or Designee

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

Instruct teachers to:

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

Evacuation of Students with Disabilities

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

- A pre-designated staff member will assist with the evacuation.
- The staff member will describe the situation and actions to be taken in advance of beginning the evacuation procedures.

- The staff member will use facial expressions and hand gestures as clues when describing the procedures.
- The staff member will give one direction at a time during the evacuation.
- The student will never be left unattended.

Exit Route

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

Section 5 Student Release Procedures

Early Dismissal

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

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

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

Follow the "Release of Students to Parents" plan.

Release of Students to Parents

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

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

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

STUDENT RELEASE FORM

Student's Name _____

Date _____ Time _____

Teacher _____

Room # _____ Grade _____

PERSON CHECKING OUT STUDENT:

Signature _____

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

Name _____

Address _____

Phone # _____

STUDENTS UNACCOUNTED FOR

Teacher's Name _____ Grade _____ Room _____

Students unaccounted for:

Section 6 School Partnerships

Off Site Partnership

Section 7 Resources

TEACHING STAFF	Personal Contact	Health Concerns	Special Skills
Allred, Marie			
Andrews, Julie			
Anwar, Shahnaz			
Brown, Pete			
Cline, Sherry			
Cropper, Frank-SCOE			
Coulter, Morgan			
Deason, Stu			
Elmer, Jessica			
Gebauer, Tanya			
Hamilton, Grant			
Johnson, Michael			
Jordan, Mark			
Kennedy, Caryn			

Kimble, Tim

Law, Jennifer

Lunsford, Theresa

Magnani, Kathy

Michaelis, Tiffany

Peyrucain, Jennifer

Price, Karen

Ratliff, Mike

Ray, Candie

Silva, Renee

Slay, Jennifer

Smith, Abe

Smith, Clay

Swift, Windigo

Telles, John

Topper, Jamie

Verhagen, Annelies
Walters, Erica
Wildman, Sarah
Wise, Jeff
OFFICE STAFF
Borasi, Chris - Principal
Homesley, Brett - Assistant Principal
Blackwell, Barbara - Attendance
Kent, Allison - Academic Coordinator
Koscheka, Michele - Secretary
Munoz, CJ - Office Assistant
Nolte, Bonnie - School Psychologist
McLaughlin, Suzi -Psychologist intern
Sherry, Roberta (Bobbi) Nurse Aide
McClain, Holly- Counselor
CAMPUS MONITORS

Abdelfattah, Enssaf

Evans, Jeanne (Lead)

Safa Husein

Butler, Cora

Hu, Jenny

Torres, Betty

Tolok, Lilya

SUPPORT STAFF

Baionl, Ron

Duato-Warren, Errin

Lat. Kris-SCOE

Livingston, Barbara

Matsuno, Deanna

Mayo, Rebecca

Misalon, Joanna

Petrovskaya, Olqa

Perrault, Traci

Ridge, Angela

Vasilevich, Tatyana (ELD)

Wise, Sandy

Wisw, Tanner

Young, Pandora

CAFETERIA/KITCHEN

Brown, Ann

Chernitskiy, Luybov

Karakas, Tori (Lead)

Turnquist, Nancy

Van Praag, Kayla

CUSTODIANS

Goodspeed, Ron (Lead)

Pali-Kugel, Connie

Prasad, Arvind

Smith, Bill

SPEECH

Eastteam, Eve

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
Kelly Kelley
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,



Established 1858

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

BOARD OF TRUSTEES

Nancy Anderson
Jeremy Hunt
Kelly Kelley
Delrae M. Pope
Donald E. Wilson

SUPERINTENDENT

Scott A. Loehr

Dear Parents:

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

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

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

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

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

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

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

Sincerely,

"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 situation and provide updates as needed.
- Prepare for possible lockdown or evacuation depending on the situations. Follow law enforcement or fire guidance.
- If law enforcement or fire have not resolved the situation by dismissal time, plans will need to be made to alter or delay dismissal of students and transportation should be contacted with information.
- Informational letter for parents should be developed in conjunction with district office and law enforcement or fire officials.

Section 2 After Hours Crisis Procedures

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

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

Section 3 Bomb Threat

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

Bomb Threat Procedures

I. Office Personnel

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

II. Administration

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

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

- e. Maintenance, Operations, & Transportation will be called to provide busses for students, if necessary.

III. Teachers

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

IV. Custodians, Cooks, and other Classified Employees

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

BOMB THREAT FORM

RECEIVING A BOMB THREAT

INSTRUCTIONS:

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

Exact time of call: _____

Exact words of caller:

Questions to Ask

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

Caller's Voice (Circle):

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

Voice Description (Circle):

Male	Female	
Calm	Nervous	
Young	Old	Middle-Aged
Rough	Refined	

Accent: Yes No Describe _____

Speech Impediment: Yes No Describe _____

Unusual Phrases _____

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

Background Noises (Circle):

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

Additional Information:

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

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

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

Signature _____ Date _____

THREATENING PHONE CALL FORM

Time call was received _____ Time caller hung up _____

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

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

1. What is your name? _____
2. What are you going to do? _____
3. What will prevent you from doing that? _____
4. Why are you doing this? _____

5. When are you doing this? _____
6. Where is the device right now? _____
7. What kind of device or material is it? _____
8. What does it look like? _____

Person receiving the call

Person monitoring the call

Department _____

Department _____

Dept Phone No. _____

Dept. Phone No. _____

Home Address _____

Home Address _____

Date: _____

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

- An announcement will come over the PA system telling you that the "in-place-shelter procedure" is in effect.
- Close all doors to the outside and close and lock all windows. (Windows seal better when locked.) Seal gaps under doorways and windows with wet towels, and those around doorways and windows with duct tape (or similar thick tape) and sheets of plastic (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 departments.
 - Don't re-enter the building until it is safe.
6. The principal will confer with the Superintendent about evacuation of the school. If necessary, follow the "Evacuation of School Grounds" policy. Do not evacuate to another building unless it has received an inspection by a qualified person.

Re-entry of Building

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

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

Section 8 Fire/Explosion

Fire

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

Lunchrooms and Kitchens

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

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

Fire Drill Procedures

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

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

Fire Extinguishers

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

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

Fire Extinguisher Inspections

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

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

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 (874-5115). Call the district office.

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

- Call 9-1-1
- Arrange to have the students moved to an off-site evacuation location
- The incident command system member responsible for student accounting begins the process of tracking all students
- Make sure the critical incident response kits leave the school with the students

Section 11 Hostage Situation

Intruder or Hostage Situation

Organized or unorganized terrorists would usually find themselves in one or two places within the school building. Either they would penetrate into the administration office, or they would infiltrate a classroom. The administration and staff have only two "weapons" in which to combat the situation: time and specific procedures. The school staff should not attempt to disarm terrorists.

The procedures for the following situations are as follows:

Intruder Enters the Classroom

1. The teacher will try to make contact with the office via intercom phone.
2. If the teacher cannot get to the communication system, he/she should attempt to send a note out the door with a student. Do not take a chance if there is any doubt that the child will be seen exiting. If one is able to leave, he/she should crawl past any windows so as not to be seen.
3. Any teacher receiving the note from a student or other adult should immediately lock all doors, inform the office, and close the blinds.
4. If there is another teacher, adult, or student who can safely make a call, call the office at {insert phone number} or the administrator at {insert phone number}.
5. The office's number and instruction 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. We
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 9-1-1 will be explained each year to all school personnel, and this number will be readily visible on all telephones.

A first aid kit shall be maintained in the office and rotated. A Red Cross first aid booklet is provided with each kit. First aid procedures will follow the current American Red Cross First Aid Manual.

Although some staff members are trained in basic first aid and CPR procedures, they are not to be considered medical experts. The first aid kits are to be used only in cases of emergency.

First Aid Stations

A first aid station is always maintained in the nurse's office. In the event of a large scale emergency that requires an evacuation, a medical station will be set up by the Medical Team in a 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 9-1-1 if the situation is life threatening or if the child is in need of immediate medical intervention.
3. Notify parents for their action and information.
4. Keep a record of time of injury, what first aid was administered and at what time.
5. Notify the superintendent's office.
6. Complete appropriate injury, illness, or insurance report promptly.
7. Keep a record of which students were sent to the hospital.

FIRST AID INSTRUCTIONS

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

Abdominal Pain

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

Artificial Respiration

1. Steps for mouth to mouth artificial respiration:
 - Clear airway
 - Tilt head back (unless possible neck injury - use jaw thrust)
 - Pinch nostrils
 - Seal mouth and blow
 - Watch for chest to rise
 - Listen for air to escape from mouth
 - Watch for chest to fall
 - Repeat: 12-16 times per minute in adults; 16-20 times per minute in children.

2. If victim's tongue obstructs airway:
 - Tilt the head
 - Jut the jaw forward
3. If facial injuries make it impossible to use mouth to mouth method then use the manual method.
 - Use mouth to nose if airtight seal is impossible over victim's mouth.
 - Small child - cover both mouth and nose.
4. Continue artificial respiration until victim begins to breathe for him/herself or until help arrives.
5. Carbon Monoxide Poisoning or Asphyxiation (due to lack of oxygen): Check for breathing difficulties and give artificial respiration.

Bleeding

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

*Internal bleeding – Treat for shock

Bone Injuries

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

Breathing - Unconscious Person

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

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

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

1. Try to awaken the person by firmly tapping him or her on the shoulder and shouting, "Are you alright?"
2. If there is no response, check for signs of breathing.
 - a. Be sure the victim is lying flat on the back. If you have to roll the victim over, move the entire body at one time.
 - b. Loosen tight clothing around the neck and chest.
3. Open the airway:
 - a. If there are no signs of head or neck injuries, tilt the head back and lift the chin to move the tongue away from the back of the throat.
 - b. Place your ear close to the victim's mouth; listen and feel for breathing.
 - c. If you can't see, hear, or feel any signs of breathing, you must begin breathing for the victim.
 - d. Begin rescue breathing immediately. Have someone else summon professional help.

Rescue Breathing:

1. Giving mouth-to-mouth rescue breathing to an adult:
 - a. Put your hand on the victim's forehead, pinching the nose shut with your fingers. Your other hand is lifting the victim's chin to maintain an open airway.
 - b. Place your mouth over the victim's, making a tight seal.
 - c. Breathe slowly and gently into the victim until you see the chest rise. Give 2 breaths, each lasting about 1½ seconds. Pause between breaths to let the airflow out. Watch the victim's chest rise each time you give a breath to make sure air is going in.
 - d. Check for a pulse after giving these 2 initial, slow breaths. If you feel a pulse but the victim is still not breathing, give one breath about every 5 seconds. After 10 to 12 breaths, re-check pulse to make sure the heart is still beating.
 - e. Repeat the cycle every 5 seconds, 10-12 breaths per minute, rechecking the pulse after each cycle. Continue rescue breathing until one of the following happens:
 - i. The victim begins to breathe without your help
 - ii. The victim has no pulse (begin CPR).
 - iii. Another trained rescuer takes over for you.
 - iv. You are too tired to go on.
2. Giving mouth-to-mouth rescue breathing to infants and small children:
 - a. A small child's head should be tilted back gently to avoid injury. With head tilted back, pinch the nose shut. Lift the chin and check for breathing as you would for an adult. Give 2 slow breaths until the chest rises.
 - b. Check for a pulse.
 - c. Give 1 slow breath about every 3 seconds. Do this for approximately 1 minute, or 20 breaths.

- d. Recheck the pulse and for breathing.
- e. Call 911 if you have not already done so. Continue rescue breathing as long as a pulse is present and the child is not breathing.
- f. Continue rescue breathing until one of the following occurs:
 - i. The child begins to breathe on his/her own.
 - ii. The child has no pulse (begin CPR).
 - iii. Another trained rescuer takes over for you.
 - iv. You are too tired to go on.

Burns

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

Choking (Heimlich Maneuver)

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

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

If the victim is on his back:

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

Convulsions or Seizures

1. Symptoms

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

These seizures are seldom dangerous, but they are frightening.

2. Causes

- Head injuries
- Severe infections
- Epilepsy

3. Treatment

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

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

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 a 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 breath, 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 school nurse so that information can be recorded in the pupil's health folder.

Ears

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

Electric Shock

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

Eyes

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

Fainting

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

Fracture

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

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

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

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

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

Frostbite

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

Head Injury

1. Symptoms
 - May or may not be unconscious
 - Unconsciousness may be delayed one-half hour or more
 - Bleeding from mouth, nose or ear
 - Paralysis of one or more extremities
 - Difference in size of pupils of the eyes
2. First Aid for Head Injuries:
 - No stimulants or fluids
 - Don't raise his feet; keep the victim FLAT
 - Observe carefully for stopped breathing or blocked airway
 - Get medical help immediately
 - When transported, gently lay flat
 - Position head to side so secretions may drool from corner of mouth
 - Loosen clothing at neck

Heart Attack

Diseases and Conditions

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 most people will have no immunity to the new virus; it will likely cause illness in high numbers of people and more severe illness and deaths than seasonal influenza.

- Symptoms are similar to seasonal flu, but may be more severe and have more serious complications.
- Healthy adults may be at increased risk for serious complications.

Severe Pandemic:

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

Measures to limit the spread of flu:

- Promote hand-washing/use of antibacterial wipes, cough hygiene via modeling by school staff.
- Cover nose and mouth with a tissue or upper arm if a tissue is not available
- Dispose of used tissue in a waste basket and wash hands after coughing, sneezing or blowing nose.
- Use warm water and soap or alcohol-based sanitizers to clean hands.
- Wash hands before eating or touching eyes, nose or mouth.
- Encourage vaccination of staff and students for whom the flu vaccine is recommended.
- Persons developing symptoms at school should be sent home as soon as possible and instructed not to return until well.

Social distancing:

In a pandemic, the risk of getting the flu is greatest when one has close contact with an infected person. Social distancing measures may include:

- 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 wound caused by a hard object such as a rock, machine tool, bicycle or automobile. Animal bites are also lacerations. Surrounding tissue is damaged and bleeding may be profuse. A minor laceration can be cleaned with soap and water, but if the bleeding is severe, a pressure dressing may be needed. If the laceration is caused by an animal, medical help is required for testing and treatment of the animal.

A puncture wound is caused by deep penetration of a sharp object such as a pencil, nail, ice pick, bullet, spear or arrow. There may be little surface bleeding, but severe internal bleeding can result. A puncture wound is difficult to cleanse and may require a tetanus shot to guard against infection.

Section 15 Missing Student

Maintaining strict visitor control procedures and enforcing the requirement for employees to wear identification badges will help control unwanted and dangerous access to the school. Penal Code section 626 will help control access by outsiders to the school.

Access into Building

- All doors are to be locked during the school day, with the exception of the main entrance.
- Signs must be posted on all doors directing visitors to report to the main office.

Student Accountability

- Elementary and middle school students shall not be left alone unsupervised anywhere in the building or on school grounds during the school day.

Photo Identification Badges

- All personnel who work in or regularly visit schools in the course of business 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 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 last person to see student.
8. If incident occurred while student was on the way home, contact bus driver, safety patrol, crossing guard.
9. Double check circumstances. Could child have ridden the wrong bus or walked home? Did someone pick-up the child? Is the child at another activity?
10. Assist law enforcement's department with investigation.
11. Arrange for counseling of students as needed.

At any point during these steps, if the child is found, inform everyone who has been notified of the incident that the child is no longer missing.

Section 16 Public Demonstration

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

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

Section 17 School Site as Mass Care and Welfare Shelter

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

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

1. Use of Facility:

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

2. Shelter Management:

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

3. Condition of Facility:

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

4. Food Services:

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

5. Custodial Services:

Upon request by the Red Cross, and if such resources exist and are available, CJUSD will make its custodial resources, including supplies and custodial workers, available to provide cleaning and sanitation services at the shelter. The Facility Coordinator will designate a Facility Custodian to coordinate the provision of cleaning and sanitation services at the direction of, and in cooperation with, the Shelter Manager.

6. Security:

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

7. Signage and Publicity:

The Red Cross may post signs identifying the shelter as a Red Cross shelter in locations approved by the Facility Coordinator and will remove such signs when the shelter is closed.

CJUSD will not issue press releases or other publicity concerning the shelter without the express written consent of the Shelter Manager. CJUSD will refer all media questions about the shelter to the Shelter Manager.

8. Closing the Shelter:

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

9. Reimbursement:

The Red Cross will reimburse the Owner for the following:

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

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

Section 18 Severe Weather

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

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

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

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

Section 19 Shooting/Stabbing

Assess the situation

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

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

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

Disable the bell system, if possible.

Once 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 sheriff and the Office of Community Relations.
- Arrange for crisis counseling immediately and during subsequent days.
- Provide liaison for family members of any injured students.
- Continue to provide informational updates to students, family, and faculty during next few days to squelch rumors.

Section 20 Campus Visitor Procedures

Parents and guardians and other interested members of the community are encouraged to visit the school and observe the educational program. Visits during school hours should be arranged in advance with the teacher or an administrator (please give 24 hours notice). All visitors are required to go directly to the school office, check in, and obtain a pass before entering the campus. Visitor passes must be visible.

Section 21 Healthy Kids Survey Information

	Grade 7 %	Table
School Engagement and Supports		
School connectedness ¹	19	A4.6
Academic motivation ²	35	A4.6
Chronic truancy (twice a month or more often) ³	4	A4.2
Caring adult relationships ¹	24	A4.5
High expectations ²	40	A4.5
Meaningful participation ²	12	A4.5
Facilities upkeep	14	A4.13
School Safety and Substance Use		
School perceived as very safe or safe	52	A5.1
Experienced any harassment or bullying ³	49	A5.2
Had mean rumors or lies spread about you ³	41	A5.3
Been afraid of being beaten up ⁵	28	A5.4
Been in a physical fight ⁵	22	A5.4
Seen a weapon on campus ⁵	23	A5.6
Been drunk or "high" on drugs at school, ever	4	A6.9
Mental and Physical Health		
Current alcohol or drug use ⁶	10	A6.5
Current binge drinking ⁶	1	A6.5
Very drunk or "high" 7 or more times	2	A6.7
Current cigarette smoking ⁶	1	A7.3
Current electronic cigarette use ⁶	4	A7.3
Experienced chronic sadness/hopelessness ¹	34	A8.4

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

¹Average percent of respondents reporting "Strongly agree"

²Average percent of respondents reporting "Very much true"

⁵Past 12 months.

⁶Past 30 days.

Section 22 School Rules

The "Husky Code" at Wilson C. Riles Middle School

Every student and adult at Wilson C. Riles Middle School follows four basic behavior expectations:

1. **Be Safe**
2. **Be Responsible**
3. **Be Respectful**
4. **Be Kind**

Positive Behavior Plan

Climate for Learning

The school staff is committed to providing a safe, orderly and caring learning environment where students feel comfortable, share responsibility for maintaining a positive school climate and take pride in their school. As a school, we encourage attitudes and behaviors that promote mutual respect.

School-Wide Positive Behavior Support Plan

Safety, Responsibility, Respect and Kindness are the four guiding expectations at Riles Middle School. At the beginning of the year, all students are explicitly taught what it means to be safe, responsible, respectful and kind on all areas of the campus. (See the Husky Code). Students are rewarded for exhibiting safe, responsible, respectful and kind behaviors.

The goal of the school-wide positive behavior support plan is to encourage students to demonstrate a high level of responsibility and citizenship. All students begin each school year with 100 merits. All students will have the opportunity to maintain 100 merits by adhering to the behavior standards set by the school and district. Students who maintain 100 merits are rewarded throughout the year.

Students' incentives for maintaining 100 merits may include:

- Ticket drawings
- Gift certificates
- Special treats
- Special celebrations, assemblies, and activities

Students must maintain a minimum of 90 merits to be eligible to participate in student activities. These include school sports programs, 8th grade Celebration, 7th grade Fun Day, dances, assemblies, attendance at athletic events, end of year activities, and other events/activities that may be offered throughout the school year.

How does a student lose merits?

A student can lose merits if a school rule has been violated. Range of merit loss is from 1-15, depending on the severity of the infraction. Students assigned detention and are late arrivals or "no shows" will receive further disciplinary consequences including loss of merits.

How do students earn merits back to be eligible for school activities and recognition?

To earn back merits, students must pick up a Merit Recovery form in the main office and follow the procedures noted. Students are encouraged to recover their merits in a timely manner. Students may check their current merit count in the front office before or after school. The last day to earn back merits lost for the year is May 19, 2020. Students who have lost 2 merits for after school detention may earn 1 merit for arriving to detention on time, on the assigned date and following the Husky Code for the duration of the detention.

	BE SAFE	BE RESPONSIBLE	BE RESPECTFUL	BE KIND
General/ Schoolwide	<ul style="list-style-type: none"> • Walk at all times • Keep your hands, feet, and objects to yourself 	<ul style="list-style-type: none"> • Follow the directions of all staff • Keep gum at home • Personal electronic devices and earbuds are to be turned off and stored unless otherwise directed by an adult 	<ul style="list-style-type: none"> • Use school appropriate language • Use the words for success • Use appropriate words and tone with peers and staff • Recognize and respond to all adult directions 	<ul style="list-style-type: none"> • T.H.I.N.K. • Be accepting of others and their differences
Classroom	<ul style="list-style-type: none"> • Enter and exit room with permission • Use all materials as intended • Be aware of your surroundings and conscious of others 	<ul style="list-style-type: none"> • Have class materials ready • Stay on task and work to the best of your ability • Own your decisions and choices • Communicate with your teacher if you need help 	<ul style="list-style-type: none"> • Value and allow time for the input of others • Allow others to learn • Respond to the teacher's attention signal • Wait to be recognized 	<ul style="list-style-type: none"> • Offer encouragement and support to others • Try to understand others' perspectives • Be willing to apologize and accept apologies
Technology	<ul style="list-style-type: none"> • Use chairs and desks appropriately • Inform staff of vandalized, broken, or altered equipment • Use technology as directed 	<ul style="list-style-type: none"> • Finish food and drink outside of computer lab • Use your technology equipment appropriately • Put equipment back where you found it 	<ul style="list-style-type: none"> • Be gentle with technology equipment • Leave computer lab clean for the next class 	<ul style="list-style-type: none"> • Use headphones to stay focused • Offer help to peers in need • T.H.I.N.K.

Lunch Areas	<ul style="list-style-type: none"> • Walk to the lunch area • Go directly to a seat or the back of the lunch line • Remain seated until dismissed by an adult 	<ul style="list-style-type: none"> • Have your I.D. number and cash ready for the cashier • Check out and return equipment with a noon-duty aide 	<ul style="list-style-type: none"> • Throw your trash in the trash can • Encourage peers to keep their area clean • Take only what is yours 	<ul style="list-style-type: none"> • Thank cafeteria staff members • Pick up trash even if it is not yours • Welcome all peers to sit at your table
Passing Areas	<ul style="list-style-type: none"> • Walk at all times • Keep your hands, feet, and objects to yourself • Stay to the right side of hallways 	<ul style="list-style-type: none"> • Go directly to your next class • Turn off personal electronic devices and store them in your bag • Throw away trash 	<ul style="list-style-type: none"> • Walk on paved area • Use appropriate voice volume 	<ul style="list-style-type: none"> • Greet staff members as you walk around campus • Use positive language
Pick-up Zone (To and From School):	<ul style="list-style-type: none"> • Look both ways for cars before walking into the pick-up lanes • Stay on the sidewalk unless entering your car • Only cross the parking lot near the buses if you are with an adult 	<ul style="list-style-type: none"> • Actively look for your ride • Communicate with your ride if you are going to be late • Predetermine a pick-up location 	<ul style="list-style-type: none"> • Use school appropriate language while in the front of the school • Speak respectfully to all staff and community members • Follow the directions of all staff members 	<ul style="list-style-type: none"> • Keep gates clean • Greet the person who is picking you up from school
	BE SAFE	BE RESPONSIBLE	BE RESPECTFUL	BE KIND

<p>Back of School (To and From School)</p>	<ul style="list-style-type: none"> • Walk your wheels on campus • Have wheels? Wear a helmet! • Be aware of your surroundings • Follow the rules of the road 	<ul style="list-style-type: none"> • Lock your wheels at the bike rack or in a teacher's room (with permission) • Communicate with home if you are going to be late 	<ul style="list-style-type: none"> • Use school appropriate language in neighborhoods • Walk on sidewalks and use crosswalks • Keep moving toward your destination • Be courteous of the property of others 	<ul style="list-style-type: none"> • Encourage peers to respect neighbors and their property • Greet staff members as you enter and exit campus • Pick up and throw away any trash you see
<p>Assemblies</p>	<ul style="list-style-type: none"> • Enter and exit in an orderly fashion, when directed • Remain seated unless otherwise directed 	<ul style="list-style-type: none"> • Listen to the presenter • Look at staff members for directions 	<ul style="list-style-type: none"> • Keep eyes on the speaker • Sit attentively Respond appropriately 	<ul style="list-style-type: none"> • Clean up after yourself • Applaud at appropriate times • Encourage all participants
<p>Husky Help</p>	<ul style="list-style-type: none"> • Use all resources as intended and return if needed • When you leave Husky Help, exit campus 	<ul style="list-style-type: none"> • Have a clear purpose and work on school work • Bring all materials you need with you • Leave your space clean and put all trash in the trash can Be where you belong 	<ul style="list-style-type: none"> • Raise your hand when you need help • Return any materials used back to where it belongs 	<ul style="list-style-type: none"> • Wait patiently and quietly for teacher's help Help others when possible Thank the staff

<p>After School Activities</p>	<ul style="list-style-type: none"> • Keep hands, feet, and objects to yourself • Remain in the area the activity is happening • Walk at all times (except when participating in sports) 	<ul style="list-style-type: none"> • Have your ID card with you • Finish food and drink before entering the gym • Put all trash in the trash can • Communicate end time with ride before event 	<ul style="list-style-type: none"> • Wear clothing that is dress code appropriate • Allow everyone to focus on the activity without distractions • Use school appropriate language 	<ul style="list-style-type: none"> • Patiently wait your turn in line • Cheer positively for the Huskies and opponents • Be Inclusive • T.H.I.N.K.
<p>Detention (Lunch and After School)</p>	<ul style="list-style-type: none"> • Remain in your seat, facing forward • Leave campus immediately after released from after school detention 	<ul style="list-style-type: none"> • Use the restroom and get water before arriving • Arrive on time • Bring detention slip • Be productive and work silently on assignments 	<ul style="list-style-type: none"> • Recognize and respond to the detention supervisor • Reflect on why you received detention • Create a plan to avoid future detentions 	<ul style="list-style-type: none"> • Create a plan to repair damage caused by your behavior
<p>Restrooms</p>	<ul style="list-style-type: none"> • Walk at all times • Use restrooms for their intended purposes • Turn water off after washing your hands 	<ul style="list-style-type: none"> • Flush toilet after use • Throw trash in the trash cans • Leave personal items in backpack/ classroom 	<ul style="list-style-type: none"> • Honor the privacy of others • Properly treat bathroom property • Use indoor voices 	<ul style="list-style-type: none"> • Wait for peers outside if there is an accident or problem, seek help from an adult

Office	<ul style="list-style-type: none"> • Keep hallways clear and walk on the right • Stay in designated areas or seats • Promptly sign-in and sign-out 	<ul style="list-style-type: none"> • Have a clear purpose for being in the office • Be accountable for your actions and words • Only enter the office during class time if you have a pass 	<ul style="list-style-type: none"> • Use indoor voices • Be mindful of others' right to privacy • Communicate clearly, calmly, and honestly 	<ul style="list-style-type: none"> • Use Words for Success • Thank the office staff for helping you • Be helpful to office
	BE SAFE	BE RESPONSIBLE	BE RESPECTFUL	BE KIND
Library	<ul style="list-style-type: none"> • Keep your hands, feet, and objects to yourself • Walk at all times 	<ul style="list-style-type: none"> • Have your books, ID card, and agenda for each visit • Treat books and displays appropriately and carefully • Keep the library free of litter 	<ul style="list-style-type: none"> • Respond appropriately to everyone • Use library appropriate volume • Put books back where they belong 	<ul style="list-style-type: none"> • Use the Words for Success • Wait your turn
Buses	<ul style="list-style-type: none"> • Stay behind the yellow line until asked to board the bus • Keep all parts of the body inside the bus at all times • Remain facing forward and seated while the bus is in motion • Enter and exit the bus through the entrance door, except for emergencies 	<ul style="list-style-type: none"> • Have your ID with bus rider sticker with you at all times • Arrive at the bus stop 5 minutes before the bus is scheduled to arrive 	<ul style="list-style-type: none"> • Be courteous to the driver and fellow passengers • Remain on the sidewalk and off of private property while waiting at the bus stop • Keep the bus and the bus areas clean and pick up trash 	<ul style="list-style-type: none"> • Greet the bus driver upon entering the bus and thank the bus driver when exiting • Welcome any students to sit next to you on the bus

<p>Science Labs</p>	<ul style="list-style-type: none"> • Actively participate by following the lab safety contract guidelines • Report spills and broken materials to the teacher immediately • Wear eyewear, when directed 	<ul style="list-style-type: none"> • Follow lab directions and do assigned lab work • Use lab materials as directed and keep them in appropriate locations • Ask questions, if you are unsure of what to do 	<ul style="list-style-type: none"> • Actively listen to others in the classroom • Raise your hand when you have a question • Clean the lab station at the end of each period 	<ul style="list-style-type: none"> • Let all group members participate • Politely ask group members and classmates for help
<p>Locker Rooms</p>	<ul style="list-style-type: none"> • Keep your hands, feet, and objects to yourself • Walk at all times, unless otherwise directed • Notify P.E. teachers if there is a problem or injury • Inform staff of vandalism or broken equipment 	<ul style="list-style-type: none"> • Only use your assigned locker • Always securely lock up your valuables • Change only in appropriate locations • Place trash in trash receptacles 	<ul style="list-style-type: none"> • Speak respectfully to everyone and use words for success • Help others when help is needed • Follow the directions of all staff members 	<ul style="list-style-type: none"> • Encourage others appropriately • Respond appropriately to everyone • Respect the space and property of others
<p>Stairs</p>	<ul style="list-style-type: none"> • Refrain from throwing any items from stairs or balcony • Keep hands and feet to yourself on the stairs 	<ul style="list-style-type: none"> • Walk on the right side of the stairs • No loitering at the base, on the stairs or at the top. • Only use the stairs if you have a class upstairs 	<ul style="list-style-type: none"> • Use appropriate language and volume of voice. • Recognize and respond to all adult directions 	<ul style="list-style-type: none"> • Walk at all times • If there is an issue on the stairs seek out an adult

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 Behavior Escalation Plan

Wilson C. Riles Middle School

August 2019

This Emergency Behavior Escalation plan is in response to a student who has become assaultive or is escalating toward becoming assaultive to either self, students, or staff members. In these cases, Tier I/II and/or Behavior Intervention Plan strategies have failed and the emergency plan below will be put in place.

EMERGENCY PLAN:

1. The teacher will call the office for administrative assistance. If both the principal and assistant principal are off-site, office staff will contact the Academic Coordinator (Admin Designee) in the Husky Den or the Husky Castle in the order below:
 - a. Allison Kent (Room 508 ext. 2508)
 - b. Jennifer Slay (Room 507 ext. 2507)
 - c. Sarah Wildman (Room 507 ext. 2507)
2. The admin or Academic Coordinator will proceed to the emergency. Admin or Academic Coordinator will inform the front office staff to call the parent and call the Site Pro-Act trainer if she is not on site. The Admin or Academic Coordinator will determine if the School Resource Officer will need to be called (916) 286-4875.
3. If safe, the class will evacuate to a nearby class or to a teacher's class who is on prep.
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 (Amy Roenspie) 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 Mike Jordan at the district office.
9. On the next business day, all adults who were witnesses / involved will debrief with the Site Administrator and Site Pro-ACT trainer (Amy Roenspie).

PART 3 SITE ACTION PLAN

Section 1 District and Site Mission Statements

Center Joint Unified School District Mission Statement

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

School Mission Statement

The mission of Wilson C. Riles Middle School is to develop our students' academic, emotional and social skills for success today and in the future.

Section 2 People and Programs:

DESCRIPTION OF SCHOOL CLIMATE

Wilson C. Riles Middle School is a place where all students and staff are valued. Staff and students are encouraged daily to be safe, responsible, respectful and kind, and to choose a positive attitude. Our school has high expectations for academics and behavior and adults model this for our pupils.

Leadership at Riles is a collaborative process, using our site teams and Department chairs to establish policies and procedures. Through these bodies, all are encouraged to give their input, with the expectation that "concerns come with possible solutions."

The principal and administrative team guide these representative groups and set a positive tone for the school. Administrators determine school direction and present that to the staff for refinement, and also support and enforce the rules and expectations developed by the staff.

Our staff members are valued as part of a professional learning community, working together to insure high academic and behavioral standards and success for all students. All staff contribute to developing and implementing programs that foster successful learning of essential curriculum and to defining and enforcing consistent, fair school rules and consequences.

Our students are all valued and expected to succeed academically, behaviorally, and socially. Students are treated with respect by all staff, and are expected and encouraged to be safe, responsible, respectful

and kind in all circumstances on campus. These standards are taught and reinforced by all staff through our Positive Behavior Interventions and Supports (PBIS) program.

Our parents and community neighbors are also respected. Staff members are expected to return communication within 24 hours. Parents are given access to students' grades, multiple means are used to communicate with and involve parents and community members in our school.

SECTION 3 SCHOOL CLIMATE GOALS

The School Climate

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

Related Activities & Programs:

- Regular parent contact regarding upcoming campus and district events and activities
 - Monthly email updates and phone calls using the automated dialing system
 - Posting on the school website
- Parents invited to 8th Grade Dance field trip at Sacramento State Grand Ballroom
- Parent meetings which provide parents with valuable information about existing programs
 - AVID Parent meetings
 - GATE Parent meetings
 - PTA
 - School Site Council
 - Quarterly ELAC Meetings
 - Back-to-School and Open House nights focused on parent information
- Student grades available to parents via Student/Parent Portal Internet connection
- Teachers, administrators, or counselors set up parent teacher meetings as needed or requested
- Campus monitors/school administrators watch over students coming to and leaving school as they pass through our neighborhood
- Group and individual counseling
- Safe School Ambassador trainings for selected students
- Implementation of Restorative Practices
- Positive student incentives for behavior and attendance
 - Merit awards and events and/or recognition for students who maintain 100 merits
 - Extra-curricular activities open only to students with at least 90 merits
 - Student Store open for students receiving Husky Paws Applause
 - Check In 4 Success program for students in need of Tier 2 support for academic or behavior concerns
 - Weekly Husky Paws Applause Raffle
 - Husky of the Day nominations
- Student Programs and opportunities which allow all students to participate positively in school activities
 - After-school athletic programs with other schools in the Foothill Intermediate Schools Athletic League
 - Lunchtime intramural athletic programs
 - After-school and lunchtime clubs
 - Husky Help sessions (morning and afternoon)
 - Dances
 - Rallies and spirit days
 - Assemblies

- o WEB student support team
- o Leadership, AVID, and GATE Academy
- o Annual Spelling Bee
- o Annual Geography Bee
- o Husky Olympics field day event
- o Student postcards from teachers and staff, acknowledging positive behaviors

Field trips for various student groups

Section 3 School Climate Goals

The School Climate

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

- Objective #1:

As a result of a variety of programs, at least 75% of our students will score "high" on the California Healthy Kids Survey School Connectedness Scale by the spring of 2020 (currently 41%)

- Objective #2:

As a result of a variety social emotional programs and supports implementing evidence-based interventions (PBIS, Check in Check out, Trauma informed practices, Second Step, Safe School Ambassadors, Community circles) Wilson C. Riles will decrease suspension and expulsion rates from 11% to 7% based on the California Dashboard.

- Objective #3:

50% of staff will rate Wilson C. Riles has sufficient resources to create a safe campus. This will be evaluated based on the California Healthy Kids Survey.

Section 4 Place

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

Description of Physical Environment

Wilson C. Riles is located in Roseville at the south end of Placer County. The immediate area around the school includes single family dwellings, duplexes, and apartments, as well as a significant amount of undeveloped property. The campus experiences mild vandalism during evening hours however, the frequency of occurrences has lessened with the past two years.

Description of School Grounds

The school site encompasses 10 acres. There are four sets of permanent classroom buildings including a two story classroom building, a multi-purpose room, gymnasium, administrative offices, and commercial kitchen facilities.

Three sets of re-locatable classroom buildings (seventeen in all) are positioned on the west side, in various classroom combinations ranging from 3-7 rooms each. The entire campus is surrounded by permanent fencing. There are five pedestrian gates on the fire road around the back of the campus and vehicle access gate to the center quad area of the campus. Before and after school, four of the pedestrian gates are open. During the school day, all gates are locked.

The playground is grass and asphalt and includes a regulation size track, one baseball backstop, basketball and volleyball court, long jump pits, and a shot put area. During the school day staff members including one full time campus monitor and administrators provide campus supervision. A safe school officer is available if needed.

It shall be the practice of Wilson C. Riles Middle School and Center Joint Unified to remove all graffiti from school property before pupils arrive to begin their school day. Other acts of vandalism are promptly addressed.

Maintenance of School Buildings/Classrooms

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

Internal Security Procedures

Wilson C. Riles has established procedures in the following areas: Emergency preparedness, suspension, school discipline rules and procedures, and an adopted school-wide dress code.

Pupils may be suspended or recommended for expulsion for certain acts. For specific student violations, a mandatory expulsion recommendation shall be submitted by the administration of Wilson C. Riles.

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

Law enforcement is contacted and consulted to help maintain and to promote a safe and orderly school environment. Wilson C. Riles employees comply with all legal mandates, regulations and reporting requirements for all instances of suspected child abuse.

If appropriate, additional internal security procedures affecting the integrity of the school facility include classroom intercoms and an emergency bell system.

Community involvement is encouraged to help increase school safety using the WE TIP hotline to report suspected vandalism, drug use or other illegal activity.

An outdoor surveillance system consisting of multiple cameras has been installed to deter vandalism and/or apprehend vandals.

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

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 result of feedback from students, staff and parents on our Safe School Survey

Objective #1: The physical environment of Wilson C. Riles will be free of hazards.

Related Activities:

- To ensure a safe physical environment, the custodial staff, campus monitor, and administrators will walk through the plant each day and report any concerns observed immediately to the principal, school secretary, or lead custodian. The school secretary or lead custodian will submit work orders to address these issues. Dangerous or hazardous conditions will be dealt with immediately.

Objective #2: Staff will understand the Safety Plan procedures and their role in the Incident Command System.

Related Activities:

- All staff and students will take place in monthly safety drills.
- Staff training will occur during staff meetings.
- The parent reunification process will be included in at least one drill.
- Staff will have the opportunity to practice triage methods during drills.

Objective #3: The campus will be evaluated for security concerns.

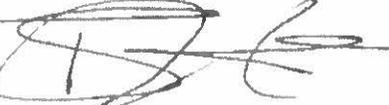
- Administration will conduct a vulnerability assessment and will work to remediate areas where safety and security can be improved.

Section 6 Signature Sheet

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

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

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

Member	Title	Signature
CHRIS BORASI	Principal	
BRETT HOMESLEY	Assistant Principal	
ANNELIES VERHAGEN	Teacher	
KYLIE MOORE PURDY	SSC Parent	

APPENDIX A STAFF LIST

TEACHING STAFF
Allred, Marie
Andrews, Julie
Anwar, Shahnaz
Brown, Pete
Cilne, Sherry
Cropper, Frank-SCOE
Coulter, Morgan
Deason, Stu
Elmer, Jessica
Gebauer, Tanya
Hamilton, Grant
Johnson, Michael
Jordan, Mark
Kennedy, Caryn
Kimble, Tim
Law, Jennifer
Lunsford, Theresa
Magnani, Kathy
Michaelis, Tiffany
Peyrucain, Jennifer
Price, Karen
Ratliff, Mike

Ray, Candie

Silva, Renee

Slay, Jennifer

Smith, Abe

Smith, Clay

Swift, Windigo

Telles, John

Topper, Jamie

Verhagen, Annelies

Walters, Erica

Wildman, Sarah

Wise, Jeff

OFFICE STAFF

Borasi, Chris - Principal

Homesley, Brett - Assistant
Principal

Blackwell, Barbara - Attendance

Kent, Allison - Academic
Coordinator

Koscheka, Michele - Secretary

Munoz, CJ - Office Assistant

Nolte, Bonnie - School
Psychologist

McLaughlin, Suzi - Psychologist
intern

Sherry, Roberta (Bobbi) Nurse Aide

McClain, Holly- Counselor

CAMPUS MONITORS

Abdelfattah, Enssaf

Evans, Jeanne (Lead)

Safa Husein

Butler, Cora

Hu, Jenny

Torres, Betty

Tolok, Lilya

SUPPORT STAFF

Baloni, Ron

Duato-Warren, Errin

Lai, Kris-SCOE

Livingston, Barbara

Matsuno, Deanna

Mayo, Rebecca

Misajon, Joanna

Petrovskaya, Olga

Perrault, Traci

Ridge, Angela

<u>Vasilevich, Tatyana (ELD)</u>
<u>Wise, Sandy</u>
<u>Wisw, Tanner</u>
<u>Young, Pandora</u>
CAFETERIA/KITCHEN
<u>Brown, Ann</u>
<u>Chernitskiy, Luybov</u>
<u>Karakas, Tori (Lead)</u>
<u>Turnquist, Nancy</u>
<u>Van Praag, Kayla</u>
CUSTODIANS
<u>Goodspeed, Ron (Lead)</u>
<u>Pali-Kugel, Connie</u>
<u>Prasad, Arvind</u>
<u>Smith, Bill</u>
SPEECH
<u>Eastteam, Eve</u>

APPENDIX B

STAFF CLASSROOM TELEPHONE NUMBERS

Appendix A

STAFF	RM #	Ext
TEACHING STAFF		
Allred, Marie	510	2510
Andrews, Julie	506	2506
Anwar, Shahnaz	605	2605
Bartz, Sarah	322	2322
Brown, Pete	400	2400
Cline, Sherry	509	2509
Coulter, Morgan	608	2608
Cropper, Frank-SCOE	520	2520
Deason, Stu	504	2504
Elmer, Jessica	515	2515
García, Robert	522	2522
Gebauer, Tanya	516	2516
Hamilton, Grant	402	2402

Johnson, Michael	216	2216
Jordan, Mark	304	2306
Kennedy, Caryn	517	2517
Kimble, Tim	612	2612
Law, Jennifer	404	2404
Lunsford, Theresa	505	2505
Magnani, Kathy	422, 421 (Per.5)	2422, 2421
Michaelis, Tiffany	606	2606
Peyrucain, Jennifer	423	2423
Price, Karen	603	2603
Ratliff, Mike	304	2304
Ray, Candie	424	2424
Silva, Renee	308	2308
Smith, Abe	607	2607
Smith, Clay	514	2514
Swift, Windigo	420	2420
Telles, John	521	2521

Topper, Jamie	608	2608
Verhagen, Annelies	302	2302
Walters, Erica	519	2519
Wise, Jeff	401, 304 (Per.6)	2401, 2306
OFFICE STAFF		
Borasi, Chris - Principal	106	1206
Homesley, Brett - Assistant Principal	105	1205
Blackwell, Barbara - Attendance	103	1303
Kent, Allison - Academic Coordinator	508	2508
Kent, Allison - Academic Coordinator	121	1121
Slay, Jennifer - Academic Coordinator	507	2403
Wildman, Sarah - Academic Coordinator	507	2522
Koscheka, Michele - Secretary	109	1109
Munoz, CJ - Office Assistant	102	1202
Nolte, Bonnie - School Psychologist	124	1124

McClain, Holly - Counselor	120	1120
Attendance Office	103	7910
Main Office	102	7900
CAMPUS MONITORS		
Abdelfattah, Enssaf	614	2614
Evans, Jeanne	614	2614

Updated 1-9-19

STAFF	RM #	Ext or Phone #
SUPPORT STAFF		
Baioni, Ron	317	2317
Petrovskaya, Olga	516	2516
Duato-Warren, Errin	603	2603
Lal, Kris-SCOE	612	2612
Livingston, Barbara	423	2423
Malsuno, Deanna	603	2603
Misajon, Joanna	605	2605
Perrault, Traci	515	2515
Ridge, Angela	423	2423

Vasilevich, Tatyana (ELD)	607	2607
Wise, Sandy	418	3417
Young, Pam	603	2603
CAFETERIA/KITCHEN		
Brown, Ann	128	1128
Chernitskiy, Luybov	128	1128
Karakas, Tori (Lead)	128	1128
Turnquist, Nancy	128	1128
CUSTODIANS		
Goodspeed, Ron (Lead)	615	2615
Pali-Kugel, Connie	615	2615
Prasad, Arvind	615	2615
Smith, Bill	615	2615
SPEECH		
Eastleam, Eve	446	2446
MISCELLANEOUS ROOMS		
AVID Room	507	2507
Computer Lab 1	316	2316

Conference Room	107	1107
District Board Meeting Room	503	2503
Fitness Room 1	215	2215
Leadership Room	415	2415
Library	417	2417
Loan Garage		2206
Lounge (Main Office)	119	1119
Nurse's Office	114	1114
Occupational Therapy	613	2613
Staff Lounge (Fasani Bldg)	414	2413
Student Store		2210
Textbook Room	324	2324
WEB Room	518	2518

APPENDIX C SHUT-OFF

APPENDIX D EMERGENCY EVACUATION ROUTES

APPENDIX E OFF CAMPUS EVACUATION MAP

Secondary Evacuation site

APPENDIX F

EMERGENCY OPERATIONS CENTER (EOC) FORM

Student/Staff Accountability

EOC Message Form

Injuries

DATE: _____ TIME: _____

TEACHER: _____

ROOM #: _____

COMPLETED BY: _____

Tally and insert in the grid below. If none, enter "0".

of Students enrolled in this class

Names:

of Students marked absent in this class

MINOR INJURIES **MODERATE**

Please list students marked absent by name: _____

Unable to erect in site. (i.e. gravity & breathing difficult, cardiac arrest, uncontrolled or suspected severe bleeding, severe head injuries, severe medical problems, open chest or abdominal wounds, severe shock.)
Names: _____

MODERATE INJURIES

Burns, major multiple fractures, back injuries with or without spinal cord damage
Names: _____

of Students unaccounted for* in this class

* You don't mark them absent and they are not with your class at this time.

MAJOR INJURIES

First Aid situation only

Please list students unaccounted for by name: _____

PROPERTY DAMAGE

Major Damage: Building collapse, building burning, major ground movement causing cracks in ground
MAJOR

Moderate Damage: Falling hazards present, non-structural steel, broken gas line, broken power line
MODERATE

Minor Damage: Damaged HVAC ducts, light fixtures, suspended ceiling grid, broken windows
MINOR

Are there any adult staff from this room unaccounted for?

If so, please list by name (include staff staying behind with injured): _____

RESOURCES NEEDED (circle all that apply)
Ambulance _____ Utilities _____ Other: _____

Transmit data 30 – 45 seconds. After transmission, wait for EOC's request to elaborate.

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 THE REPORTING PARTY
	VICTIM NAME _____
	REPORT NO./CASE NAME _____
	DATE OF REPORT _____

B. REPORTING PARTY	NAME/TITLE _____					
	ADDRESS _____					
C. REPORT SENT TO	PHONE () _____	DATE OF REPORT _____	SIGNATURE _____			
	<input type="checkbox"/> POLICE DEPARTMENT <input type="checkbox"/> SHERIFF'S OFFICE <input type="checkbox"/> COUNTY WELFARE <input type="checkbox"/> COUNTY PROBATION			AGENCY ADDRESS _____		
D. INVOLVED PARTIES	OFFICIAL CONTACTED _____		PHONE () _____	DATE/TIME _____		
	NAME (LAST, FIRST, MIDDLE) _____		ADDRESS _____		BIRTHDATE _____	SEX _____ RACE _____
	PRESENT LOCATION OF CHILD _____				PHONE () _____	
	1. NAME BIRTHDATE SEX RACE _____		2. NAME BIRTHDATE SEX RACE _____		3. NAME BIRTHDATE SEX RACE _____	
E. INCIDENT INFORMATION	NAME (LAST, FIRST, MIDDLE) _____		BIRTHDATE _____	SEX _____	RACE _____	
	ADDRESS _____			ADDRESS _____		
	HOME PHONE () _____		BUSINESS PHONE () _____		HOME PHONE () _____	
	BUSINESS PHONE () _____		HOME PHONE () _____		BUSINESS PHONE () _____	
IF NECESSARY ATTACH EXTRA SHEET OR OTHER FORM AND CHECK THIS BOX. <input type="checkbox"/>						
1. DATE/TIME OF INCIDENT _____		PLACE OF INCIDENT _____		(CHECK ONE) <input type="checkbox"/> OCCURRED <input type="checkbox"/> OBSERVED		
IF CHILD WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT CHECK TYPE OF CARE						
<input type="checkbox"/> FAMILY DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> SMALL FAMILY HOME <input type="checkbox"/> GROUP HOME OR INSTITUTION						
2. TYPE OF ABUSE (CHECK ONE OR MORE) <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL 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 9572 (REV. 1/01)

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 II (1) an active investigation has been conducted and (2) the incident is not unrounded.

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 Wolf Avenue, Antelope, CA 95843 • 916-338-6320 • 918-338-6329
Williams Complaints Classroom Notice

Notice to Parents, Guardians, Pupils, and Teachers Complaint Rights

Pursuant to California *Education Code* Section 35186, you are hereby notified that:

1. There should be sufficient textbooks and instructional materials. That means each pupil, including English learners, must have a textbook or instructional materials, or both, to use in class and to take home.
2. School facilities must be clean, safe, and maintained in good repair.
3. There should be no teacher vacancies or 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 credential to teach the class, including the certification required to teach English learners if present.

Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

4. Pupils, including English Learners, who have not passed one or both parts of the high school exit examination by the end of the 12th grade are to be provided the opportunities to receive intensive instruction and services for up to two consecutive academic years after the completion of grade 12.
5. A complaint form may be obtained at the school office, district office, or downloaded from the school's Web site at www.centerusd.org. 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/lc>.

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

The CJUSD Board of Trustees and Riles staff believes proper dress and grooming is part of a positive educational experience. School should be a place of learning and preparation for a successful future.

If a teacher or staff member deems the student's clothing inappropriate, the student will be sent to the office to correct the issue. This may include changing into clothes to remedy the situation (loaner clothes are available). Students will return to class at the discretion of administration. While there is a certain amount of subjectivity in applying any dress code, it should be noted that the decisions of the administration at WCR shall be final in dress code matters. Students will receive the following consequences each quarter for dress code violations:

1 st & 2 nd violation	Warning and documentation by office staff
3 rd – 5 th violation	Lunch detention assigned by office staff
6 th & subsequent violation loss of merits, parent notification	Referral to administration, further disciplinary action,

Dress Code

Skirts and shorts must be at or below the fingertips when arms are placed at the side. (Holes, openings, or slits in these garments must not reveal skin above the fingertips).

Sagging pants are not allowed.

Appearance of undergarments is prohibited.

Several types of clothing may not be worn alone. Examples of clothing that may not be worn alone at school are lights; strapless tops, spaghetti straps, or halter tops; short shorts, shirts with large arm holes or low necklines, bare midriff or bareback tops, crop tops and half-shirts; or other clothing that exposes body parts or undergarments.

Pajamas are not to be worn to school.

The following clothing items, accessories, and backpacks are considered inappropriate and cannot be worn or displayed at school: clothing that bears profanity or weapons or that advertises sex, drugs, alcohol, tobacco, gangs or violence or that implies bullying.

Students are prohibited from wearing any gang affiliated clothing or items. Gang attire is any clothing, accessory or manner of grooming which may be an indicator of gang involvement.

Shoes must be worn at all times. Slippers, flip-flops, slides and other strapless shoes as well as high and platform heels are considered unsafe and are not to be worn at school.

Head coverings are only allowed during inclement weather. During the cold or rainy season, students outside may wear a hood, a beanie, or an official school hat (available for purchase). No head coverings are permitted indoors. Red or blue bandanas are not allowed at school.

Non-school sponsored brimmed hats are not allowed.

Writing on oneself or others is not allowed.

Piercings that are deemed unsafe will not be allowed.

P.E. clothing is to be worn during the regular P.E. classes only.

APPENDIX K SUSPENDABLE OFFENSES

Center Joint Unified School District Discipline Policies

Grounds for Suspension or Expulsion; Legislative Intent: California Education Code 48900 and Center Unified School District Board Policy 5144 (a) allow the superintendent or site administrator to suspend or recommend for expulsion a student for any violation of the following rules while on school grounds, going to or coming from school, during the lunch period whether on or off the campus, or during, or while going to, or coming from a school sponsored activity. Suspension of up to 5 days or a recommendation for expulsion may occur when the conduct is of an extreme nature.

- 1 *48900(a-1): Caused, Attempted, or Threatened Physical Injury (S)
- 2 *48900(a-2): Use of Force or Violence (S)
- 3 *48900(b): Weapons (S)
- 4 *48900(c): Drugs or Alcohol, Possession/Use of (S)
- 5 *48900(d): Drugs or Alcohol, Sale of (S)
- 6 *48900(e): Robbery/Extortion (S)
- 7 *48900(f): School Property Damage (S)
- 8 *48900(g): Property Theft (S)
- 9 *48900(h): Tobacco, Possession/Use(S)
- 10 *48900(i): Language, Obscene/Profanity (S)
- 11 *48900(j): Drugs, Paraphernalia (S)
- 12 *48900(k): Disrupted School Activities / Defiance of Authority(S)
- 13 *48900(l): Stolen Property, Possession of (S)
- 14 *48900(m): Firearm, Imitation (S)
- 15 *48900(n): Sexual Assault (S)
- 16 *48900(o): Harassment, Witness (S)
- 17 *48900(p): Soma, Selling of (S)
- 18 *48900(q): Hazing (S)
- 19 *48900(r): Bullying/Harassment (S)
- 20 *48900(t): Aids or Abets Physical Injury(S)
- 21 *48900.2: Sexual Harassment (S)(E)
- 22 *48900.3: Hate Violence (S)(E)
- 23 *48900.4: Harassment, threats, intimidation (S)(E)
- 24 *48900.7(a): Terroristic threats against school officials or property (S)(E)
- 25 *48900.7(b): Terroristic Threat (S)(E)
- 50 *48915(a-1): Caused Serious Physical injury (S)(E)
- 51 *48915(a-2): Possession of Knife or other Dangerous Object (S)(E)
- 52 *48915(a-3): Possession of any Controlled Substance (S)(E)
- 53 *48915(a-4): Robbery/Extortion (S)(E)
- 54 *48915(a-5): Assault or Battery on a School Employee (S)(E)
- 55 *48915(c-1): Firearm; Possessing, Selling or Furnishing (E)**
- 56 *48915(c-2): Brandishing a Knife (E)**
- 57 *48915(c-3): Sales of Controlled Substance (E)**

- 58 *48915(c-4a): Sexual Assault(E)**
- 59 *48915(c-4b): Sexual Battery (E)**
- 60 *48915(c-5): Possession of an Explosive (E)**

**APPENDIX L
PUPILS**

PROCEDURES TO NOTIFY TEACHERS OF DANGEROUS

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

Dated: _____

To: _____
Teacher's Name

From: _____

Re: _____
Student Name

Pursuant to Legislative Bill AB 29 and ED Code 49079, this notice is to inform you that our office has received a copy of the above named student's cumulative file. The cumulative file includes previous suspension or expulsion information during the previous three school years.

You have a right to view this information. You may check out the cumulative file from the office at your convenience. Please sign this notice indicating that you have been made aware of the prior suspensions/expulsions and of your right to view the cumulative folder. Then, return the form to my office as soon as possible.

Signature: _____

Date: _____

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 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:	February 19, 2020	# Attached Pages <u> 1 </u>
From:	Craig Deason, Asst. Superintendent	
Principal/Administrator Initials:		<u> CD </u>

SUBJECT: Notice of Completion – Rua & Son Mechanical – Roof Replacement – Oak Hill Elementary Tule 1 - 4

The roof replacement at Oak Hill Tule 1 - 4 contract was awarded to Rua & Son Mechanical at the November 20, 2019 board meeting.

The contractor has met the requirements set forth in the construction documents and work has been completed to the satisfaction of the School District.

Upon approval by the Board, the District will file the Notice of Completion with the Sacramento County Recorder's Office.

Thirty-five (35) days following the filing of the Notice of Completion with the Sacramento County Recorder's Office, the District may release the 5% contractor's retention. The 5% retention is included within the contract price, so there is no net fiscal impact to the District.

RECOMMENDATION: The CJUSD Board of Trustees approve the Notice of Completion for Rua & Son Mechanical for roof replacement at Oak Hill Elementary Tule 1 – 4.

CONSENT AGENDA

RECORDING REQUESTED BY

AND WHEN RECORDED MAIL TO:

CENTER JOINT UNIFIED SCHOOL DISTRICT
8408 Watt Avenue
Antelope, CA 95843

NOTICE OF COMPLETION

NOTICE IS HEREBY GIVEN

That the work of Replace Roof – Oak Hill Elementary Tule 1 – 4 was completed on:

January 4, 2020.

That the name and address of owner of said property is:

CENTER JOINT UNIFIED SCHOOL DISTRICT
8408 Watt Avenue
Antelope, CA 95843

The nature of its title to said property is a fee simple.

No fee, per Government Code 6103.

That the name of the original contractor for the work is Rua & Son Mechanical; a licensed contractor of California. That the property herein above referred to are located at 8408 Watt Avenue, Antelope, CA 95843.

Center Joint unified School District
A Political Subdivision of the State of California

By: _____

Scott A. Loehr, Superintendent
Center Joint Unified School District
8408 Watt Avenue, Antelope, CA 95843

(STATE OF CALIFORNIA)
(City of Antelope)
(County of Sacramento)

Scott A. Loehr, being first duly sworn, deposes and says: That I am the Superintendent of the Center Joint Unified School District, which District is the owner of property described in the forgoing Notice of Completion and knows the contents thereof; that the facts therein stated are true of my own knowledge.

I declare under penalty of perjury under the laws of the State of California that the foregoing to true and correct.

Dated this 19th day of February, 2020.

Scott A. Loehr, Superintendent

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:	February 19, 2020	# Attached Pages <u> 1 </u>
From:	Craig Deason, Asst. Superintendent	
Principal/Administrator Initials: <u> CD </u>		

SUBJECT: Notice of Completion – Carrier Corporation – HVAC Replacement – Center High School Theater

The HVAC replacement in the theater at Center High School contract was awarded to Carrier Corporation at the August 21, 2019 board meeting.

The contractor has met the requirements set forth in the construction documents and work has been completed to the satisfaction of the School District.

Upon approval by the Board, the District will file the Notice of Completion with the Sacramento County Recorder's Office.

Thirty-five (35) days following the filing of the Notice of Completion with the Sacramento County Recorder's Office, the District may release the 5% contractor's retention. The 5% retention is included within the contract price, so there is no net fiscal impact to the District.

RECOMMENDATION: The CJUSD Board of Trustees approve the Notice of Completion for Carrier Corporation for HVAC replacement in the theater at Center High School.

CONSENT AGENDA

RECORDING REQUESTED BY

AND WHEN RECORDED MAIL TO:

CENTER JOINT UNIFIED SCHOOL DISTRICT
8408 Watt Avenue
Antelope, CA 95843

NOTICE OF COMPLETION

NOTICE IS HEREBY GIVEN

That the work of Center High School – Replace HVAC Unit - Theater was completed on: January 7, 2020.

That the name and address of owner of said property is:

CENTER JOINT UNIFIED SCHOOL DISTRICT
8408 Watt Avenue
Antelope, CA 95843

The nature of its title to said property is a fee simple.

No fee, per Government Code 6103.

That the name of the original contractor for the work is Carrier Corporation; a licensed contractor of California.
That the property herein above referred to are located at 8408 Watt Avenue, Antelope, CA 95843.

Center Joint unified School District
A Political Subdivision of the State of California

By: _____

Scott A. Loehr, Superintendent
Center Joint Unified School District
8408 Watt Avenue, Antelope, CA 95843

(STATE OF CALIFORNIA)
(City of Antelope)
(County of Sacramento)

Scott A. Loehr, being first duly sworn, deposes and says: That I am the Superintendent of the Center Joint Unified School District, which District is the owner of property described in the forgoing Notice of Completion and knows the contents thereof; that the facts therein stated are true of my own knowledge.

I declare under penalty of perjury under the laws of the State of California that the foregoing to true and correct.

Dated this 19th day of February, 2020.

Scott A. Loehr, Superintendent

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:	February 19, 2020	# Attached Pages <u> 14 </u>
From:	Craig Deason, Asst. Superintendent	
Principal/Administrator Initials: <u> CD </u>		

SUBJECT: First Amendment to landowner's Development Agreement
<p>Maintenance & Operations is requesting the approval of First Amendment documents between Westpark Sierra Vista, LLC; Mourier Investments, LLC; Federico-Tyler Family Limited Partnership; Sierra Vista – Property No. 2 and the Center Joint Unified School District. This amendment memorializes the boundary change between the Center Joint Unified School District and the Roseville City School District/Roseville Joint Union High School District within the Westbrook property in Sierra Vista. See Exhibits A and B.</p>
<p>RECOMMENDATION: The CJUSD Board of Trustees approve the First Amendment to Landowner's Development Agreement to update land transfer information.</p>

CONSENT AGENDA

Recording Requested by:

David. A. Soldani, Esq.
Atkinson, Andelson, Loya, Ruud & Romo
For the benefit of
Center Joint Unified School District
Exempt from recording fees per Government Code
section 27383

When Recorded Mail to:

David A. Soldani, Esq.
Atkinson, Andelson, Loya, Ruud & Romo
10 River Park Place East, Suite 240
Fresno, CA 93720

(SPACE ABOVE THIS LINE RESERVED FOR RECORDERS USE)

**FIRST AMENDMENT TO LANDOWNER'S DEVELOPMENT
AGREEMENT**

(Westpark Sierra Vista, LLC; Mourier Investments, LLC; Federico-Tyler Family Limited Partnership; Sierra Vista - Property No. 2)

This First Amendment to Landowner's Development Agreement ("Agreement"), dated for reference purposes as of ~~February 17~~, 2020 ("First Amendment"), is entered into by and between the Center Joint Unified School District ("District"), a public school district duly organized and existing under Chapter 1 of Division 3 of Title 2 of the Education Code of the State of California, and Westpark Sierra Vista, LLC, a California limited liability company ("Westpark Sierra Vista"), Solaire Community Builders, LLC, a California limited liability company ("Solaire"), and Taylor Morrison of California, LLC, a California limited liability company ("Taylor Morrison")(collectively, "Landowner"), which are the owners of certain property approved for urban uses within the Sierra Vista Specific Plan (hereinafter referred to as the "Specific Plan"). District and Landowner are sometimes referred to individually as a "Party" and collectively as the "Parties."

Recitals

A. WHEREAS, Landowner owns land which it plans to develop as the "Westpark Sierra Vista Project", depicted on Exhibit "1" and more particularly described in Exhibit "2" to the Agreement; and

B. WHEREAS, the Agreement was entered into by the District and Westpark Sierra Vista, LLC, Mourier Investments, LLC, and the Federico-Tyler Family Limited Partnership, on January 19, 2011, and recorded in the Official Records of Placer County, California as Instrument No. 2011-00148875-00. The Agreement is incorporated herein by reference as though fully set forth in; and

C. WHEREAS, subsequent to recording of the Agreement, Mourier Investments, LLC, and the Federico-Tyler Family Limited Partnership assigned their rights and obligations under the Agreement as it relates to portions of the Westpark Sierra Vista Project, to Westpark Sierra Vista, and Solaire, and Solaire has subsequently sold a portion of the Westpark Sierra Vista Project to Taylor Morrison; and

D. WHEREAS, Solaire is the owner of those parcels in the Westpark Sierra Vista Project commonly known as Lots 10, 11 and 13 (the "Property"); and

E. WHEREAS, the District and Landowner, and the authorized representatives of each entity that comprises Landowner, hereby reaffirm the terms and conditions of the Agreement and declare them to be fully enforceable and binding upon the District and Landowner, with the amendments so noted and agreed upon herein; and

F. WHEREAS, the District, the Roseville Joint Union High School District ("RJUHS D"), and the Roseville City School District ("RCSD") have agreed to a territory transfer, thereby transferring certain real property from the geographic boundaries of the RJUHS D and RCSD to the District, and transferring certain real property from the geographic boundaries of the District to the RJUHS D and to the RCSD; and

G. WHEREAS, District and Landowner desire to amend the Agreement to include certain real property now within the geographic boundaries of the RJUHS D and RCSD, with such real property thereby being located within the geographic boundaries of the District; and

H. WHEREAS, the Agreement was previously inadvertently recorded against certain real property, namely, what were previously Assessor's Parcel Nos. 017-150-020, 017-150-024 and 017-150-033, and are now Lots 1 through 9 of the final map for Sierra Vista – Federico recorded February 16, 2018 in Book EE of Maps at Page 6 in the Official Records of Placer County, California, which parcels are within the geographic boundaries of the RCSD and RJUHS D;

NOW, THEREFORE, in consideration of the terms and conditions set forth herein, the Parties agree as follows:

1. Real Property Transfer. The Property described in Exhibit "A" and shown in Exhibit "B" attached hereto is hereby included in the Agreement, and is subject to all of the terms and conditions as described therein.

2. Removal of Agreement from Parcels in the RCSD and RJUHS D Boundaries. Exhibit "1" and Exhibit "2" of the Agreement are replaced by Exhibits "1" and "2" attached hereto, and the Agreement is to be removed from title of Lots 1 through 9 of the final map for Sierra Vista – Federico recorded February 16, 2018, in Book EE of Maps at Page 6 in the Official Records of Placer County, California (previous Assessor's Parcel Nos. 017-150-020, 017-150-024, and 017-150-033).

3. Term. This First Amendment shall be effective upon execution by the Parties and remain in full force and effect until Landowner makes all of the payments contemplated under

the Agreement and discharges its duties under the Agreement, as provided in Section 1 of the Agreement.

4. Notices. All notices or other communications that may be given under this Agreement shall be in writing and shall be served personally or by certified or first-class mail, postage prepaid, return receipt requested, or sent by overnight delivery, postage prepaid, addressed as follows, or to such other address as either Party may provide the other Party in writing:

Notices to the District shall be addressed to the following address:

Center Joint Unified School District
8408 Watt Avenue
Antelope, California 95843-9116
Attn: Assistant Superintendent, Facilities and Operations

Notices to Landowner shall be addressed to the following address:

Westpark Sierra Vista, LLC and Solaire Community Builders, LLC
1420 Rocky Ridge Drive, Suite 265
Roseville, CA 95661
Attn: John Murray and Jeff Jones

Taylor Morrison of California, LLC.
81 Blue Ravine Road, Suite 220
Folsom, CA 95630
Attn: Division President

and shall also be copied to:

Marcus J. Lo Duca, Esq.
Law Office of Marcus J. Lo Duca, P.C.
3200 Douglas Boulevard, Suite 300
Roseville, California 95661

5. Entire Agreement, Waivers, and Amendments. This First Amendment and any written agreement entered into by the Parties with respect to the Property, incorporate all of the terms and conditions mentioned herein, or incidental hereto, and supersedes all negotiations and previous agreements between the Parties with respect to all or part of the subject matter thereof. All waivers of the provisions of this First Amendment must be in writing and signed by the appropriate authorities of the Party to be charged. Any amendment or modification to this First Amendment must be in writing and executed by District and Landowner which has not then completed development of its Property.

6. Counterparts. This First Amendment may be executed in several counterparts, each of which shall be an original and all of which shall constitute but one in the same First Amendment.

7. California Law. This First Amendment shall be governed and construed in accordance with the laws of the State of California.

8. Additional Representations of Authority.

a. Landowner represents and warrants that the individual(s) executing this First Amendment on its behalf have the legal power, right, and actual authority to bind Landowner to the terms and conditions of this First Amendment.

b. District represents and warrants that the individual executing this First Amendment on behalf of District has the legal power, right, and actual authority to bind the District to the terms and conditions of this First Amendment.

9. Severability. Should any term or provision of this First Amendment be determined to be illegal or in conflict with any law of the State of California, the validity of the remaining portions or provisions shall not be affected thereby, and each term or provision of this First Amendment shall be valid and be enforced as written to the full extent permitted by law.

10. Time. Time is of the essence of this First Amendment and of each and every term.

11. Attorney's Fees. In the event of any action or proceeding brought by either Party against the other Party under this First Amendment, the prevailing Party shall be entitled to recover its reasonable attorney's fees and costs in such action or proceeding in such amount as the court may adjudge.

12. Assignment. Landowner shall not assign this First Amendment or any right or privilege under this First Amendment without the prior written consent of District, which consent shall not be unreasonably withheld. Notwithstanding the foregoing, upon prior written notice to the District, Landowner may assign this First Amendment to Landowner's subsequent purchaser(s) of Landowner's Property, or any portion thereof, including builders, or to any affiliate of Landowner owned or controlled by Landowner, without first obtaining District consent.

13. Third Party Beneficiaries. Nothing in this First Amendment shall be construed to confer any rights upon any party not signatory to this First Amendment.

14. Exhibits. The Exhibits attached to this First Amendment are incorporated herein by this reference and made a part hereof. Said Exhibits are identified as follows:

Exhibit "A" Legal Description of Landowner's Property Added to the Agreement

Exhibit "B" Map of Landowner's Property Added to the Agreement

Exhibit "1" Legal Description of Landowner's Property Removed from the Agreement

Exhibit "2" Map of Landowner's Property Removed from the Agreement

15. Effect of Recitals. The Recitals above are deemed true and correct, are hereby incorporated into this Paragraph as though fully set forth herein, and Landowner and District acknowledge and agree that they are each bound by the same.

IN WITNESS WHEREOF, the parties hereto have caused this First Amendment to be executed by their respective duly authorized officers, as of the Effective Date.

CENTER JOINT UNIFIED SCHOOL DISTRICT

Date: _____

BY: _____

Scott Loehr
Superintendent

APPROVED AS TO FORM:

ATKINSON, ANDELSON, LOYA,
RUUD & ROMO

Date: _____

BY: _____

David A. Soldani, Esq.
Counsel for Center Joint Unified School District

LANDOWNER

WESTPARK SIERRA VISTA, LLC, a California
limited liability company

Date: 12/23/2019
Jeff Jones

BY: _____

Jeff Jones
Its: Manager

SOLAIRE COMMUNITY BUILDERS, LLC, a
California limited liability company

Date: 12/23/2019
Jeff Jones

BY: _____

Jeff Jones
Its: Manager

TAYLOR MORRISON OF CALIFORNIA, LLC, a
California limited liability company

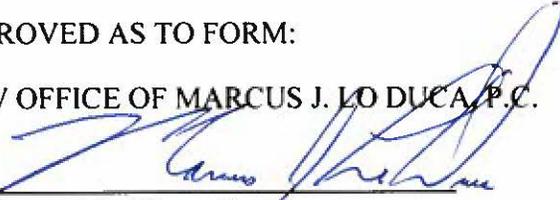
Date: 1-14-2020

BY: 
Jay Pawlek
Its: VICE PRESIDENT

APPROVED AS TO FORM:

LAW OFFICE OF MARCUS J. LO DUCA, P.C.

Date: 1-17-2020

BY: 
Marcus J. Lo Duca, Esq.
Counsel for Landowner

ACKNOWLEDGMENT

A notary public or other officer completing this certificate verifies only the identity of the individual who signed the document to which this certificate is attached, and not the truthfulness, accuracy, or validity of that document.

State of California
County of Placer)

On December 23, 2019 before me, C. Graeff, Notary Public,
(insert name and title of the officer)

personally appeared Jeff Jones,
who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument the person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.

I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing paragraph is true and correct.

WITNESS my hand and official seal.

Signature *C Graeff* (Seal)



CALIFORNIA ALL PURPOSE ACKNOWLEDGMENT

A notary public or other officer completing this certificate verifies only the identity of the individual who signed the document, to which this certificate is attached, and not the truthfulness, accuracy, or validity of that document.

STATE OF California)SS
COUNTY OF Sacramento)

On January 14, 2020 before me, L. Hall, Notary Public, personally appeared Jay Pawlek, who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument the person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.

I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing paragraph is true and correct.

WITNESS my hand and official seal.

Signature

L. Hall



My Commission Expires: August 5, 2022

This area for official notarial seal

Notary Name: L. Hall

Notary Phone: 916-355-8900

Notary Registration Number: 2249285

County of Principal Place of Business: Sacramento

EXHIBIT "A"
DESCRIPTION OF
DESCRIPTION OF AREA ADDED TO CENTER JOINT UNIFIED SCHOOL DISTRICT
LANDOWNER AGREEMENT (WESTPARK-FEDERICO)

All that real property situated in the City of Roseville, County of Placer, State of California and located within the Southeast One-Quarter of Section 26, Township 11 North, Range 5 East, Mount Diablo Meridian also being a portion of Lots 10, 11, 13 & 14 of "Subdivision No. PL15-0192 Sierra Vista-Federico Large Lot Subdivision", filed for record on February 16, 2018 in Book EE of Maps, at Page 6, Official Records of Placer County, being more particularly described as follows:

Beginning at a 1-1/2" brass disc on a 3/4" iron rod, set in concrete marking the section corner common with Sections 25, 26, 35 & 36, Township 11 North, Range 5 East, Mount Diablo Meridian; thence along the south line of Section 26, South 88°23'47" West a distance of 1778.58 feet to a point on the centerline of Federico Drive as shown and so designated on said map; thence along said centerline the following four (4) arcs, courses and distances:

1. from a radial line which bears South 01°36'13" East, 454.54 feet along the arc of a tangent 500.00 foot radius curve to the left through a central angle of 52°05'12", subtended by a chord that bears North 62°21'10" East a distance of 439.05 feet;
2. North 36°18'34" East a distance of 120.00 feet;
3. 464.13 feet along the arc of a tangent 500.00 foot radius curve to the right through a central angle of 53°11'06", subtended by a chord that bears North 62°54'07" East a distance of 447.64 feet; and
4. North 89°29'40" East a distance of 915.35 feet to a point on the east line of said Lot 10, also being the east line of Section 26;

thence along said east line, South 00°30'19" East a distance of 462.66 feet to the Point of Beginning.

Containing 14.716 acres of land, more or less.

See "Exhibit B" plat to accompany description attached hereto and made a part hereof.

This legal description was prepared by me or under my supervision pursuant to Section 8729 (2) of the Professional Land Surveyors Act.

Robert M. Plank

Robert M. Plank, PLS 5760
 License Expiration Date: 06-30-2020

Date: 11/15/19



Description prepared by:
MACKAY & SOMPS CIVIL ENGINEERS, INC
 1552 Eureka Road, Suite 100, Roseville, Ca. 95661
 P:\18254\survey-MS\mapping\desc\School District Boundary\CJUSD Addition.doc

EXHIBIT "B"

AREA ADDED TO CENTER JOINT UNIFIED SCHOOL DISTRICT
LANDOWNER AGREEMENT (WESTPARK-FEDERICO)

LEGEND

-  SECTION CORNER AS NOTED
-  DIMENSION POINT
- P.O.B. POINT OF BEGINNING
- CJUSD CENTER JOINT UNION HIGH SCHOOL
- RJUHS/D/ RCSD ROSEVILLE JOINT UNION HIGH SCHOOL DISTRICT/ ROSEVILLE CITY SCHOOL DISTRICT

RJUHS/D/RCSD

FEDERICO DRIVE

CENTER LINE

N89°29'40"E 915.35'

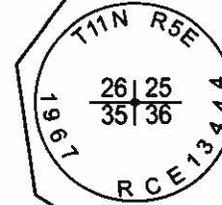
MARKET STREET

EAST LINE LOT 10
S00°30'19"E 462.66'

LOT 10

LOT 11
EE MAPS 6

LOT 13



P.O.B.
1-1/2" BRASS DISC
ON A 3/4" IRON ROD
SET IN CONCRETE
STAMPED AS
SHOWN.

26 25
35 36

S88°23'47"W 1778.58'

SOUTH LINE SECTION 26

EE MAPS 6

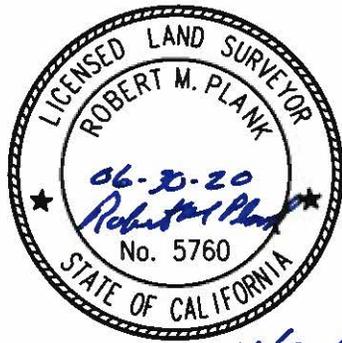
SHEET 1 OF 1

S01°36'13"E(R)
R=500.00'
Δ=52°05'12"
L=454.54'
CB=N62°21'10"E
CD=439.05'

R=500.00'
Δ=53°11'06"
L=464.13'
CB=N62°54'07"E
CD=447.64'

N36°18'34"E
120.00'

LOT 14



11/20/19



IF A DISCREPANCY EXISTS BETWEEN THIS EXHIBIT AND THE ASSOCIATED DESCRIPTION,
THE DESCRIPTION HOLDS. THIS EXHIBIT IS FOR GRAPHIC PURPOSES ONLY.

EXHIBIT "B"

PORTION OF LOTS 10, 11, 13 & 14
SIERRA VISTA-FEDERICO
SE 1/4 SECTION 26, T. 11 N., R. 5 E., M.D.M.
CITY OF ROSEVILLE
COUNTY OF PLACER STATE OF CALIFORNIA

MACKAY & SOMPS
ENGINEERS PLANNERS SURVEYORS
1552 Eureka Road, Suite 100, Roseville, CA 95661 (916) 773-1189

RMP	1"= 200'	11/15/19	18424.RVS
DRAWN BY	SCALE	DATE	JOB NO.

EXHIBIT "1"
**DESCRIPTION OF AREA REMOVED FROM CENTER JOINT UNIFIED SCHOOL
DISTRICT LANDOWNER AGREEMENT (WESTPARK-FEDERICO)**

All that real property situated in the City of Roseville, County of Placer, State of California, located in a portion of Section 26, Township 11 North, Range 5 East, Mount Diablo Meridian, also being Lots 1 through 9, inclusive, and the north half of Earl Rush Drive and all of Silver Spruce Drive, Westbrook Boulevard and Summerfaire Drive lying northerly of said Earl Rush Drive as shown and so designated on the Final Map of Sierra Vista – Federico Large Lot Subdivision, Subdivision No. PL15-0192, filed for record February 16, 2018, in Book EE of Maps at Page 6, Placer County Records, being more particularly described as follows:

Beginning at the intersection of the southerly prolongation of the west line of said Lot 1 and the centerline of said Earl Rush Drive; thence from the **POINT OF BEGINNING** and along the west line of said Lot 7 and the southerly prolongation thereof; North $00^{\circ}34'39''$ West a distance of 1056.17 feet to the northwest corner of said Lot 1; thence along the north line of Lots 1, 2, 4, 5, 6 and 7 and the easterly prolongation thereof, North $88^{\circ}23'47''$ East a distance of 4481.20 feet to the northeast corner of said Lot 7; thence along the east line of Lots 7, 8 and 9 and the southerly prolongation thereof, South $00^{\circ}30'19''$ West a distance of 593.54 feet to the centerline of said Earl Rush Drive; thence along the centerline of said Earl Rush Drive for the following five (5) arcs, courses and distances:

1. South $89^{\circ}29'40''$ East a distance of 915.35 feet to a point of curvature;
2. 464.13 feet along the arc of a 500.00 foot tangent curve to the left through a central angle of $53^{\circ}11'06''$, subtended by a chord that bears South $62^{\circ}54'07''$ West a distance of 447.64 feet;
3. South $36^{\circ}18'34''$ East a distance of 120.00 feet to a point of curvature;
4. 454.54 feet along the arc of a tangent 500.00 foot radius curve to the right through a central angle of $52^{\circ}05'12''$, subtended by a chord that bears South $62^{\circ}21'10''$ West a distance of 439.05 feet; and
5. South $88^{\circ}23'47''$ West a distance of 2701.29 feet to the Point of Beginning.

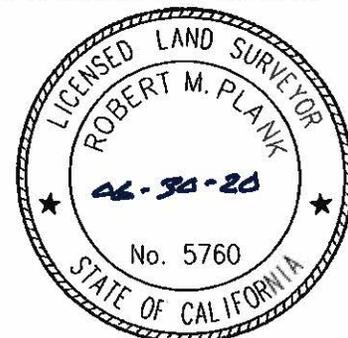
Containing 93.903 acres of land, more or less.

See "Exhibit 2" plat to accompany description attached hereto and made a part hereof.

This legal description was prepared by me or under my supervision pursuant to Section 8729 (2) of the Professional Land Surveyors Act.


Robert M. Plank, PLS 5760
License Expiration Date: 06-30-2020

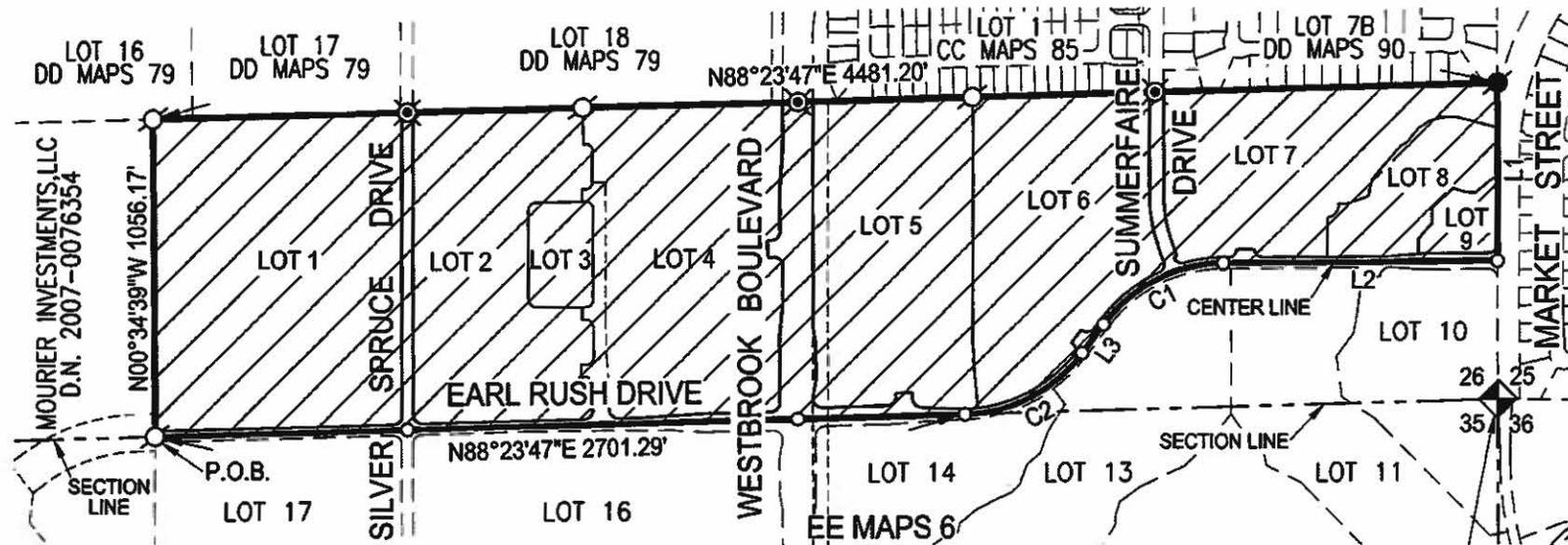
Date: 12/18/19



Description prepared by:
MACKAY & SOMPS CIVIL ENGINEERS, INC
1552 Eureka Road, Suite 100, Roseville, Ca. 95661

P:\18254\survey-MS\mapping\desc\SCHOOL DISTRICT BOUNDARY\Plats & Desc_Nov2019\CJUSD-WF_REMOVED-DESC-EXH_A.doc

EXHIBIT "2"
AREA REMOVED FROM CENTER JOINT UNIFIED SCHOOL DISTRICT
LANDOWNER AGREEMENT (WESTPARK-FEDERICO)



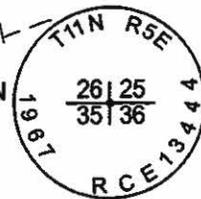
CURVE TABLE(1)

#	RADIUS	DELTA	LENGTH	CHORD BEARING	CHORD LENGTH
C1	500'	53°11'06"	464.13'	S62°54'07"W	447.64'
C2	500'	52°05'12"	454.54'	S62°21'10"W	439.05'

LINE TABLE(1)

#	BEARING	LENGTH
L1	S00°30'19"E	593.54'
L2	S89°29'40"W	915.35'
L3	S36°18'34"W	120.00'

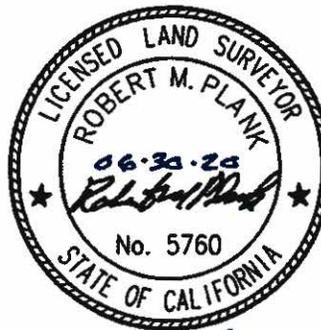
1-1/2" BRASS DISC ON
 A 3/4" IRON ROD SET IN
 CONCRETE STAMPED
 AS SHOWN.



SHEET 1 OF 1

LEGEND

- SECTION CORNER AS NOTED
- 1/2" REBAR WITH YELLOW PLASTIC CAP STAMPED "L.S. 3761", NO RECORD.
- COPPERWELD SURVEY MONUMENT WITH CENTER PUNCH IN MONUMENT WELL STAMPED "LS 7944"
- 3/4" IRON PIPE WITH PLASTIC PLUG STAMPED "LS 7944" PER EE MAPS 6.
- DIMENSION POINT
- P.O.B.** POINT OF BEGINNING



IF A DISCREPANCY EXISTS BETWEEN THIS EXHIBIT AND THE ASSOCIATED DESCRIPTION, THE DESCRIPTION HOLDS.
 THIS EXHIBIT IS FOR GRAPHIC PURPOSES ONLY.

12/18/19

EXHIBIT "2"
 AREA REMOVED FROM LANDOWNER AGREEMENT
WESTBROOK-SIERRA VISTA
 PORTION OF SECTION 26, T.11 N., R.5 E., M.D.M.
 CITY OF ROSEVILLE
 COUNTY OF PLACER STATE OF CALIFORNIA

MACKAY & SOMPS
 ENGINEERS PLANNERS SURVEYORS
 1025 Creekside Ridge Drive, Suite 150, Roseville, CA 95678 (916) 773-1189

SAH	1"=600'	11/15/19	18424.RVS
DRAWN BY	SCALE	DATE	JOB NO.

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:	February 19, 2020	# 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 J-Walt Construction, Inc.

The district is requesting approval from the board to enter into an agreement with J-Walt Construction, Inc. to perform and complete all work required in connection with the District Office Annex Water Damage Repair Project.

Contract price is NINETY-EIGHT THOUSAND, EIGHT HUNDRED FIFTY DOLLARS (\$98,850.00).

RECOMMENDATION: That the Board of Trustees approves the agreement with J-Walt Construction, Inc.

CONSENT AGENDA

AGREEMENT FORM

THIS AGREEMENT ("Agreement" or "Contract"), entered into this 19th day of February, 2020 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 J-Walt Construction, 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 DO Annex Water Damage Repair Project ("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 NINETY-EIGHT THOUSAND, EIGHT HUNDRED FIFTY DOLLARS (\$98,850), said sum being the total amount stipulated in the Bid Contractor submitted. Payment shall be made as set forth herein.

Retention of 5% of the contract price will be withheld from payment at the completion of the project. A notice of completion will be issued at the end of the project, approved by the Board and filed at the County Recorder's Office. Thirty-five (35) days after the filing of the notice of completion, the retention will be released to the contractor.

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 headphones 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: J-Walt Construction, Inc.

Dated: _____

Dated: 2/6/2020 _____

Signature

Signature

Type or Printed Name

Joseph Walter

Type or Printed Name

Title (Authorized Officers or Agents)

President

Title (Authorized Officers or Agents)

(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

IMPORTANT: THIS IS A REQUIRED FORM.

Surety companies executing bonds must possess a certificate of authority from the California Insurance Commissioner authorizing them to write surety insurance defined in California Insurance Code Section 105, and if the work or project is financed, in whole or in part, with federal, grant or loan funds, Surety's name must also appear on the Treasury Department's most current list (Circular 570 as amended).

Any claims under this bond may be addressed to:

(Name and Address of Surety)

(Name and Address of agent or representative for service for service of process in California)

Telephone:

Telephone:

STATE OF CALIFORNIA)
) ss.
COUNTY OF)

On _____ before me, _____, a Notary Public in and for said State, personally appeared _____, who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within instrument as the Attorney-in-Fact of the _____ (Surety) and acknowledged to me that he/she/they subscribed the name of the _____ (Surety) thereto and his own name as Attorney-in-Fact on the executed instrument.

I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing paragraph is true and correct.

WITNESS my hand and official seal.

(SEAL)

Notary Public in and for said State

Commission expires:

NOTE: A copy of the power-of-attorney to local representatives of the bonding company must be attached hereto.

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

ARTICLE 1: SCOPE OF WORK

Section 1.01 Bid Package #20-01 – District Office Annex Water Damage Repair Project at Rooms 6 & 7

A. Bidder shall carefully review the total scope of responsibilities with respect to the Work of the Bid Package(s), and shall provide for the total scope in its Informal Bid. Bidder is responsible to confirm all makes, model numbers, options, and applicable part numbers.

License Classification: B

Included:

1. Furnish all labor, material and equipment for all work shown and/or specified in accordance with the contract documents for a complete and operational system, except as excluded below.
2. This Scope of Work Section 1.01 also applies to all applicable awarded alternates.

Also Included:

1. All demolition and removal and/or replacement of work associated with the Bid Package scope of work.
2. Weather protection during the course of construction (See Section 10.06 in Section 00700, General Conditions).
3. Daily and final clean-up.
4. A full-time superintendent shall be provided for this project. See Section 8.05 in Section 00700, General Conditions.

Excluded:

1. Plan check fees
2. Inspection fees

Alternates:

1. Not used

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:	February 19, 2020	# Attached Pages <u> 80 </u>
From:	Craig Deason, Asst. Superintendent	
Principal/Administrator Initials:	<u> CD </u>	

SUBJECT: Agreement Between Center Joint Unified School District and ATI Architects and Engineers

The district is requesting approval from the board to enter into an agreement for architectural services with ATI Architects and Engineers for the Oak Hill Elementary School – Kindergarten Classroom Construction Project.

The contract price is ONE HUNDRED FIFTY THOUSAND DOLLARS (\$150,000.00).

RECOMMENDATION: That the Board of Trustees approves the agreement with ATI Architects and Engineers.

CONSISTENT AGENDA

AGREEMENT FOR ARCHITECTURAL SERVICES

BETWEEN

ATI ARCHITECTS + ENGINEERS

AND

CENTER JOINT UNIFIED SCHOOL DISTRICT

February 20, 2020

FOR

**Oak Hill Elementary School –
Kindergarten Classroom Construction Project**

PREAMBLE

This Agreement for Architectural Services (“**Agreement**”) is entered into on this **20th day of February, 2020** by and between **ATI-AC Martin, Inc. dba as ATI Architects + Engineers**, an architectural firm that employs architects licensed to work in the State of California (collectively and individually, the “**Architect**”), with a business address at **3009 Douglas Blvd., Suite 290, Roseville CA 95661** and the **CENTER JOINT UNIFIED SCHOOL DISTRICT**, a California public school district (“**District**”), with offices located at **8408 Watt Avenue, Antelope, CA 95843**. District and Architect are sometimes individually referred to herein as “**Party**” and collectively as “**Parties**.”

RECITALS

WHEREAS, the District proposes to undertake the construction and installation of certain improvements, as further defined and described below (the “**Project**”) and, in connection with the Project, requires the services of a duly qualified and licensed architect;

WHEREAS, the Architect represents that its employees are licensed to practice architecture in the State of California, as appropriate, and that the Architect is qualified to perform the services required under this Agreement;

WHEREAS, the District has selected the Architect through a competitive request for qualification and request for proposal process designed to select the best qualified architect for the Project in question;

WHEREAS, the Parties intend that the Architect provide professional services pursuant to this Agreement, under the management and oversight of the District’s Representative, in such manner as to enable the Project to be designed and constructed with the standard of care described herein without burdening the District’s staff.

AGREEMENT

NOW, THEREFORE, in consideration of the promises and covenants herein and other valuable consideration, receipt of which is acknowledged, the Parties agree as follows:

SECTION 1 **GENERAL PROVISIONS**

1.1 **DEFINITIONS.** When used in this Agreement, the following terms shall have the meanings set forth below:

1.1.1 “**Addendum**” shall mean written or graphic information (including without limitation Drawings and Specifications), prepared and issued prior to the receipt of Bids that modifies or interprets the Bid Set by additions, deletions, clarifications, or corrections.

- 1.1.2** “Additional Services” shall mean those services in addition to the Basic Services that are provided by the Architect pursuant to a written request by the District.
- 1.1.3** “Agreement” shall mean this document and all its identified exhibits, attachments and amendments.
- 1.1.4** “Architect” shall mean the architectural firm listed in the first paragraph of this Agreement.
- 1.1.5** “Architect Consultant” shall mean a person properly qualified and licensed in various aspect of design and construction employed at Architect’s sole expense, pursuant to prior written approval from the District, to provide Services for the Project.
- 1.1.6** “Architect’s Supplemental Instruction” or “ASI” shall mean a small set of drawings which better explains the intent of the design of a building or structure
- 1.1.7** “As-Built Documents” shall mean the collection of documents assembled and prepared by the Contractor (including, without limitations the As-Built Drawings and specifications, shop drawings, approved changes, RFIs, manuals etc.) showing the condition of the Project as actually built and accepted.
- 1.1.8** “Basic Fee” shall mean the compensation provided to the Architect for providing Basic Services.
- 1.1.9** “Basic Services” shall consist of (i) the professional design services, including but not limited to landscape and irrigation design, architectural, civil, structural, mechanical, plumbing (including fire sprinklers), acoustical, food service, audio and visual design, electrical services, a SWPPP for the Project, and LEED services as required to complete the Project, (ii) preparing educational specifications for the Project, and (iii) preparing and/or signing documentation required to obtain funding from any program administered by the State.
- 1.1.10** “Bid” shall mean the written proposal submitted to the District by a Contractor in accordance with the Bid Set for the construction of the Project.
- 1.1.11** “Bid Set” shall mean the DSA Record Set, the construction contract, general conditions and any other documents included in the bid packages, including but not limited to any addenda, all in a form that District approves and uses to bid the construction of the Project.
- 1.1.12** “Bidder” shall mean the person or entity submitting a Bid.
- 1.1.13** “BIM” or “Building Information Modeling” shall mean the process of generating and managing building data during its life cycle. Typically, it uses three dimensional, real-time, dynamic modeling software to increase productivity in building design and construction. The process encompasses building geometry, spatial relationships, geographic information, and quality and properties of building components.
- 1.1.14** “CDE” shall mean the California Department of Education.
- 1.1.15** “Change Order” or “CO” shall mean a written document between the District and the Contractor that is signed by the District and the Contractor and the Architect authorizing a change in the work or and adjustment in the contract, or the contract time.

- 1.1.16** “**Change Order Request**” or “**COR**” shall mean a proposed change(s) in contract amount, requirements or time (outside the scope of the construction contract and/or provisions of its changes clause) which becomes a Change Order when approved by the other parties (owner, contractor, and Architect).
- 1.1.17** “**CHPS**” shall mean Collaborative for High Performance Schools.
- 1.1.18** “**Construction Budget**” shall mean the Construction Cost, established by the District representative, of the documents and specifications prepared by or under the direction of the Architect, as amended by agreement of the parties during any subsequent phase.
- 1.1.19** “**Construction Cost**” shall mean, as of acceptance of the Project, the cost of all labor, materials, and fixtures (but not trade fixtures) supplied by the Contractor and subcontractors to construct the Project, including mobilization, demobilization, materials and other costs typically included in this calculation and *excluding* (i) all fees and costs paid to the Architect and any of their consultants, (ii) all costs and expenses of services, reports, information, equipment and materials furnished by the District, (iii) all costs and fees related to off-site improvements, (iv) all costs incurred to remedy any design or construction defects or errors, and (v) any other Project-related costs and fees typically excluded.
- 1.1.20** “**Construction Documents**” shall mean those documents which are required for the actual construction of a project, including but not limited to the agreement between the District and the Contractor; complete working drawings and specifications setting forth in detail the work to be done and the materials, workmanship, finishes and equipment required for architectural, structural, mechanical, electrical systems and utility service-connected equipment and site work.
- 1.1.21** “**Construction Manager**” shall mean and refers to any professional or consultant retained by the District to plan, direct and coordinate the construction of the Project.
- 1.1.22** “**Construction Document Phase**” shall have the meaning set forth in Exhibit C.
- 1.1.23** “**Construction Phase(s)**” shall mean individual construction contract packages that are bid separately.
- 1.1.24** “**Constructability Review**” shall mean, the review of the design documents to ascertain whether the design of the Project as depicted in the Construction Documents, and the documents themselves: (i) accurately and completely reflects the District’s objectives as explained to the Architect by the District; (ii) are free of errors, omissions, conflicts or other deficiencies so that the Contractors can construct the Project as therein depicted without delays, disruptions, or additional costs.
- 1.1.25** “**Contractor**” shall mean the general contractor or any other contractor selected to perform work or services on the Project or any replacement.
- 1.1.26** “**Contractor Payment Application**” shall mean a Contractor’s written request on a form approved by the District for payment for completed portions of the work and for materials delivered or stored by the Contractor.
- 1.1.27** “**Design Bid Build**” shall mean a project delivery method defined by the following characteristic – design and construction are separate contracts.

- 1.1.28** “**Design Development Phase**” shall have the meaning set forth in Exhibit C.
- 1.1.29** “**District**” shall mean the CENTER JOINT UNIFIED SCHOOL DISTRICT.
- 1.1.30** “**District Design Standards**” shall be the implementation of standard equipment and/or products as determined by the District, into the overall project design.
- 1.1.31** “**District’s Representative**” shall mean the Superintendent and/or, Assistant Superintendent of Business and/or Director of Support Services or, any authorized designee of those officers. Designee authorization shall be in writing by one of the District officers.
- 1.1.32** “**DSA**” shall mean the Division of the State Architect of the State of California.
- 1.1.33** “**DSA Record Set**” shall mean such documents, plans, drawings and specifications submitted to DSA as part of the design phase and stamped and approved by DSA for the Project.
- 1.1.34** “**Educational Specifications**” shall mean the interrelated statements that communicate what educators believe is required to support a specific educational program.
- 1.1.35** “**Funding Consultant**” shall mean any consultant designated by the District that assists the District in submitting applications for funding from programs administered by the State.
- 1.1.36** “**Guaranteed Maximum Price**” or “**GMP**” shall mean the cost for construction and installation of a project determined by the District and the lease-leaseback entity when the Lease-Leaseback delivery method is used and shall include both the “Estimated GMP” and the “Final GMP”.
- 1.1.37** “**Inspector of Record**” or “**IOR**” shall mean a certified Inspector approved by DSA to inspect work pursuant to the Field Act (California Education Code §17280 *et seq.*) and applicable provisions of the California Code of Regulations. The IOR also serves as the representative of the District to conduct field inspections of the Project during construction.
- 1.1.38** “**Lease-Leaseback**” shall mean a project delivery method under which the District leases real property it owns to a lease-leaseback entity and the lease-leaseback entity causes the construction of a facility the District desires on said real property and subleases the facility back to the District, with title to the facility vesting in the District at the end of the term of the sublease, as set forth in California Education Code §17406.
- 1.1.39** “**LEED**” shall mean Leadership in Energy and Environmental Design as administered by the U.S. Green Building Council.
- 1.1.40** “**Modernization**” shall mean the comprehensive replacement or restoration of virtually all major systems, interior work (such as ceilings, partitions, doors, floor finishes, etc.) and building elements and features.
- 1.1.41** “**MOU**” shall mean a memorandum of understanding.
- 1.1.42** “**New Construction**” shall mean the construction of a new school facility
- 1.1.43** “**Notice of Completion**” or “**NOC**” shall mean the legal notice filed with the County Recorder after completion of construction project.

- 1.1.44** "OPSC" shall mean the Office of Public School Construction of the State of California.
- 1.1.45** "Phase" when used without the word "Construction" shall mean the various phases of architectural work described in this Agreement.
- 1.1.46** "Piggy Back" when used shall mean the method of cooperative purchasing method used to design, manufacture, deliver, and install modular buildings as designated.
- 1.1.47** "Potential Change Order" or "PCO" shall mean a written document before it has been approved and executed by the Contractor, District Representative, and Architect.
- 1.1.48** "Principal(s)" shall mean individual(s) who are participating owners of the Architect and are authorized to act on behalf of the firm.
- 1.1.49** "Project" shall mean the project described hereinafter in Section 3.
- 1.1.50** "Project Budget" shall mean the sum total of all monies allocated by the District to defray costs of the work and services related to the Project; including but not limited to professional services, bids for all construction (such as site work, prime contracts, consultants, materials), contingencies and applicable general conditions for each Construction Phase.
- 1.1.51** "Project Director" shall mean, with reference to the Architect, a licensed, experienced and well trained professional employed by Architect and fully authorized to represent the Architect in all matters related to the Project including but not limited to executing change orders during construction, and to bind the Architect to any commitments made on the Architect's behalf in connection herewith. Any change shall be approved by the District in writing. See 2.2.
- 1.1.52** "Project Manager" The District Representative will identify in writing the Project Manager(s) for each Project. Subsequent Changes shall be made in writing.
- 1.1.53** "Project Schedule" shall mean the entire series of events necessary to design and construct the Project and encompasses work and services of the Architect, Contractors and other consultants.
- 1.1.54** "Prolog" shall mean the program/project management software required by the District to maintain, route and issue all design phase documents, construction documents, and close out documents.
- 1.1.55** "Request for Information" or "RFI" shall mean a written request from a contractor to the District or Architect for clarification or information about the contract documents following contract award.
- 1.1.56** "SAB" shall mean the State Allocation Board of the State of California.
- 1.1.57** "Schematic Design Phase" shall have the meaning set forth in Exhibit C.
- 1.1.58** "Services" shall mean all labor, materials, supervision, services, tasks, and work that the Architect is required to perform hereunder, including Basic Services and those Services reasonably inferred from this Agreement, as further described and clarified in Exhibit C hereto, including any Additional Services required of the Architect hereunder.
- 1.1.59** "SWPPP" shall mean Storm Water Prevention and Pollution Plan.

1.1.60 "Time Impact Analysis" or "TIA" shall mean a simplified analysis procedure typically specified on construction projects to facilitate the award of excusable days to project completion due to delays caused by either the owner or contractor.

1.2 **INCORPORATION OF RECITALS, EXHIBITS AND REFERENCED DOCUMENTS.** The Recitals and Definitions above and all Exhibits attached to this Agreement, now or hereafter by agreement of the parties, are incorporated herein by reference and made a part of this Agreement.

SECTION 2 **EMPLOYMENT OF ARCHITECT**

2.1 **EMPLOYMENT OF ARCHITECT.** The District hereby retains the Architect, pursuant to California Government Code, Title 1, Division 5, Chapter 10.1 and Section 53060 thereof, to perform, for consideration and upon the terms and conditions set forth herein, all professional architectural and related Services required to complete the Project, as may be hereafter amended in an expeditious, safe and satisfactory manner. The Architect hereby accepts such retention and commits to perform all the professional services required to complete the Project in a professional and conscientious manner in accordance and consistent with the standard of care generally employed by professionals licensed and qualified to perform similar services within the State of California. The Services shall be performed in a safe, expeditious and satisfactory manner, with allowance for periods of time required for (i) the District's review and approval of submissions to the District by the Architect; (ii) review and approval of submissions to those authorities having jurisdiction over the Project, and (iii) the Architect's review of submissions to the Architect from the District, or authorities having jurisdiction over the Project.

2.2 **PROJECT DIRECTOR AND OTHER EMPLOYEES.** The Architect shall appoint and designate one State of California licensed architect to serve as the Project Director for the Project. The Project Director shall maintain personal oversight of the Project and the Services and shall be the primary contact on the Architect's behalf for all matters related to the Project for which he or she is designated as Project Director. The Project Director shall be vested with full authority to represent and act on behalf of the Architect for all purposes under this Agreement. Any changes in the Project Director must be approved by the District in writing.

2.3 **ARCHITECT COVENANT AGAINST CONTINGENT FEES.** The Architect warrants and represents that it has not employed or retained any company or person, other than a bona fide employee working solely for the Architect, to solicit or secure this Agreement, and that it has not paid or agreed to pay any company or person, other than a bona fide employee working solely for the Architect, any fee, commission, percentage, brokerage fee, gift, or any other consideration contingent on or resulting from the award or making of this Agreement. For breach or violation of this warranty, the District shall have the right to annul this Agreement without liability, or in its discretion, to deduct from the Basic Fee or otherwise recover, the full amount of such fee, commission, percentage fee, gift, or contingency.

SECTION 3 **THE PROJECT**

The Project consists of such works of new construction, modernization and/or improvement that require services to be provided by Architect described more fully on Exhibit A.

SECTION 4 **SERVICES**

4.1 BASIC SERVICES. The Basic Services, deliverables and submittals required under this Agreement are described in **Exhibit C**. The Basic Services are divided into Phases, such as planning programming phase, schematic phase, etc. to facilitate the completion of each set of services during specified times established under the Project Schedule. The phases and percentages shall be approved by the District.

4.2 GENERAL PROVISIONS CONCERNING BASIC SERVICES

4.2.1 Employment of Personnel. The Architect shall employ, at its own cost and expense, any and all personnel needed to perform the Services. Architect must identify all personnel that will perform work at any District site and must obtain fingerprinting clearance from the District. Architect agrees to reallocate any personnel whose work is unsatisfactory to the District. Architect shall at all times be solely responsible for the compensation, benefits, tax deductions, insurance or other requirements of any laws applicable to its personnel.

4.2.2 Employment of Architect Consultant(s). For services not provided directly by the Architect, the Architect shall employ, at its own cost and expense, any and all needed Architect Consultant(s) to perform the services hereunder. Architect Consultant(s) retained by the Architect in the performance of this Agreement shall be licensed to practice in their respective professions where required by law. The Architect Consultant(s) will be required to show evidence of a policy of professional liability and/or project insurance that satisfies the requirements of Section 11.2 hereto.

4.2.3 Architect's Responsibility. The Architect shall remain at all times primarily responsible for the adequate performance of each service and said employment of the Architect Consultants shall not relieve the Architect from administrative or other responsibility under law or this Agreement. Architect shall be responsible for the coordination and cooperation of the Architect Consultants. The Architect's Consultant(s) may consist of any consultants required to complete the Basic Services, including but not limited to designers and engineers for the structural, electrical, mechanical, plumbing (including fire sprinklers), landscaping, audio and visual, food service, acoustical, theatrical, and civil portions of the Project. Prior to entering into any consulting agreement and prior to authorizing any consultant(s) to perform any services on the Project, the Architect shall submit a written request for approval to the District. The request shall include the names of the Architect Consultant firms proposed for the Project and shall identify the key personnel of each Architect Consultant's firm. The District shall have the discretion to reject any proposed firm and/or personnel. If the proposed firm and/or personnel is rejected, the Architect may perform the Services at issue, if qualified to do so, or may propose an alternate acceptable to the District.

4.2.4 Cooperation with District and Other Consultants. The Architect and its Consultant(s) shall confer and cooperate with District, the Project Manager, and other District consultants, if any, in all matters and activities as related to this Agreement and each Project.

4.2.5 Corrections to Construction Documents and Other Deliverables. The Architect shall revise the Construction Documents as needed to incorporate any and all change orders and other necessary modifications required due to negligent acts or any errors or omissions by the Architect or the Architect Consultants. The Architect shall also provide any modifications to any deliverables required under **Exhibit C** if such modifications become necessary due to any errors or omissions of the Architect or the Architect Consultants. Architect shall be responsible for securing any required agency approvals, including DSA, for any such revisions.

4.2.6 Minutes of Progress Meetings. The Architect will note discussions during Design Phase progress meetings concerning any Services and will provide a draft copy of the minutes.

4.2.7 Independent Reviews; Audits. Each Project shall at all times be subject to independent reviews conducted by the District or any other person selected by the District, including but not limited to Constructability Review and audits. Such reviews may include inspection of any work, documents or services related to the Project. The Architect shall cooperate with these reviews, including preparing written responses to written or verbal comments, and incorporating changes to the Construction Documents based on such comments. If the Architect does not deem that a comment requires a change, the Architect shall so state in a written response to the comment providing reasons why no change should be implemented. If District nevertheless directs the Architect to implement the requested change, the Architect will do so unless the change would result in a violation of applicable laws or requirements.

The scope of the Architect's obligations during Constructability Review includes without limitation written confirmation, in form and content satisfactory to the District, that (a) requirements noted in the design documents are consistent with and conform to District requirements; and (b) there are no errors, omissions or deficiencies in the Construction Documents that a reasonable Architect using skill and diligence standard in the profession would have detected and corrected prior to submission of the Construction Documents.

4.2.8 Independent Cost Estimates. The District shall have the right, but not the obligation to obtain independent cost estimate(s) conducted by an estimator designated by the District and at the expense of the District. The Architect shall be available to answer the estimator's questions regarding the design and attend meetings with the estimator to reconcile the Architect's and any independent estimator's estimate.

4.2.9 Inspection of Records; Familiarity with Site and Project. The Architect shall be solely responsible for researching and analyzing all available records of the existing conditions and the proposed Project improvements, identifying all District held record documents as available and provided by the District concerning each portion of the Project, conducting site visits and familiarizing itself with the conditions of the structure(s) and location(s) in which it is providing Services. It is required that the Architect will visit each site prior to design completion to validate visually observable existing conditions and record plans of existing buildings and site utilities.

4.2.10 Construction Delivery Methods:

Design Bid Build. Unless stated otherwise the District will enter a competitive bid process under Public Contract Code for the project. The design will be a separate contractual process from the construction contract.

Lease-Leaseback. If stated, the District may at its discretion enter into Lease-Leaseback pre-construction services and construction contracts for the Project. The Architect will work cooperatively with the Lease-Leaseback contractor during the performance of its pre-construction service phase to implement value engineering, BIM and constructability recommendations.

Piggy Back. Is the method the District will be using outside the construction methods aforementioned to place modular Buildings in this project. It will be the Architects responsibility to oversee and manage the modular design process as a part of this project.

4.2.11 Funding Applications and Approvals. The Architect shall assist the District, and its consultants, with any and all funding applications and submittals for any program administered by the State or other entities. Architect may be required to prepare, sign and submit applications and documents to various entities such as DSA, OPSC, CDE, and the U.S. Green Building Council. The Architect's duties shall include the preparation and submittal of application(s), plans and specifications, and any supplemental funding applications (such as CHPS, CDE, as well as OPSC and others as may be required). The Architect shall comply with the inspection card duties required under Title 24 of the California Code of Regulations sections 4-211 through 4-220 and sections 4-330 through 4-344, and DSA Procedure 13-01, including but not limited

to submitting all required interim Verified Reports (Form DSA-6.AE). The Architect shall respond timely to review comments and work cooperatively with the District's Funding Consultant to achieve any and all submittal deadlines.

4.2.12 District Design Standards. The Architect shall be responsible for implementing all District Design Standards issued to the Architect by the District into the overall project design. Design standards include but are not limited to equalization standards, furniture, fixture and equipment standards, maintenance standards, data and technology standards, security intrusion and video surveillance standards.

4.2.13 Storm Water Prevention and Pollution Plan (SWPPP). The Architect shall be responsible for all designs and permitting, excluding fees, as it relates to the SWPPP plans and specifications for the Project. Responsibility also includes the preparation of plans, specifications, and any other requirements needed to obtain the required regulatory approvals and permits.

4.2.14 Changes. The Architect shall revise the Construction Documents as needed to incorporate any and all change order requests, potential change orders, supplementary instructions and other necessary modifications. The Architect is responsible for obtaining DSA approval for all changes.

4.2.14.1 Changes Required to Meet Construction Budget. If the lowest responsible bid exceeds one hundred ten percent (110%) of the Construction Budget, Architect shall revise the scope of the project for re-bidding at no additional expense to the District. The District shall approve or disapprove, in its sole discretion, all proposed changes to the scope intended to effect cost reduction and no such changes shall be effective until approved by the District.

4.2.17 Deliverables. Unless otherwise agreed to in writing, Architect shall produce the deliverables identified on Exhibits C and D.

4.3 ADDITIONAL SERVICES

4.3.1 Architect Additional Services. Additional Services for any Project will require written request or pre-authorization in writing by the District following specific approval of such services by the Board of Education. If Additional Services result in a modification of the Basic Fee, then the Architect shall be paid for such additional services as part of the payment for the Basic Fee. All other Additional Services shall be paid by the District as provided in Section 5.2, Compensation for Additional Services.

4.3.2 The following services are not Basic Services under this Agreement and are to be considered Additional Services:

4.3.2.1 Revisions and changes requested by the District to be made to drawings, specifications or documents previously approved by the District prior to awarding the construction contract, provided that such changes are not (i) required to meet the Project Budget, (ii) required to make the documents compliant with original design requirements, (iii) revisions that should have been implemented during design or (iv) necessary to comply with applicable laws, rules, or regulations.

4.3.2.2 Services for repairs of damages to the Project resulting from third-party actions or unforeseen conditions or circumstances not the result of negligence or errors or omissions of the Architect or the Architect Consultants, including but not limited to repairs necessary due to damage caused by fire, flood or other unforeseen conditions not the result of negligence or errors or omissions of the Architect or the Architect Consultants.

4.3.2.3 Additional Services required due to (i) the termination, delinquency or insolvency of the Contractor, or (ii) a default of the Contractor that does not arise directly from the negligence or errors or omissions of the Architect or the Architect Consultants.

4.3.2.4 Any of the following if directed by the District in writing: (i) the employment of specialty consultants not listed in the Architect's Basic Services, and (ii) the preparation of special delineations and models of facilities not included in the original Project.

4.3.2.5 Contract administration services performed more than 180 days after the original construction contract completion date, except when such delay is caused in whole or in part by the negligence or errors or omissions or willful misconduct of the Architect or the Architect Consultants.

SECTION 5

ARCHITECT'S COMPENSATION & PAYMENT SCHEDULE

5.1 COMPENSATION FOR BASIC SERVICES

5.1.1 Compensation Description. The Architect shall perform the Basic Services in exchange for compensation equal to the Basic Fee of:

(\$150,000 DOLLARS)

(\$___)

If the Project is divided into Construction Phases, the Architect shall allocate the Basic Fee over the Construction Phases and the allocation shall be in rough proportion to the Construction Budget for the Project with consideration given to the size and complexity of each Construction Phase. It is agreed that, as long as the Architect performs the Services for the Project or Construction Phase in a timely manner, in compliance with the provisions of this Agreement and to the satisfaction of the District, payments of the Basic Fee for each Project or Construction Phase shall be made by the District, upon approval by the District of deliverables described in Exhibit C & D, and approval of invoices satisfactory to the District, in amounts not to exceed the percentages for each Phase as set forth in the following Table:

PHASE	PERCENTAGE	AMOUNT
Concept	3.5%	\$ <u>5,250</u>
Schematic Drawings	10%	\$ <u>15,000</u>
Design Development	15%	\$ <u>22,500</u>
Construction Drawings	40%	\$ <u>60,000</u>
DSA Approval/Bidding	5%	\$ <u>7,500</u>
Contract Administration	20%	\$ <u>30,000</u>
DSA Closeout	6.5%	\$ <u>9,750</u>
TOTAL		\$150,000
Direct Costs		\$0.00
Total		\$<u>150,000</u>

5.1.1.1 Invoices. Invoices may be submitted monthly in proportion to the percentage of completion not to exceed the percentage noted above, except that the construction administration phase can be billed as progress in proportion to the certified completion of construction, rounded to the nearest whole percent, as determined by the District.

5.1.1.2 Close-Out Phase. The remainder of the Basic Fee shall be paid to Architect upon satisfactory completion of all Services identified as Close Out Phase on **Exhibit B**, provided that payment will be made as follows: (i) three percent (3%) will be paid after the submission by the Architect of the Verified Report (described on **Exhibit C**) to DSA; and (ii) three and one-half percent (3.5%) will be paid after receipt by the District of final DSA certificate and verification that all fees due to the Architect's Consultants providing Services in connection with this Agreement have been paid.

5.2 COMPENSATION FOR ADDITIONAL SERVICES

5.2.1 Fees negotiated for Additional Services pursuant to 4.3.2.1 that result in a change in the scope of the Project or Basic Services shall be processed as an amendment to the Basic Services and Basic Fee, subject to the approval of District's Board of Education. Close-out percentages shall be applied to all additional service agreements following the same terms as 5.1.1.2.

5.2.2 All other fees for Additional Services may be negotiated on a fixed fee or time and materials basis.

5.3 DISPUTED AMOUNTS. In the event of any good faith dispute concerning a particular payment or a portion of a payment under this Agreement, pursuant to Section 3320 of the California Civil Code, the District shall have the right to do either of the following: (i) make such disputed payment to the Architect without prejudice to the District's right to contest the amount so paid; or (ii) withhold up to 150% of the disputed amounts. If the District withholds amounts invoiced by the Architect, the District will notify the

Architect in writing of the reasons for the withholding. From and after the date such notice is given, the District and the Architect shall use their good faith efforts to resolve the dispute as quickly as practicable under the circumstances. If the District has given such notice, the Architect shall not be entitled to terminate this Agreement or suspend Services hereunder on account of such nonpayment, provided the District makes payment for all undisputed sums. If the District chooses to withhold payments under clause (ii) of this Section and if it is subsequently determined that the District owes an additional payment to the Architect, the District shall pay such amount to Architect. If the District chooses to proceed under clause (i) of this Section and it is subsequently determined that the District overpaid the Architect, the Architect shall promptly refund to the District the amount of such overpayment.

5.4 COMPENSATION FOR REIMBURSABLE SERVICES

5.4.1 PRIOR APPROVAL. The District will not be obligated to pay for any service(s) performed or cost incurred by the Architect without prior written authorization by the District. The following will be reimbursed under this Agreement:

5.4.2 REIMBURSABLE EXPENSES. The EXCLUSIVE list of reimbursable expenses is set forth below. Claims for reimbursable expenses shall be documented by appropriate invoices and supporting receipts. The Architect may be reimbursed for those reasonable out-of-pocket expenses set forth below that are incurred and paid for by the Architect or the Architect Consultant in furtherance of performance of its obligations under this Agreement, but only to the extent that such expenses are directly related to Services satisfactorily completed, are approved by the District in writing and in total do not exceed Five Thousand Dollars (\$5,000). Reimbursable travel shall be at current federal rate for mileage, MapQuest printout must be included. Re-imburements shall not be made or requested for extraneous activities or products, i.e. entertainment or gifts. All requests for reimbursements shall include receipts and other supporting documents as requested by the District.

5.4.2.1 Travel and Mileage. Architect must request the travel in writing and justify why the travel should be reimbursed. Travel expenses must be approved in writing by District, in its sole discretion. Trips from any Architect's office or Architect Consultant's office to the Project site(s) or to the District's office will not be approved for reimbursement.

5.4.2.2 Reimbursable Reprographic Services. Print sets or copies requested in writing by the District beyond the quantities required under **Exhibit D**.

5.4.2.3 Fees for Consultants. Fees for consultants hired and paid by the Architect at the written request of District that are not provided as Basic Services.

5.5 INVOICES

5.5.1 Invoices for Architect's Basic Services. Following completion of the Services applicable to each Phase, or by agreement with the District (interim invoice), the Architect shall submit an invoice in form and substance satisfactory to the District in an amount not to exceed the amount specified as the portion of the Basic Fee to be paid for that Phase for the Services identified in the invoice.

5.5.1.1 Each invoice must be accompanied by an **Approval Letter** from the District in the form of **Exhibit D**, attached hereto.

5.5.1.2 If District withholds any amount following a default, as provided in Section 6 of this Agreement, the Architect shall certify in each subsequent invoice that none of the amounts invoiced represent any portion of the amounts identified for withholding. Withheld amounts

shall be paid as specified on the notice from the District informing the Architect that the District elects to exercise its right to withhold payment following an Architect default, if any.

5.5.2 Invoices for Additional Services. Except for Additional Services that are incorporated into the Basic Fee, payments for Additional Services, shall be made monthly after approval by the District. The Architect's invoice shall be clearly marked "Request for Payment for Additional Services." Each invoice shall be accompanied by receipts and supporting information as deemed required by the District. As required by Section 3320 of the California Civil Code, payment on a properly submitted, fully supported and documented invoice will be due within thirty (30) days.

5.5.3 Invoices for Reimbursable Expenses. Payments for Reimbursable Expenses, if any, shall be made monthly, unless otherwise specified within the reimbursable expense authorization. The Architect's invoice shall be clearly marked "Request for Payment of Reimbursable Expenses." Each invoice shall be accompanied by receipts and adequate supporting information as required by the District. As required by Section 3320 of the California Civil Code, payment on a properly submitted, fully supported and documented invoice will be due within thirty (30) days of the date of expense, unless the District disputes in good faith any portion of the amount claimed by the Architect to be due.

5.5.4 Final Invoice. Upon completion of all Services and delivery of final DSA certification, the Architect shall prepare a final invoice for the remaining amount due, including and separately identifying any amounts withheld by District hereunder. This invoice shall be prominently noted **FINAL INVOICE FOR OAK HILL ELEMENTARY KINDERGARTEN CLASSROOM CONSTRUCTION PROJECT.** The Architect shall provide a final invoice within thirty (30) days of District's notification of receipt of final DSA certification. The District shall pay within forty-five (45) days of approval of final invoice. No deductions shall be made from the Architect's compensation on account of penalty, liquidated damages, or other sums withheld from payments to Contractors, provided the reason for such withholding is not attributable to the fault of the Architect or the Architect Consultants.

5.5.5 Combined Invoices. Invoices for Basic Services, Additional Services and Reimbursable Expenses may be combined on a single invoice provided that the invoice is itemized and follows the instructions above.

SECTION 6

DEFAULT; REMEDIES; SUSPENSION AND TERMINATION

6.1 TERMINATION BY DISTRICT

6.1.1 For Cause. The District may terminate all or any portion of this Agreement or the Services for cause in the event of an Architect Default. This termination shall be effective if with respect to any monetary Architect Default, the Architect fails to cure such default within fifteen (15) calendar days following issuance of written notice thereof by the District and with respect to any non-monetary default for which no time period for cure is otherwise specified below, the Architect fails to cure such default within thirty (30) calendar days following issuance of written notice thereof by the District, or if the cure by its nature takes longer, fails to commence such cure within thirty (30) calendar days from the date of issuance of the notice and diligently prosecute such cure to the satisfaction of the District. If the District does not terminate, the District will have the right to withhold monies otherwise payable to the Architect until completion of all Services. If the District incurs additional costs, expenses or other damages due to the failure of the Architect to properly perform pursuant to this Agreement, those costs, expenses or other damages shall be deducted from the amount payable to the Architect. If the amount payable to the Architect exceed the amounts

withheld, the balance will be paid to the Architect upon completion of all Services. If the costs, expenses or other damages incurred by the District exceed the amounts withheld, the Architect shall be liable to District for the difference and the Architect shall promptly pay the District such difference. The provisions of this Paragraph 6.1.1 are in addition to, and not a limitation upon, any other rights and remedies of the District under law or in equity and shall survive the termination of this Agreement.

6.1.2 For Convenience. The District may terminate, abandon or suspend performance of this Agreement for convenience and without cause at any time upon thirty (30) days written notice to the Architect, in which case the District will pay the Architect as provided in Section 5 for all Services and authorized Additional Services actually performed, and all authorized Reimbursable Expenses actually incurred, under and in accordance with this Agreement, up to and including the date of termination; provided that such payments shall not exceed the percentage amounts specified as compensation for the Phases of the Services completed, plus any Additional Services and Reimbursable Expenses completed prior to termination, unless the District at its sole discretion determines that demobilization or other compensation is appropriate. After a notice of termination is given, the Architect shall submit to the District a final claim for payment, in the form and with certifications prescribed by the District. Such claim shall be submitted promptly, but in no event later than forty (40) calendar days after the Termination Date specified on the notice of termination.

Such payment shall be the Architect's sole and exclusive compensation and the District shall have no liability to the Architect for any other compensation or damages, including without limitation, anticipated profit, prospective losses, legal fees or costs associated with legal representation or consequential damages, of any kind.

In the event of a termination for convenience, the Architect shall deliver to the District all deliverables, work product, and material related to the Project in the possession of the Architect as set forth in Section 10.5 of this Agreement.

6.1.3 Temporary Suspension of Services. If the Services are suspended in whole or in part by the District for less than one hundred twenty (120) consecutive calendar days, and notice to that effect was provided to the Architect prior to the suspension of the Services, the Architect shall complete any remaining Services in accordance with the terms herein as in existence at the time of suspension and the Architect shall not be entitled to additional compensation. If one hundred twenty (120) consecutive calendar days or more have elapsed before the Services are resumed, the Project's Schedule shall be adjusted and the Architect's compensation shall be equitably adjusted to provide for expenses incurred in the resumption of the Services.

6.2 ARCHITECT DEFAULT. The occurrence of one or more of the following events shall constitute an "Architect Default" under this Agreement:

6.2.1 Inability to pay debts and Failure to Pay Architect Consultants. At any time prior to the expiration or termination of this Agreement, the Architect is unable to pay its debts in the ordinary course of business as they come due, including but not limited to failure to pay, when due, invoices from Architect Consultants providing services in connection with this Agreement.

6.2.2 Assignment for the benefit of creditors. An assignment for the benefit of creditors is made by, or any bankruptcy, reorganization (in connection with a debtor relief proceeding), receivership, moratorium or other debtor relief proceedings are commenced by or against the Architect, and the same is not discharged within ninety (90) days of commencement.

6.2.3 False or misleading. Any representation or warranty made by the Architect in this Agreement or in connection with any Services proves to be false or misleading in any material respect.

6.2.4 Failure to Provide Acceptable Design. The Architect's failure to provide a functional design that can be built within the Construction Budget in accordance with industry standards.

6.2.5 Defective Services; Errors or Omissions; Failure to Perform. The Architect or the Architect Consultant (a) provides defective services, including any deficiencies due to errors or omissions, or (b) fails to deliver Services in a timely manner; or (c) causes any delays for any reason, including providing defective Services; or (d) fails to perform any obligations under this Agreement (including, without limitation, failure to supply sufficient skilled personnel or suitable materials or equipment or failure to adhere to the Project Schedule).

6.2.6 Willful violation. The District determines that (a) the Architect is willfully violating any conditions or covenants of this Agreement or the Contract Documents, or (b) the Architect is executing Services in bad faith or not in accordance with terms hereof.

6.2.7 Failure to Cooperate with DSA. Failure to comply with DSA requirements or to submit documents at any pre-scheduled times in accordance with the MOU Process will constitute an automatic default.

6.2.8 Unapproved Assignment. The Architect attempts to assign this Agreement or any Services hereunder without prior written approval from the District.

6.2.9 Disregard of District Authority or Direction. The Architect disregards the authority of the District or fails or refuses to perform any reasonable act or service requested by the District hereunder.

6.2.10 Violation of Applicable Law. The Architect violates any applicable law, statute or governmental regulation in connection with any Services or this Agreement.

6.2.11 Failure to Maintain Errors and Omissions Insurance. The Architect fails to maintain the insurance required pursuant to Section 11.2.2.3 herein.

6.3 DISTRICT REMEDIES

6.3.1 General Remedies. If an Architect Default occurs under this Agreement, the District may exercise any right or remedy it has under this Agreement, or otherwise available at law or equity, and all of the District's rights and remedies shall be cumulative.

6.3.2 Withholding Payment. If an Architect Default occurs, the District's obligation to disburse further funds to the Architect pursuant to this Agreement may be terminated or suspended by the District, in its sole discretion. In connection with any Architect Default, the District may withhold all or a portion of any payments then or thereafter due to the Architect until the Architect cures any and all defaults to the satisfaction of the District.

6.3.3 Stop Work. Upon the occurrence of an Architect Default, the District may, at its sole and absolute discretion, order the Architect in writing to stop work on the Services, or any portion thereof, until the Architect Default has been cured. The Architect shall make best efforts to avoid delays and shall be solely responsible for any additional costs to the Project in connection with such "stop work" order.

6.3.4 Errors & Omissions; Additional Costs. In addition to any other remedy available to the District under this Agreement or under the laws of the State of California, the District may require the Architect to pay all costs incurred by the District to correct any defect and/or deficiency in the design work of the Architect and/or the Architect Consultants, including but not limited to re-design costs, additional services costs for other consultants, costs incurred by the District under any contract or to make alternative

arrangements due to delays, litigation costs, and any cost related to the necessary removal of and/or replacement of work or materials. The Architect shall provide any Services requested by the District to correct any such negligent errors or omissions but shall not receive any fee for any work or Services performed in correcting said errors or omissions regardless of whether such errors or omissions result in damages to the District or delays to the Project. This remedy applies but is not limited to (i) providing a design that fails to serve its purpose when constructed in accordance with industry standard for the particular Project, or (ii) delays due to Architect's failure to comply with the plan check review process in accordance with the District's MOU with DSA.

6.3.5 Self Help. Upon the occurrence of an Architect Default, the District may, at its sole and absolute discretion, without prejudice to other remedies, correct any negligent deficiencies resulting from the Architect Default. In such case, the District may deduct costs relating to correcting such deficiencies, including, without limitation, compensation for additional services and expenses of a supplemental or replacement architect, design or engineering consultants and other consultants made necessary by such defaults, including services of legal counsel, from payments then or thereafter due to the Architect and may adjust the Basic Fee and any fees for Additional Services accordingly. If the payments then or thereafter due to the Architect are not sufficient to cover the amount of the deduction, the Architect shall pay the difference to the District.

6.3.6 Payment to Consultant. If the Architect Default is due to the Architect's failure to pay, when due, invoices of an Architect Consultant providing Services in connection with this Agreement, the District shall have the right, but no obligation, to pay the amount invoiced directly to that Architect Consultant from any amounts then due the Architect, provided that the District has accepted the Services to which the invoices refer. The District shall have no further liability to the Architect in connection therewith.

6.4 TERMINATION BY ARCHITECT. The Architect may terminate this Agreement only upon the occurrence of one of the following conditions:

6.4.1 Failure to Pay Undisputed Amounts. The Architect may terminate upon thirty (30) days' notice if the District fails to make any undisputed payment to the Architect when due and such failure remains uncured for forty-five (45) calendar days after written notice to the District.

6.4.2 Long Term Suspension of Project. If the Project on which the Architect is providing Services are suspended or abandoned by the District for more than one hundred twenty (120) consecutive calendar days, the Architect may terminate this Agreement upon ninety (90) calendar days' notice to the District, provided the District does not reactivate the Project within such ninety (90) calendar day period.

6.5 SOLE REMEDY UPON TERMINATION BY ARCHITECT

6.5.1 Payment for Services. In the event of a termination of this Agreement by the Architect in accordance with Section 6.4, the District shall pay the Architect an amount for its Services, Additional Services and Reimbursable Expenses calculated in accordance with Paragraph 6.1.2 of this Agreement. Such payment shall be the Architect's sole and exclusive compensation and the District shall have no further liability or obligation to the Architect for any other compensation or damages, including, without limitation, anticipated profit, prospective losses, business devastation, legal fees or costs associated with legal representation or consequential damages of any kind.

DUTIES AND LIABILITIES OF DISTRICT

7.1 DUTIES

7.1.1 District's Representative: The District's Representative represents the District in all matters pertaining to the Services. The District's Representative shall cooperate with the Architect in all matters relative to this Agreement in order to permit the performance of the work without undue delay.

7.1.2 Statement of Building Program. The District shall provide full information as to the requirements for and the education program to be conducted in the Project, including budget limitations and scheduling. The Architect shall have the right to rely upon such information unless the Architect knows or should know that the information is inaccurate or incomplete.

7.1.3 Surveys and Tests. The following resources, surveys, and reports shall be made available to the Architect, as required, at the District's expense. The Architect shall be entitled to rely upon such resources, surveys and reports, unless the Architect knows or should know that the information contained therein is inaccurate or incomplete. The Architect must inform the District in writing if any information therein appears to be incorrect or incomplete based upon the Architect's experience, site visits, or knowledge of the Project and the sites. Architect shall provide to District written scope details and scope of work to be used in securing Survey and Tests quotes as necessary.

7.1.3.1 Site Survey. The District shall furnish a legal description and a land survey of the site, giving as known grades and lines of streets, alleys, pavements and adjoining property, rights-of-way, restrictions, easements, encroachments, zoning, deed restrictions, boundaries and contours of the Site.

7.1.3.2 Geologic Hazards Investigation Survey. The District shall have caused to be performed any geological hazards or investigation survey required by State authorities having jurisdiction and make copies available to the Architect for distribution as necessary.

7.1.3.3 Special testing and Inspection. The District shall furnish special testing and inspection services as required by law.

7.1.3.4 Checking and Permit Fees. The District shall pay or cause to be paid all fees required in connection with the Project to government agencies having jurisdiction. The Architect shall be responsible for securing, at District expense, all necessary Federal, State and local agency approvals and permits required for the Project.

7.1.3.5 Advertising. The District shall pay the cost of any advertisements for bids that may be required.

7.1.3.6 District Inspector. The District shall furnish and provide an Inspector of Record, or Inspectors of Record, as required during the entire course of construction of the Project. Each inspector shall be responsible to and under the direction of the Architect and shall also be responsible to and act in accordance with the policies of the District. The cost of employment of each such Inspector of Record will be borne by District and paid directly to the inspector.

7.1.3.7 Hazardous Material Consultant. Unless the District and the Architect agree that a hazardous materials consultant shall be a consultant of the Architect, the District shall furnish the services of a hazardous material consultant or other consultants only when such

services are requested in writing by the Architect and deemed necessary by the District or are requested by the District. These services shall include: asbestos and lead paint survey; abatement documentation; and specifications related to said matters which are to be incorporated into bid documents prepared by the Architect. If the hazardous materials consultant is furnished by the District and not a consultant of the Architect, the specifications shall include a note to the effect that they are included in the Architect's bid documents for the District's convenience and have not been prepared or reviewed by the Architect. The note shall also direct questions about the specifications to its preparer.

7.1.4 District Site Visits. At the discretion of the District, District staff may assist or accompany the Architect in making site visits and observing the work, including the visits described below. Requests for changes or substitutions shall be directed to the District Representative. Orders to the Contractor shall be issued through Architect after approval by the District Representative.

7.1.4.1 Pre-Final Walk-Through. District staff, or any person assigned by the District, may participate in the pre-final walk-through of the Project or any portion thereof and may assist in the preparation of the list of deficiencies required by the Construction Phase portion of the Services, as set forth on **Exhibit B** hereto.

7.1.4.2 Final Site Visit. At the discretion of the District, when notified by the Architect that the construction "punch list" items have been corrected, District staff may accompany the Architect and the Contractor on the final Site visits.

7.1.5 Notice of Defects. If the District observes or otherwise becomes aware of any fault or defect in the Project, or nonconformance with the Construction Documents, the District shall verbally or in writing advise the Architect. However, the District's failure to give such notice shall not eliminate the obligations of the Architect regarding the administration of the construction of the Project or other obligations under the Construction Documents; nor require the District to make site visits.

7.1.6 Notice of Completion. When all items are completed to the satisfaction of the District and the Architect, and upon written recommendation of the Architect, District staff shall recommend that the District's Board of Education adopt a Notice of Completion.

7.2 LIMITATION ON LIABILITY OF DISTRICT

7.2.1 Other than as specifically provided elsewhere in this Agreement, the District's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event shall the District be liable, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement for the services performed in connection with this Agreement.

7.2.2 The District shall not be responsible for any damage to persons or property as a result of the use, misuse or failure of any equipment used by the Architect, its employees, agents, consultants, invitees or guests even if such equipment has been furnished or loaned to the Architect by the District.

SECTION 8 PROJECT CONSTRUCTION COST ESTIMATES

8.1 CONSTRUCTION BUDGET. The Construction Budget may be revised at the conclusion of design or other earlier Phase of the Project at the discretion of the District based on input from the Architect.

8.2 ESTIMATED PROJECT CONSTRUCTION COST. The Estimated Project Construction Cost shall be prepared and updated by the Architect as required in **Exhibit B** during each Phase of the Services and shall be subject to District approval. The Estimated Project Construction Cost during each Phase shall under no circumstances exceed the Construction Budget, including a reasonable allowance built in for estimating design contingency. The Architect shall, at no additional cost to the District, incorporate any and all revisions needed to the preliminary studies, schematic drawings, site utilization plans and Construction Documents if at any time the Architect becomes aware that the Estimated Project Construction Cost, as recalculated, will exceed the Construction Budget; provided that this limitation shall not apply to unanticipated cost increases beyond the reasonable control of the Architect.

SECTION 9

PROJECT SCHEDULE

9.1 SCHEDULE

9.1.1 Time for Completion. Time is of the essence and failure of the Architect to perform services on time shall constitute a material breach of this Agreement. It shall not be a material breach if a delay is beyond the Architect's or Architect Consultant's control as set forth in Section 9.1.4 below. The milestones set forth on the project schedule are binding, unless extended in writing by the District Representative.

9.1.2 Delays. Except as otherwise provided in Section 5.2, the Architect shall not be entitled to any compensation additional to the Basic Fee, damages or any losses incurred in connection with delays due to errors, omissions, intentional or negligent acts of the Architect or the Architect Consultant in the performance of the work (including their respective employees or those in a direct contractual relationship with either).

9.1.3 Notice of Delay. The Architect shall immediately notify the District of any delay in: (i) the preparation and/or production of any of the Architect's documents hereunder, (ii) the performance of Services, or (iii) connection with any matter attended to by the Architect or with which the Architect is familiar (whether or not as the result of an act or omission of another).

The Architect shall consult and advise the District in connection with any such delay and its effect on the Project Schedule and shall take such action on the District's behalf as the District may request in accordance with the terms and conditions of this Agreement.

9.1.4 Force Majeure. Neither party will be liable to the other for unanticipated delays or failures in performance resulting from causes beyond the reasonable control of that party, including, but not limited to, acts of God, labor disputes or disturbances, material shortages or rationing, riots, acts of war, governmental regulations, communications or utility failures, or casualties; provided that the delayed party: (i) gives the other party prompt written notice of such cause and (ii) uses its reasonable efforts to correct such failure or delay in its performance. The delayed party's time for performance or cure under this Section will be extended for a period equal to the duration of the cause or sixty (60) days, whichever is less.

SECTION 10
DOCUMENTS OWNERSHIP, LICENSE, COPYRIGHT AND USE

10.1 OWNERSHIP. Pursuant to California Education Code Section 17316 and the requirements of the District, all plans, specifications, original or reproducible transparencies of any drawings and master plans, preliminary sketches, architectural presentation drawings, structural computations, estimates and any other documents prepared pursuant to this Agreement, including, but not limited to, any other works of authorship fixed in any tangible medium of expression such as writings, physical drawings and data magnetically or otherwise recorded in electronic form (hereinafter referred to as the "Project Documents") shall be and remain the property of the District. Although the official copyright in all Project Documents shall remain with the Architect or Architect Consultant, as applicable, the Project Documents shall be the property of the District whether or not the work for which they were made is executed or completed. Within thirty (30) calendar days following completion of the Project, or the earlier termination of this Agreement for any reason, the Architect shall provide to the District copies of all Project Documents then existing. In addition, the Architect shall retain copies of all Project Documents on file for a minimum of ten (10) years following completion of the Project, or the early termination of this Agreement for any reason, and shall make copies available to the District upon the payment of reasonable duplication costs. Before destroying the Project Documents following this retention period, the Architect shall make a reasonable effort to notify the District and provide the District with the opportunity to obtain the documents slotted for destruction.

10.2 REUSE BY DISTRICT. All plans for the Project, including, but not limited to, record drawings, specifications, and estimates prepared pursuant thereto, shall be and remain the property of the District for the purposes of repairs, maintenance, renovations, modernization, or other purposes, only as they relate to an Assigned Project. Notwithstanding the foregoing, the District may use the plans, record drawings, specifications, or estimates related to an Assigned Project for the purposes of additions, alignments, or other development on the site. The District reserves the right to reuse certain elements, features, details or other project standards in order to incorporate them into other projects within the District.

10.2.1 The plans, designs, copyrights, drawings, studies, specifications, and estimates prepared by the Architect or its Consultants are instruments of service of the Architect. The Architect shall be deemed to be the author of these documents and the Architect shall retain all common law, statutory and other reserved rights, including the copyright thereto. Notwithstanding the foregoing, the documents including, but not limited to, plans, drawings, specifications, record drawings, models, mock-ups, renderings and other documents (including all computer file and/or AutoCAD files) prepared by the Architect or the Architect's Consultants for this Project, shall be and remain the property of the District pursuant to Education Code Section 17316 for the purposes of repair, maintenance, renovation, modernization or other purposes as they related to the Project. The District, however, shall not be precluded from using the Architect's or Architect Consultant's documents enumerated above for the purposes of additions, alignments or other development on the Project site.

10.2.2 Notwithstanding Section 1 above, if the District proposes to reuse the plans prepared by Architect within the District but other than on the Project site, the terms and conditions for the reuse shall be set forth in an Amendment to this Agreement, or other subsequent writing executed by the District and the Architect. However, under any circumstances, in the event of any reuse or modification of the Architect's drawings, specifications or other documents by any other person, firm or legal entity, the Architect shall be given design credit and the names and seals of the Architect and the Architect's consultants, if any, shall first be removed from the Architect's drawings, specifications or other documents.

If the District reuses the plans prepared by the Architect or Architect Consultant and retains another certified architect or structural engineer for the preparation of those plans for the reuse, the District shall indemnify and hold harmless the Architect and Architect Consultant, and their respective

agents, and employees, from and against any claims, damages, losses, and expenses, including attorney's fees, arising out of or resulting from, in whole or in part, the reuse.

10.2.3 This Agreement creates a non-exclusive and perpetual license for District to copy, use, modify, reuse, or sublicense any and all copyrights, designs, and other intellectual property embodied in plans, specifications, studies, drawings, estimates, and other documents, or any other works of authorship fixed in any tangible medium of expression, including, but not limited to, physical drawings, data magnetically or otherwise recorded on computer disks, or other writings prepared or caused to be prepared by the Architect pursuant to this Agreement. The Architect shall require any and all subcontractors and consultants to agree in writing that the District is granted a non-exclusive and perpetual license for the work of such subcontractors or consultants performed pursuant to this Agreement.

10.3 **COPYRIGHT.** The Architect represents and warrants that the Architect has the legal right to license any and all copyrights, designs and other intellectual property embodied in the Construction Documents that Architect prepares or causes to be prepared pursuant to this Agreement. The Architect shall indemnify and hold the District harmless pursuant to the indemnification provisions of this Agreement for any breach of this representation and warranty.

10.4 **TECHNOLOGY USED.** The Architect shall perform the Services and prepare all documents under this Agreement with the assistance of Building Information Modeling (BIM) and Computer Aided Design (CAD) (e.g., AutoCAD) or other technology acceptable to the Architect and the District. As to any drawings that the Architect provides in a CAD file format, the District acknowledges that anomalies and errors may be introduced into data when it is transferred or used in a computer environment, and that the District should rely on the hard or PDF, unalterable, copies of all documents.

10.5 **DELIVERABLES UPON TERMINATION.** Following the termination of any Services, for any reason, or abandonment of all or a portion of the Project, the District may utilize the Construction Documents as it sees fit, subject to the provisions of Section 10.2 above. The Architect shall deliver to the District, in a form and version acceptable to the District, two (2) reproducible hard-copies, two (2) PDF electronic copies, and two (2) Auto CAD electronic copies of each set of Construction Documents, complete or incomplete, prepared in connection with the Project by the Architect and the Architect Consultants, if any.

10.6 **NO REPRODUCTION OR USE BY ARCHITECT OR THIRD PARTIES.** After completion of the Project, or earlier termination of the Services, the Architect shall not use the Construction Documents for any purpose without District's prior written consent. In addition, the Architect shall not permit reproductions to be made of any Construction Documents without the approval of the District and shall refer all requests by other persons to the District.

SECTION 11

INDEMNIFICATION AND INSURANCE

11.1 INDEMNIFICATION.

11.1.1 INDEMNITY AND LITIGATION COSTS. To the fullest extent permitted by law and in conformity with California Civil Code Section 2782.8, Architect shall indemnify, defend and hold the District, the District's Governing Board, each member of the Governing Board, and the District's officers and employees, agents and authorized volunteers (the "Indemnitees") entirely harmless from any and all loss, liability, fines, penalties, forfeitures, costs and damages (whether in contract, tort or strict liability, including but not limited to personal injury, death at any time and property damage), and from any and all claims, demands and actions in law or equity (including reasonable attorney's fees and litigation expenses) that arise

out of, pertain to or related to the negligence, recklessness or willful misconduct of Architect, its principals, officers, employees, agents or volunteers, in connection with the Services.

11.1.2 Survival of Indemnities. The provisions of this Section shall survive the termination of this Agreement.

11.2 INSURANCE. Without in any way affecting the indemnity provided in or by Section 11.1, before commencement of any Services, the Architect and each Architect Consultant shall procure and maintain at its own cost and expense for the duration of the Services, and longer as required by the District against claims for injuries to persons or damages to property which may arise from or in connection with the Services, the types and amounts of insurance set forth herein.

11.2.1 Minimum Limits of Insurance. The Architect and each Architect Consultant shall procure and maintain the types and amounts of coverage as follows:

11.2.1.1 Commercial General Liability Insurance with a limit of not less than \$1,000,000 each occurrence for bodily injury, personal injury and property damage/\$2,000,000 annual aggregate.

11.2.1.2 Automobile Liability Insurance (Insurance Services Office Form Number CA 0001 covering Automobile Liability, Code 1 (any auto)). Minimum of \$1,000,000 limit each accident.

11.2.1.3 Professional Liability (Errors and Omissions) Insurance with a limit not less than \$1,000,000 per claim and \$3,000,000.00 in the annual aggregate.

11.2.1.4 Workers' Compensation Insurance as required by the State of California (Division IV of the California Labor Code, and any amendatory acts or provisions thereto).

11.2.1.5 Employer's Liability Insurance in an amount not less than \$1,000,000 per accident for bodily injury or disease.

11.2.2 Minimum Scope of Insurance.

11.2.2.1 Commercial General Liability insurance shall be written on Insurance Services Office form CG 0001 (or a substitute form providing coverage as least as broad and acceptable to the District) and shall cover liability arising from bodily injury and property damage (broad form property damage), premises, operations, independent contractors, products-completed operations, personal injury and advertising injury liability (including the tort liability of another assumed in a business contract), contractual liability with respect to this Agreement, explosion, collapse and underground hazards.

11.2.2.2 Automobile Insurance shall cover liability arising out of any automobiles. Coverage shall be written on Insurance Services Office form CA 0001, or a substitute form providing coverage at least as broad and acceptable to District. The policy may require deductibles acceptable to the Director of Risk Management of the District, but not self-insured retention without written approval from District.

11.2.2.3 If the Professional Liability Insurance policy is written on a claims made basis, it shall be maintained continuously for a period of no less than three (3) years after Final Completion of the Project to which it applies. The "retro date" must be shown and must be before the date of this Agreement.

11.2.3 Valuable Document Insurance: The Architect shall carry adequate insurance on all drawings and specifications as may be required to protect District in the amount of its full equity in those drawings and specifications, and shall file with District a certificate of that insurance. The cost of that insurance shall be paid by Architect.

11.2.4 Content and Endorsements: Each policy must contain, or be endorsed to contain, the following provisions:

11.2.4.1The Commercial General Liability policy shall name District, its Board of Education and each member thereof, its officers, employees, agents, and designated volunteers as named additional insureds (“Additional Insureds”). The coverage shall contain no special limitations on the scope of protection afforded to the Additional Insureds. Coverage shall be primary and not contributory with respect to the Additional Insureds. Any insurance or self-insurance maintained by the Additional Insureds shall be in excess of the Architect’s insurance and shall not contribute with it.

11.2.4.2On each policy of insurance, the insurer shall agree to waive all rights of subrogation against District, its Board of Education and each member thereof, its officers, employees, agents, and volunteers.

11.2.4.3Each insurance policy required by this Agreement shall be endorsed to state that coverage shall not be suspended, voided, reduced or canceled except after thirty (30) days prior written notice has been given to the District by the carrier. In the case of cancellation for non-payment, ten (10) days’ notice is acceptable. Qualified statements such as carrier “will endeavor” or that “failure to mail such notice shall impose no obligation and liability upon the company” shall not be acceptable.

11.2.4.4The insurance shall apply separately to each insured against whom claim is made or suit is brought, except with respect to the limits of the insurer’s liability.

11.2.5 General Insurance Matters: All insurance coverage required under this Agreement shall:

11.2.5.1Be issued by insurance companies admitted to do business in the State of California, with a financial rating of at least an A:VII as rated in the most recent edition of Best’s Insurance Reports. Architect shall notify District in writing if any of its insurer(s) have an A.M. Best rating of less than A:VII. At the option of District, either 1) District can accept the lower rating; or 2) the Architect or Architect Consultant(s) shall be required to procure insurance from another insurer.

11.2.5.2Except for professional liability policies, all insurance required by this Section shall contain standard separation of insureds provisions. In addition, such insurance shall not contain any special limitations on the scope of protection afforded to the District, its directors, officials, officers, employees and agents.

11.2.5.3The Architect or Architect Consultant, as applicable, shall promptly notify the District of any materials change in the coverage, scope, or amount of any policy.

11.2.5.4Except for professional liability policies for which primary coverage is not available, all such insurance shall be primary insurance. Any insurance of the District shall be excess coverage for benefit of the District only and non-contributory.

11.2.5.5 At all times while this Agreement remains in effect, the Architect and the Architect Consultant(s) shall maintain on file with the District valid and up to date certificates of insurance showing that the required insurance coverage is in effect in not less than the required amounts. If not contained on the face of the policy, endorsements signed by a person authorized by the insurer to bind coverage on its behalf, shall be separately provided. Each policy endorsement, copy, or a certificate of the policy executed by the insurance company, and evidence of payment of premiums for each policy shall be deposited with the District within twenty-one (21) days of execution of this Agreement and prior to the commencement of services, and on renewal of the policy, not less than twenty (20) days before the expiration of the term of the policy.

11.2.5.6 If the Architect fails to provide or maintain the required insurance, the District may, at its sole and absolute discretion, obtain such insurance at the Architect's expense and deduct the premium from any fees or reimbursable expenses subsequently invoiced by the Architect.

11.2.5.7 Any deductibles or self-insured retentions in excess of \$100,000 must be declared to the District and must be reduced to a level deemed acceptable by the District in writing. The Architect agrees that, at the option of the District, it will either: (A) arrange for the insurer shall reduce or eliminate such deductibles or self-insured retentions with respect to the District, its directors, officials, officers, employees and agents; or (B) procure a bond guaranteeing payment of losses and related investigation costs, claims and administrative and defense expenses.

SECTION 12

DISPUTE RESOLUTION

12.1 **RESOLUTION OF CLAIMS.** Claims shall be resolved by the parties in accordance with the provisions of this Section 12. All Claims shall be subject to the "**Claims Resolution Process**" set forth in this Section 12, which shall be the exclusive recourse of the Architect and the District for determination and resolution of Claims.

For purpose of this Section 12, a "**Claim**" shall mean, a written demand or assertion by the District or the Architect seeking, as a matter of right, an interpretation of contract, disputed payment of money, recovery of damages or other relief. A Claim does not include the following: (i) penalties or forfeitures prescribed by statute or regulation imposed by a governmental agency; (ii) tort claims for personal injury or death; (iii) false claims liability under California Government Code Section 12650, et seq.; (iv) physical defects in the Construction first discovered by the District after final payment by the District to a Contractor; (v) stop notices; or (vi) the right of the District to specific performance or injunctive relief to compel performance.

12.2 **RESOLUTION OF OTHER DISPUTES.** Disputes between the District and the Architect that do not constitute Claims shall be resolved by way of an action filed in the Superior Court of the State of California, County of Sacramento, and shall not be subject to the Claims Resolution Process.

12.3 **SUBMISSION OF A CLAIM**

12.3.1 **By the Architect.** The Architect's right to commence the Claims Resolution Process shall arise upon the District's written response denying all or part of a Claim. The Architect shall submit a written statement of dispute to the District within fourteen (14) calendar days after the District rejects all or a portion of the Architect's Claim. Failure by the Architect to timely submit its statement of dispute shall result in the decision by the District on the Claim becoming final and binding. The Architect's statement of dispute shall be signed by a Principal of the Architect and

shall state with specificity the events or circumstances giving rise to the Claim, the dates of their occurrence and the asserted effect, if any, on the compensation due or time of performance obligations of the Architect under this Agreement (the "Statement of Dispute"). Such Statement of Dispute shall include adequate supporting data to substantiate the disputed Claim. Adequate supporting data for a Claim relating to an adjustment of the Architect's obligations relative to time of performance shall include a detailed, event-by-event description of the impact of each delay on the Architect's time for performance. Adequate supporting data for a Statement of Dispute involving the Architect's compensation shall include a detailed cost breakdown and supporting cost data in such form and including such detailed information and other supporting data as required to demonstrate the grounds for, and precise amount of, the Claim.

12.3.2 By the District. The District's right to commence the Claims Resolution Process shall arise at any time following the District's actual discovery of the circumstances giving rise to the Claim. Nothing contained herein shall preclude the District from asserting Claims in response to a Claim asserted by the Architect. A Statement of Claim submitted by the District shall state the events or circumstances giving rise to the Claim, the dates of their occurrence and the damages or other relief claimed by the District as a result of such events. Notwithstanding the foregoing, the District shall not be able to commence or assert a claim beyond the applicable statute of limitations.

12.4 CLAIMS RESOLUTION PROCESS. The parties shall utilize each of the following steps in the Claims Resolution Process in the sequence they appear below. Each party shall participate fully and in good faith in each step in the Claims Resolution Process, which good faith effort shall be a condition precedent to the right of each party to proceed to the next step in the Claims Resolution Process.

12.4.1 Direct Negotiations. Designated representatives of the District and the Architect shall meet as soon as possible (but not later than forty-five (45) calendar days after the Statement of Dispute is given) in a good faith effort to negotiate a resolution to the Claim. Each party shall be represented in such negotiations by an authorized representative with full knowledge of the details of the Claim or defenses being asserted by such party, and with full authority to resolve such Claim then and there, subject only to the District's right and obligation to obtain Board of Education' approval of any agreed settlement or resolution. If the Claim involves the assertion of a right or claim by a Contractor or Architect Consultant against the Architect that is in turn being asserted by the Architect against the District, then such Contractor or Architect Consultant shall also have a representative attend such negotiations, with the same authority and knowledge as just described. Upon completion of the meeting, if the Claim is not resolved, the parties may either continue the negotiations or either party may declare negotiations ended. All discussions that occur during such negotiations and all documents prepared solely for the purpose of such negotiations shall be confidential and privileged pursuant to California Evidence Code Sections 1119 and 1152.

12.4.2 Deferral of Agreement Disputes. Following the completion of the negotiations required by the preceding paragraph, all unresolved Claims shall proceed to Mediation as set forth in the succeeding paragraph entitled "Mediation." The Parties hereto may mutually agree to postpone continuing the Claims Dispute Resolution until the earlier of: (i) the completion of the Scope of Services hereunder or, (ii) the termination of the services. In the event Claims are deferred, the Claims shall be consolidated within a reasonable period of time after completion of the Scope of Services herein and pursued to resolution through the Claims Dispute Resolution Process. Pending final resolution of any Claim, the Architect shall proceed diligently with the performance of its Scope of Services and the District shall continue to make payments for those services that are not part of the Claim set forth herein in accordance with the terms of this Agreement.

12.4.3 Mediation. If the Claim remains unresolved after direct negotiations pursuant to Paragraph 12.4.1, the parties agree to submit the Claim to non-binding mediation before a mutually acceptable third

party mediator prior to commencement of any lawsuit or court action.

12.4.3.1 Qualifications of Mediator. The parties shall endeavor to select a mediator who is a retired judge or an attorney with at least five (5) years of experience in public works construction contract law and in mediating public works construction disputes.

12.4.3.2 Submission to Mediation and Selection of Mediator. The party initiating mediation of a Claim shall provide written notice to the other party of its decision to mediate. In the event the parties are unable to agree upon a mediator within thirty (30) calendar days after such written notice is given, then the parties will have no further obligation to pursue mediation under Section 12.4.3.

12.4.3.3 Mediation Process. The location of the mediation shall be at the offices of the District, or otherwise mutually agreed. The costs of mediation shall be shared equally among all parties participating. All discussions that occur during the mediation and all document presentations prepared solely for the purpose of the mediation shall be confidential and privileged pursuant to California Evidence Code Sections 1119 and 1152.

12.4.4 Litigation. If the Claim remains unresolved by direct negotiations and mediation, either party may commence an action in the Superior Court of the County of Sacramento. The Architect hereby submits to the jurisdiction of said court.

12.5 NON-WAIVER OR RELEASE. Participation in the Claims Resolution Process shall not constitute a waiver, release or compromise of any defense of either party.

SECTION 13 **NOTICES**

13.1 NOTICES. All notices, demands, or requests to be given under this Agreement shall be given in writing and conclusively shall be deemed received when received in any of the following ways: (i) on the date delivered if delivered personally; (ii) on the date sent if sent by facsimile transmission and confirmation of transmission is received; and (iii) on the date it is accepted or rejected if sent by certified mail. All notices, demands or requests shall include the name of this Agreement and be addressed to the parties as follows:

TO DISTRICT:

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

TO ARCHITECT:

Deborah Lesnefska
ATI Architects + Engineers
3009 Douglas Blvd., Suite 290
Roseville, CA 95661

SECTION 14
REPRESENTATIONS OF THE ARCHITECT

14.1 REPRESENTATIONS OF THE ARCHITECT. By executing this Agreement, and hereafter each and every time this Agreement is amended, the Architect makes each of the following covenants and representations.

14.1.1 The Architect represents that it is professionally qualified to act as the Architect for the Project, is licensed to practice architecture in the State of California by all public entities having jurisdiction over the Architect and the Project.

14.1.2 The Architect covenants to maintain, at all times Services are performed hereunder, all necessary licenses, permits or other authorizations necessary to act as architect for the Project or projects until the Architect's duties in connection therewith have been fully satisfied.

14.1.3 The Architect represents that it has become familiar with the Project site and the local conditions under which the Project is to be designed, constructed, and operated.

14.1.4 The Architect represents and covenants that it shall prepare, or cause to be prepared, all documents and things required by this Agreement including, but not limited to, all Project plans and specifications in such a manner that they shall be constructible in accordance with the standards of the profession.

14.1.5 The Architect assumes full responsibility to the District for the improper acts and omissions of its employees and any consultants retained by the Architect in connection with the Project. The Architect covenants that each Project Director and all other Architect employees or sub-consultants now or in future assigned by the Architect to work on a Project shall have the level of skill, experience and qualifications required to perform the Services assigned to them, and shall also have all licenses, permits or approvals legally required to perform such Services.

14.1.6 The Architect covenants that it shall be responsible for all costs and damages, including those due to any delays, resulting from its failure to prepare adequate documentation or to implement any changes identified as necessary either in connection with the Constructability Review or other review.

14.2 COMPLIANCE WITH LAWS. The Architect covenants that it shall, at all times while providing Services, remain in full compliance with the provisions of all applicable laws, rules and regulations, including without limitation, the provisions of the Education Code regarding design and construction of school facilities, the provisions of the California Labor Code regarding employer's insurance, the provisions of the California Labor Code regarding payment prevailing wages, all non-discriminations laws (including federal and state laws), and any and all other laws rules and regulations applicable to this Agreement, the Architect, the District, the Project or the Services. The Architect shall at all times require the Architect Consultants to fully comply with all such applicable laws, rules and regulations. Without in any way limiting the generality of the foregoing the Architect shall ensure that it and each Architect Consultant comply with the following:

14.2.1 Cost Disclosure - Documents and Written Reports. The Architect shall be responsible for compliance with California Government Code section 7550 if the total cost of the contract is over five thousand dollars (\$5,000).

14.2.2 Disabled Veteran Business Enterprise Participation. Pursuant to Education Code section 17076.11, the District has a participation goal for disabled veteran business enterprises (DVBES) of at least three (3) percent, per year, of funds expended each year by the District on projects that use funds allocated by the State Allocation Board pursuant to the Leroy F. Greene School Facilities Act. Unless waived in writing by the District, the Architect shall provide proof of DVBE compliance, in accordance with any applicable policies of the District or the State Allocation Board, within thirty (30) days of its execution of this Agreement.

14.2.3 Fingerprinting & Other Operational Requirements of the District. Unless exempted, the Architect shall comply with the requirements of Education Code Section 45125.1 with respect to fingerprinting of employees who may have contact with the District's pupils. The Architect shall also ensure that its consultants on the Project also comply with the requirements of Section 45125.1. The Architect and each Architect Consultant must complete the District's certification form attached hereto as **Exhibit F** and incorporated herein by reference prior to any of the Architect's or Architect Consultant's employees coming into contact with any of the District's pupils. The Architect also agrees to comply, and ensure that all its employees and Architect Consultants comply with all other operational requirements of the District, as may be revised from time to time, including but not limited to any obligations relating to vaccination or testing for infectious diseases.

14.2.4 Name and Trademarks. The Architect shall not use any name, trademark or service mark of the District without first having received the District's written consent to such use.

14.2.5 Conflict of Interest. No member, official or employee of the District shall have any personal interest, direct or indirect, in this Agreement nor shall any such member, official or employee participate in any decision relating to the Agreement which affects his personal interests or the interests of any corporation, partnership or association in which he is directly or indirectly interested.

14.2.6 Safety. The Architect shall execute and maintain its work so as to avoid injury or damage to any person or property. In carrying out its Services, the Architect shall at all times be in compliance with all applicable local, state and federal laws, rules and regulations, and shall exercise all necessary precautions for the safety of its employees, consultant and subcontractors appropriate to the nature of the work and the conditions under which the work is to be performed.

14.2.7 Labor Certification. By its signature hereunder, the Architect certifies that it is aware of the provisions of Section 3700 of the California Labor Code 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 agrees to comply with such provisions before commencing the performance of the Services.

14.3 SUPPLEMENTAL CONDITIONS. Any supplemental conditions agreed to by the parties shall be attached as an exhibit to this Agreement and incorporated herein by reference.

SECTION 15
MISCELLANEOUS PROVISIONS

- 15.1 SUCCESSORS AND ASSIGNS.** In as much as this Agreement is intended to secure the specialized Services of the Architect, the Architect may not assign, transfer, delegate or sublet any interest therein without the prior written consent of the District and any such assignment, transfer, delegation or sublease without the District's prior written consent shall be considered null and void. Likewise, the District may not assign, transfer, delegate or sublet any interest therein without the prior written consent of the Architect and any such assignment, transfer, delegation or sublease without the Architect's prior written consent shall be considered null and void.
- 15.2 SEVERABILITY.** If any term, covenant, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remainder of the provisions hereof shall remain in full force and effect and shall in no way be affected, impaired or invalidated thereby.
- 15.3 ENTIRE AGREEMENT.** This Agreement including Exhibits hereto, contains the entire understanding of the Parties, and supersedes all other written or oral agreements. The Architect shall be entitled to no other benefits other than those specified herein. No changes, amendments or alternations shall be effective unless in writing and signed by both Parties. The Architect specifically acknowledges that in entering into this Agreement, the Architect relied solely upon the provisions contained in this Agreement and no others.
- 15.4 GOVERNING LAW AND VENUE.** This Agreement shall be construed in accordance with, and governed by the laws of the State of California, excluding its choice of law rules. Venue shall be exclusively in Sacramento County.
- 15.5 NON-WAIVER.** None of the provisions of this Agreement shall be considered waived by either party unless such waiver is specifically specified in writing. Neither the District's review, approval of, nor payment for, any of the services required under this Agreement shall be construed to operate as a waiver of any rights under this Agreement, and the Architect shall remain liable to the District in accordance with this Agreement for all damages to the District caused by the Architect's failure to perform any of the Services to the standard of care of the Architect for its services, which shall be, at a minimum, the standard of care of architects performing similar work for California school districts in or around the same geographic area of the District. This provision shall survive the termination of this Agreement.
- 15.6 INDEPENDENT CONTRACTOR.** The Architect is, for all purposes arising out of this Agreement, an independent contractor, and neither the Architect nor its employees shall be deemed an employee of the District for any purpose. It is expressly understood and agreed that the Architect shall in no event be entitled to any benefits to which District employees are entitled, including, but not limited to, overtime, retirement benefits, insurance, vacation, workers' compensation benefits, sick or injury leave or other benefits.
- 15.7 NO ASBESTOS CERTIFICATION.** No asbestos or asbestos-containing materials will be used or substituted in conjunction with the Project. Upon completion of all work under the Project, the Architect will certify to the District that to the best of the Architect's knowledge, no asbestos or asbestos-containing materials were used in the Project.
- 15.8 NON-DISCRIMINATION.** No discrimination shall be made by the Architect in the employment of persons to work under this Agreement because of race, national origin, sex, age, ancestry, religion, physical disability, marital status, sexual orientation, or political affiliation of such person. The Architect shall comply with all applicable regulations and laws governing nondiscrimination in employment, including without limitation the following laws:

(a) California Fair Employment and Housing Act (California Government Code Section 12900 et seq.) which prohibits discrimination in employment on account of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, marital status, or sex and prohibits harassment of an employee or applicant because of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, marital status, sex or age;

(b) Federal Civil Right Act of 1964 (42 U.S. Code Section 2000e, et seq.) which prohibits discrimination in employment on the basis of race, religious creed, color, national origin, or sex;

(c) Title I of the Americans with Disabilities Act of 1990 (42 U.S. Code Section 12101 et seq.) which prohibits discrimination against qualified individuals with a disability in hiring and employment practices;

(d) The Age Discrimination in Employment Act (29 U.S. Code Section 621, et seq., prohibiting age discrimination in employment against individuals who are least forty years of age;

(e) California Labor Code Section 1102.1 which prohibits discrimination in any aspect of employment or opportunity for employment based on actual or perceived sexual orientation.

15.9 NO THIRD PARTY BENEFICIARY. There are no intended third party beneficiaries of any right or obligation assumed by the Parties.

15.10 ASSISTANCE OF COUNSEL. Each party warrants that it has had the opportunity to consult counsel and understands the terms of this Agreement and the consequences of executing it. In addition, each party acknowledges that the drafting of this Agreement was the product of negotiation and that this Agreement shall not be construed against any party as the drafter of the Agreement.

15.11 AUTHORITY TO EXECUTE. The persons executing this Agreement on behalf of their respective Parties represent and warrant that they have the authority to do so under law and from their respective Parties.

15.12 HEADINGS. The headings in this Agreement are inserted only as a matter of convenience and reference and are not meant to define, limit or describe the scope or intent of the contract documents or in any way to affect the terms and provisions set forth herein.

15.13 EXECUTION IN COUNTERPARTS. This Agreement may be executed in any number of counterparts, each of which shall be an original, but all of which together shall constitute one instrument.

NOW, THEREFORE, the parties, through their authorized representatives, have executed this Agreement on the dates indicated under their respective signatures.

Architect

District

By: _____

By: _____

Title: Deborah Lesnefska,
Managing Principal
ATI Architects + Engineers

Title: Scott Loehr, Superintendent

Date: _____

Date: _____

By: _____

Title: Michael Goldsworthy
Senior Principal
ATI Architects + Engineers

Date: _____

EXHIBIT "A"

PROJECT DESCRIPTION & VISION DOCUMENTS



**REQUEST FOR PROPOSALS FOR
ARCHITECTURAL SERVICES**

**OAK HILL ELEMENTARY SCHOOL
KINDERGARTEN CLASSROOM CONSTRUCTION PROJECT**

Attachment A: Vision & Specifications

Attachment B: Cost Comparison Sheet

Responses due Tuesday, February 4, 2020, 3:00 pm

Prepared at the Direction of the Center Joint Unified School District by:

REQUEST FOR ARCHITECTURAL SERVICES

I. OVERVIEW AND RFP CONTACT

The Center Joint Unified School District (District) is seeking to improve its school facilities at Oak Hill Elementary School to better support its vision for the future and the success of its educational programs. The following provides descriptions of the planned scope of work for the Oak Hill Elementary School Kindergarten Classroom Construction Project and the format by which to receive and review proposals from interested firms for proposed improvements.

The Oak Hill Elementary School Kindergarten Classroom Construction project is funded through the State's Full Day Kindergarten Facilities Grant Program under Financial Hardship status. The project may not exceed the allocated funds provided by the State and must adhere to Financial Hardship requirements.

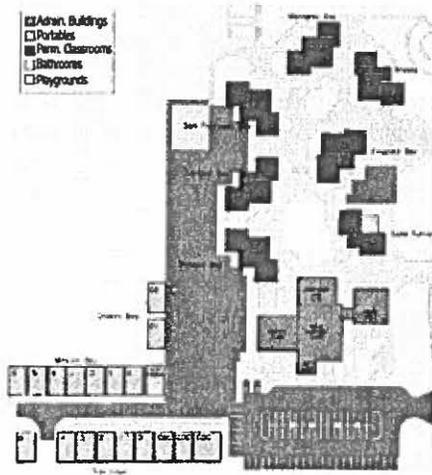
The District has selected Caldwell Flores Winters, Inc. to act as the District's program manager to direct the selection, design, approval and construction phases for the team of professionals required to implement the project. Selected firms shall work at CFW's direction in the presentation of work product to be approved by the District. For questions regarding this Request for Proposals, interested firms may contact Jordan Miles, Caldwell Flores Winters, Inc. at (323) 202-2550 or jmiles@cfwinc.com.

II. DETAILED DESCRIPTION: OAK HILL ELEMENTARY KINDERGARTEN CLASSROOM CONSTRUCTION PROJECT

PROJECT ORIENTATION

Oak Hill Elementary School is located at 3909 North Loop Boulevard. The school occupies an approximately 10.0-acre site and is bounded by North Loop Boulevard to the east, residential houses along Fawn Run Way to the north, and residential neighborhoods to the west and south. The school was initially constructed in 1994 and have not been modernized since, with the majority of portable facilities added in the late 1990s. Playfields are located in the northwestern portion of the site, and bus loading areas are located along the multipurpose room building and the administration building at the southern portion of the site. Based on the 2018-19 school year, Oak Hill has a total enrollment of 738 students and serves grades TK through sixth.

Figure 1: Oak Hill Elementary Existing Site Plan



The school consists of twenty (20) permanent and fifteen (15) portable classrooms. There are three (3) additional portables that are used for daycare. The permanent classroom facilities are in the eastern portion of the site and primarily consist of building clusters consisting of three (3) classrooms each. There are two rows of portable classrooms, identified as Mission Bay and Tule Lake, at the southwestern portion of the site housing grades 2-3 and resource spaces such as ELL and speech services. Two standalone portables housing grade 6 classes comprise Drakes Bay and are located next to a portable student restroom facility. The main administration building serves as the school's main entrance and houses the administrative offices, library, multipurpose room and kitchen.

PROJECT REQUIREMENTS

At Oak Hill Elementary, current design efforts underway generally include modernizing, upgrading or replacement of materials, equipment and systems to meet all code, Division of State Architect (DSA) and Americans with Disabilities Act (ADA) requirements. Pursuant to the Board adopted 2019 Facilities Assessment and Implementation Plan, additional proposed improvements include upgrades to all required existing permanent and portable classrooms to remain.

In May 2019, the District submitted a funding application to the Office of Public School Construction (OPSC) to the Full-Day Kindergarten Facilities Grant Program (FDKFGP). The District received apportionment through the FDKFGP for the construction of three (3) kindergarten classrooms at Oak Hill Elementary School at the October 23, 2019 State Allocation Board (SAB) meeting. The funding apportioned from the FDKFGP is under the Financial Hardship program.

The project will consist of the construction of three (3) new modular kindergarten classrooms that comply with Title 5 requirements for kindergarten programs. These classrooms will be located in the northeastern section of campus along North Loop Boulevard. **In order to comply with the FDKFGP, the Project will need to receive approval from both the Division of the State Architect (DSA) and the California Department of Education (CDE) by October 23, 2020, one year after receiving SAB apportionment. Additionally, all funds apportioned from the FDKFGP are required to be encumbered by June 30, 2021.**

The project has been envisioned to commence the 21st Century transformation of the Oak Hill Elementary School site. The work must also be coordinated with other improvements that may be undertaken at the time a notice to proceed is issued. Collectively, the above should be considered a summary of the proposed project ("Project").

The Project is to be awarded to a single architectural firm for the design, DSA submittal, and construction administration of a single integrated set of plans. The selected architectural firm will also be required to oversee the design, as a part of their agreement with the District, of the modular building manufacturer/vendor company to ensure that the complete project reflects approved program goals; this effort will occur throughout concept and design development, design approval, procurement and construction administration phases of this project.

Requested Services: Required professional architectural services shall include: evaluation, reporting, and assessment of existing conditions as associated with the Project planning, design, approval, bidding services, and construction administration of the modernization and upgrade of the required facilities and construction of new modular classrooms, and site improvements, including landscaping, hardscape, and playground facilities. The appearance of the completed Project should be integrated in theme and appearance with existing facilities at the site as determined by the District and subject to meeting the cost, schedule, and aesthetic appearance criteria set forth within the attached Vision and Specifications document (**Attachment A**).

New Kindergarten Classroom Facility: Construction of three (3) modular 21st Century kindergarten classrooms are proposed, which will be 1,350 square feet each including storage, prep areas and kinder restrooms, in the northeast corner of campus along North Loop Boulevard. In addition, site improvements, such as a kindergarten play structure and area, will be built into this area of campus.

Conformance with the District's standards for 21st Century Learning Environments: New constructed classrooms will require conformance with the District's standards for 21st Century Learning Environments to support flexible, collaborative and inquiry-based education. These standards include:

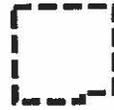
- Full-height, sliding markerboards will that cover an entire wall of each classroom. These boards can be written on from floor to ceiling and when slid to the side will reveal storage closets with the same capacity as existing cabinets and storage solutions currently in use. On all other walls, mineral fibercore tackable panels will be installed that maximize presentation space in the classroom and help modulate acoustic reverberation.
- Modern and flexible furnishings for 24 students for each kindergarten and grade 1 to 3 classroom, and 30 students for each grade 4 to 6 classroom. These furnishings will be in the form of modular tables and ergonomic chairs that can be easily reconfigured in the classroom as required. New teaching stations will be provided in each room, as will a multimedia presentation shuttle that the teacher can maneuver easily around the room. Furnishings will be indoor-air friendly (i.e., low-VOC) and easy to maintain.
- Three broadband-connected high-definition video displays will be installed in each classroom, attached to hydraulic wall mounts that allow easy adjustment of the displays' viewing angle and height. These displays will allow students to view content from any point in the room. Using media interface devices, students and teachers will be able to project content from a computer or mobile device to the mounted displays.
- Durable flooring that can be easily maintained and repaired will be supplied. For modernization projects, this may replace existing floor surfaces (carpet or tile). Modernization will also replace damaged ceiling tiles and apply new coats of low-VOC paint to doors and other surfaces to give each classroom a clean look.

Technology: A separate budget allowance has been set aside for certain technology equipment anticipated to be provided using either an "Owner Furnish, Contractor Install" (OFCI) or "Owner Furnish, Owner Install" (OFOI) model. This equipment may include new technology switches and wireless access points required in classrooms, offices, work rooms, and other locations as well as upgraded communication systems by way of an integrated public address and telephone system operating on voice-over-Internet-protocol (VOIP). As part of a District wide 1:1 mobile device

program, each classroom is supplied with mobile computing devices for each student. These devices will be used to retrieve educational content, conduct lessons, take tests, and collaborate on projects. Required equipment and technology anticipated and required for new classroom construction or modernization (e.g. clock system, classroom A/V equipment, low voltage wiring, etc.) is anticipated to be provided using a “Contractor Furnish, Contractor Install” approach and is hence therefore included within individual budgets for those projects.

Sitework: A budget allowance has been set aside for prescribed site work and identified compliance improvements to be determined during design efforts. DSA compliance issues will be to be evaluated and resolved, if applicable. Prescribed improvements include landscaping and hardscape required for the Project as approved by the District to tie improved and new facilities as a focal point for the school site, including a new play structure and area to replace the existing structure. The sitework budget also provides for the documentation and removal of all permanent and relocatable classrooms buildings from the site, including and subject to OPSC requirements for the qualification of existing and proposed facilities for State modernization grants, with grant funds to be applied to improvements elsewhere at the site.

Figure 2: Oak Hill Elementary Proposed Conceptual Site Plan (& Proposed Project Boundaries)



State Aid Funding: The selected firm recognizes and agrees to provide all required documentation and required signatures by State agencies, including the OPSC, CDE, DSA and DTSC for the Project’s approval for construction and participation in the State’s Full Day Kindergarten Facilities Grant Program. The selected firm is required to coordinate activities with the District’s State aid consultant. In certain instances, design strategies and efforts can help qualify for

additional funding resources. Proposals that reflect creative strategies to obtain increased State funding are encouraged.

METHOD OF CONSTRUCTION DELIVERY

A design-bid-build or lease-leaseback (LLB) method of delivery may be utilized for the Project as determined by the Board. A third party consultant or contractor may be brought in to participate in the Project early on to provide constructability reviews, cost estimates, and preliminary construction schedules to help create a design that is inspiring and functional and meets the District's budget and timeline. Design teams should be prepared to describe past experience with either delivery method, including suggestions for improving the process.

The District intends to use a "piggyback" method of delivery to acquire and install factory-built modular classroom components. The "piggyback" delivery method allows public entities to acquire personal property participating in an existing contract of another public entity and allows a school district to forgo the competitive bidding requirements of Public Contract Code. The selected architectural firm would be required to work in coordination with a modular construction services company. Design teams should be prepared to describe past experience with either delivery method, including suggestions for improving the process.

DESIGN CONSIDERATIONS AND PROJECT VISION

The design team should be familiar with the District's mission, goals, and education program. Furthermore, proposals should integrate design elements, including themes, color schemes, and functions that reflect the look and feel of the existing campus within the limitations of the Project budget and schedule.

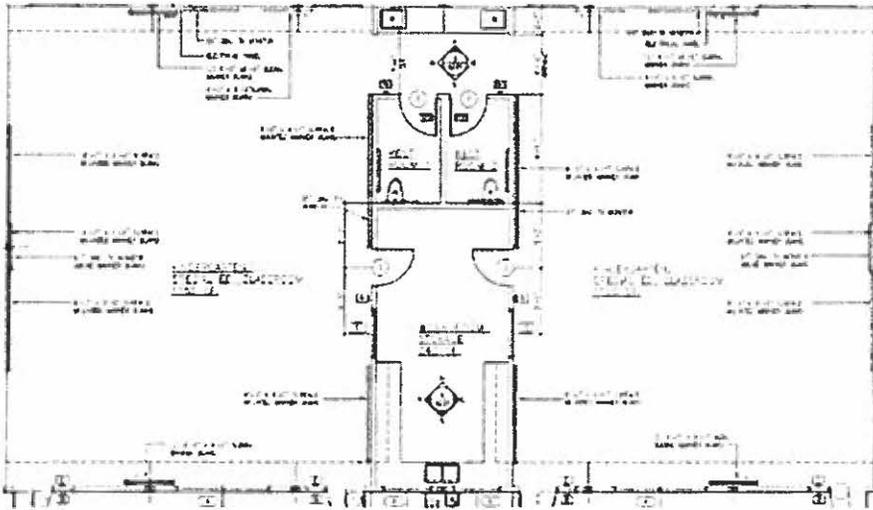
All teaching spaces must be built and furnished as 21st Century Learning Environments to support flexible, collaborative and inquiry-based education. Classrooms should be designed and built to standards that include, but are not limited to:

- Open, flexible, multi-functional learning spaces that support individualized and project based learning
- Enhanced furnishings and equipment that support differentiated instruction techniques
- Optimized learning environments with solutions that enhance innovative math, science, social studies, reading and writing learning spaces, and simulate office and workplace collaboration methods

Successful designs will convincingly convey how room design and layout will promote academic achievement, flexible use, resource efficiency, and integration of technology solutions. To this end, the District has formed a vision for the form and function of facilities that is intended to guide design. Attachment A describes the proposed classroom vision, including specifications and design details for each type of room in the new facility. Design teams are expected to understand and apply the attached vision to their work on the Project and provide evidence of this understanding within the submittal requirements posed at the end of this Request for Proposal.

Examples of common design features include open plan classrooms that maximize floor space, mobile storage furnishing in lieu of built-in casework, floor to ceiling track-mounted sliding panel markerboards, multiple wall-mounted HDTVs, and agile tables, desks, chairs, stools, lecterns, and other items that are comfortable to use, easy to reposition, and promote collaboration and flexibility. Design teams participating in this selection process henceforth acknowledge that the stated cost estimates for this project fully incorporate assumptions for an increased proportion of cost to be allocated for furniture, fixtures, and equipment (FF&E). Accordingly, design teams must design their project budgets similarly and be prepared to dedicate a portion of their work to the interior space planning required in this new era of architectural design.

Figure 3: Example of Conceptual Floor Plan for Kindergarten Classrooms



VI. PROPOSED BUDGET AND TIMELINE

The Project's proposed budget and timeline are described below. Any component, including the education specifications described in Attachment A, may not be modified without written direction from the District or its program manager.

SUMMARY OF PROPOSED BUDGET:

The construction budget for the Project is \$1,877,169, inclusive of general conditions and requirements, contractor fees and overhead. The soft costs include design fees, furniture and equipment, consulting services, testing and inspection services, agency approval fees, etc. The total "all in" (construction and soft costs combined) budget for the site is \$2,502,892 estimated in current dollars (including contingencies, and both hard and soft costs), including demolition and site work.

The Project is funded through the State's Full Day Kindergarten Facilities Grant Program under Financial Hardship status and may not exceed the allocated funds provided by the State and must adhere to Financial Hardship requirements.

Oak Hill Elementary School Kindergarten Classroom Construction Project	Net Total	Unit	"All-in" Budget
New Construction			
Demolition of necessary sitework			
Construction of three (3) kindergarten classrooms			
Classroom area	1,185	sq. ft.	
Storage area	100	sq. ft.	
Restrooms	65	sq. ft.	
	Specification Total	4,050	sq. ft.
Building Support			
Electrical, mechanical, custodial, storage, etc.			
Kindergarten play area	3,000	sq. ft.	
	Building Total	7,050	sq. ft.
Technology			
IT Infrastructure (allowance)			
	Total Hard Costs / GMP Value		\$ 1,877,169
Soft Costs			
21st Century Classroom and Support FF&E			
Professional Services (e.g. architect/engineering/other consulting fees)			
Agency fees, Inspection (IOR)			
Environmental, Legal			
Project Contingency			
Other (e.g. preliminary testing, energy analysis, misc)			
	Total Soft Costs		\$ 625,723
	"All-in" Budget		\$ 2,502,892

SUMMARY OF PROPOSED TIMELINE:

The proposed timeline for the project is as follows:

- **Anticipated Board meeting to approve Architect contract (subject to change):** February 19, 2020
- **DSA Submittal:** June 2020
- **DSA Approval:** October 2020
- **Bidding/Start Construction:** December 2020
- **End Construction:** August 2021

IV. METHOD OF SELECTION

SCHEDULE

The following is a proposed schedule for selection:

- Request for Proposals released to firms: **January 21, 2020**
- Participating teams notify CFW of their intent to provide a proposal: **January 27, 2020**
- Mandatory pre-proposal meeting and site tour: **January 27, 2020**
- Responses due: **February 4, 2020, by 3:00 pm PDT**
- Review of submittals, evaluations, and interviews completed by: **Week of February 10, 2020**
- Proposed Board approval date (subject to change): **February 19, 2020 or thereafter**

The District reserves the right to modify the above schedule at its sole discretion.

ASSIGNMENT PROCESS:

The District has established a panel of prequalified Firms and is utilizing this panel to seek a proposal for the Project. Each prequalified firm can elect or decline to participate in the assignment process for the Project. Any decision will not

affect future opportunities. Firms should carefully review the detailed information and submittal requirements contained within this package. Please do not visit the school site without coordinating with CFW.

Once the proposal deadline has passed, CFW will arrange interviews with all of the responding firms. Interview results will be considered along with the proposed design, estimated fees, estimated cost of construction, quality of staff, level of understanding of the project parameters, and creativity of the proposed approach to meet educational specifications.

SUBMITTAL FORMAT & REQUIREMENTS

Proposals should be formatted to effectively address the following issues in as much detail as necessary to fulfill each request. Each proposal should have a cover letter briefly discussing the proposed project, and the firm's unique qualifications to pursue the Project. Proposals must include a cost estimate for the identified improvements, using the provided cost comparison sheet (**Attachment B**), comparing the estimates to the District's project budget and specifications. In addition, the proposal should include, but not be limited to, the following:

1. Briefly summarize similar projects completed by your firm within the last five years that closely match the proposed project as referenced in the Project Description
2. Provide design concepts that meet the project requirements and indicate whether your design assumes the modernization of proposed buildings and/or modular structure to match existing facilities
3. Provide any recommendations that improve the functionality and effectiveness of the project, particularly with regard to delivering the proposed educational program
4. Discuss ways in which your proposed design strategies can help to meet or accelerate the proposed timelines of the Project
5. Discuss the firm's experience with the District's preferred delivery method
6. Discuss the role of the Firm's proposed assigned personnel, the strengths and experience they bring to the project, and their level of participation to be expected on the project; work load of available staff
7. Provide detail of the proposed design, submittal, approval and administration of the modular component of the Project and selection/interaction of the modular and general site contractor
8. Using the attached **Attachment B** cost comparison excel sheet, provide a line item cost estimate for the firm's proposed design concepts. Total costs should be provided as "all-in" project costs that integrate hard and soft costs. The estimate should include:
 - a) Your understanding of project details by component, unit, and unit cost in a table format;
 - b) Adequate notation specifying significant assumptions of the cost estimate;
 - c) A separate line item identifying the cost for FF&E;
 - d) Values in current dollars only—do not escalate your estimates; and
 - e) Written narrative, only if the firm believes it is necessary to communicate information in the tables, however, the priority shall be in delivering the data in tabular format exportable to Microsoft Excel by using the provided **Attachment B** cost comparison sheet

Limit response to no more than ten (10) double-sided 8 ½ x 11 pages, and twelve (12) 11 x 17 drawings to illustrate the conceptual proposals for the Project. Submit in PDF format via email Jordan Miles (jmiles@cfwinc.com) by no later than 3:00 pm PDT, Tuesday, February 4, 2020.

ATTACHMENT "A": VISION & SPECIFICATIONS FOR KINDERGARTEN CLASSROOMS

TABLE OF CONTENTS

OAK HILL ELEMENTARY: VISION & SPECIFICATIONS	1
<i>Summary</i>	1
KINDERGARTEN CLASSROOMS: VISION & SPECIFICATIONS	1
<i>Overview</i>	1
<i>Vision for Kindergarten Classrooms</i>	2
<i>Description of Required Elements</i>	3



OAK HILL ELEMENTARY: VISION & SPECIFICATIONS

SUMMARY

The Center Joint Unified School District has adopted the 2019 Facilities Assessment and Implementation Plan to transform the functionality of school facilities and improve academic achievement. As established by the District's plan, the construction of new kindergarten classrooms at Oak Hill Elementary represents a critical step in providing modern 21st Century schools throughout the District.

The following document provides the District's vision for kindergarten classrooms that provide 21st Century Learning Environments for students and staff. The vision and specifications for each type of room have been developed with the input of District staff as well as teachers, former school administrators and professional facilities consultants. The criteria specified are provided to supplement approved educational specifications and provide a framework for room design appropriate for 21st Century classroom instruction.

As such, a thorough understanding of the room's functionality is critical so that the form is adequately aligned. Much of the functionality in the new classrooms will be achieved through the use of innovative furniture, fixtures, and equipment (FF&E). As the "essence" of the project, these FF&E elements will enable instructors to transform their teaching pedagogy. Designs that recognize and incorporate these concepts will enable such a vision to be fully realized.

Each section is divided into two parts: a vision that describes the anticipated use of the space from the perspective of an individual observing the new facilities upon completion and a description that provides a detailed assessment of each design element required to achieve the stated vision.

When in doubt, the design team is encouraged to consult with CFW, the District's Program Manager and author of this document. Please realize that this document or content is proprietary to CFW and protected under the laws of California and the United States, and may not be reproduced or benefit beyond the intended use herein and is extended to the District for this sole purpose under its contractual obligation and cannot otherwise be used without the explicit written approval of Caldwell Flores Winters, Inc.

KINDERGARTEN CLASSROOMS: VISION & SPECIFICATIONS

OVERVIEW

Pursuant to the Board-approved Educational Specifications in the Facilities Assessment and Implementation Plan, kindergarten classrooms will each be 1,185 square feet, not including 100 square feet of work/storage space, and 65 square feet of restrooms, for a total area of 1,350 square feet each. The best design solutions include kindergarten classrooms being designed to share work/storage area and restroom area, wherever possible.



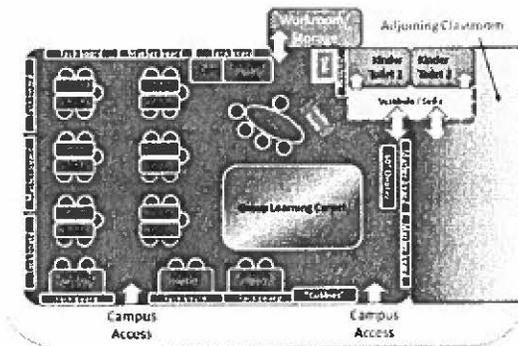
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Page
12

VISION FOR KINDERGARTEN CLASSROOMS

It is the beginning of the school day. When you enter the kindergarten classroom, you see the entire class of small children sitting on a carpet with the teacher leading a discussion. The teacher interacts with the children on topics including the day's events and what they will be learning, the date and weather, behavior expectations or redirection, review from yesterday learning or reading a short story. The teacher asks the class a number of questions and children share their answers with the whole group or with their "share partner". The children are encouraged to ask questions of the teacher and of their peers.

Following the whole class meeting, the children disperse to various "stations" in the classroom. From this point on, the classroom becomes very noisy with children talking, sharing and some working independently. The classroom is designed to foster creativity, investigation and inquiry. Typically, there are four different stations with the teacher working with a small group of children at a fifth station. These stations are at round or square tables with chairs, four or five children to a station. At these stations, the children are working with other children or independently on tasks. One station has a reading focus, another station a writing focus, a third station designing and building focus, and a fourth station a science or social studies focus. At two or three of these stations, the children have a 1:1 device.



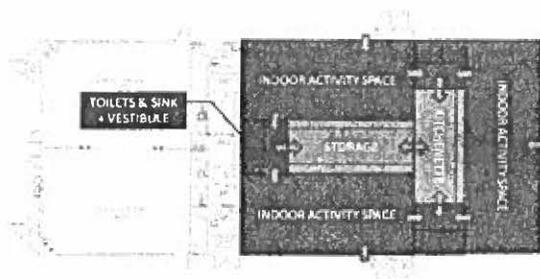
This particular day, the children are using their 1:1 device to take pictures of a drawing they and their peers did earlier in the week, then sequencing their pictures to tell a story, and finally writing the story using one of the apps on the handheld device. At another station, the handheld devices are used with headphones as the children participate in a phonemic awareness lesson. At the science station, the students are observing and interacting with the insect collections they have gathered in their plastic collecting jars as well as with pictures of the insects' habitats. At the design and building station, the students work together to create "things". They are creating and building their designs in a fairly large area on the floor. Today the students are using containers and material they collectively brought from home, i.e., dry cereal boxes and cylinders (oatmeal), tubes from paper towels, all of various sizes and shapes, and masking tape. The students are using tape and marking pens to make their creations. Later, they record their creations by taking a picture with their handheld device and use it to write a story on their handheld device at the writing station. At the reading station, the students are reading from little books that are at their appropriate reading level. At the station with the teacher, the students are working on specific reading skills they need to learn.

After the end of the reading and writing time, the teacher creates a whole new set of stations for math. It is the same set up as for reading, only using math concepts and manipulates at each of the stations. These new math instructional materials are brought into the room from the workroom and the reading materials are removed as necessary to make

room for the new instructional materials. The students use their handheld devices at some of the stations and math manipulates at other stations.

After reading and math, the teacher works with the students on science or social studies content. This begins with the children in a whole group on the carpet on the floor with the teacher teaching a specific concept to the students. The students then break into groups to work on material related to the specific curriculum content. The teacher uses such devices as document cameras, dissecting scopes, and displays related to the scientific concepts the students are learning.

There are three tables around the perimeter of the classroom. These are the same tables that were used for the reading and math stations. On these tables are scientific units of study. The items at the stations are labeled with the scientific words. Because the students are learning about insects, a picture of an insect with the various body parts labeled is on the wall above the table. There are various specimens of insects for the students to view. There are "bug collecting (plastic) jars" for the students to catch bugs and bring them into the classroom for observation. At another table there are various insect habitats to view, some are pictures and some real specimens, such as an ant colony that is able to be viewed through a clear plastic frame. These stations are designed for students to observe and to be "curious" about what they are seeing, to investigate and to learn more. On the wall are various students drawings related to the scientific units of study. The students will use the handheld devices to further investigate and answer their own questions or questions their classmates may have.



The walls are full of "rich print" material. There are multiple places for students work to be displayed. There are multiple white boards on which the teacher can explain concepts or project images from the document camera or using a handheld device. Student work can be displayed on these white boards using magnets.

In the classroom, there are two bookshelves to store science and math manipulates and art supplies needed for the learning centers. There are also "cubbies" for the students to store their backpacks and other treasures. There is a movable multiuse cart that can charge 1:1 devices. Books shelves that hold the little books for students to read are located near the reading center. A book holder for the big books the teacher reads to the whole class is located near the rug area that the children sit on during whole class groups. These books are also available to the students to read and look at when they have finished their work at their centers. There are painting easels that are taken outside during painting time. There is a sink that is needed for science and art projects and for washing hands prior to lunch.

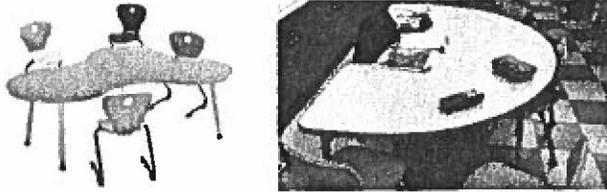
The teacher has a desk off to the side and at the back of the classroom. There is a 4-drawer filing cabinet and a laptop computer. The bathroom is accessible from the classroom so that the young children do not need to leave the classroom to use the restroom. The bathroom is divided into two parts: a toilet room and sink area, as described in the technical section of this document. If permitted by code, the sink is fully located within the classroom area and doubles as both a hand washing sink for the toilet rooms and a general purpose sink for classroom activities.

DESCRIPTION OF REQUIRED ELEMENTS

The new kindergarten classrooms must, upon completion, be furnished and equipped to realize the above vision. Classrooms must also conform to the educational specifications approved by the Board of Trustees.

FURNITURE & FIXTURES REQUIRED:

Tables and chairs: Tables will be 2 feet by 4 feet and arranged into a configuration of five “pods,” each providing five seats. Flexible and moveable desks that easily form into table groupings are another alternative for student tables. Seating is easily moveable and provided at a size appropriate for kindergarten-aged students. Tables and seating must accommodate 24 students per educational specifications.



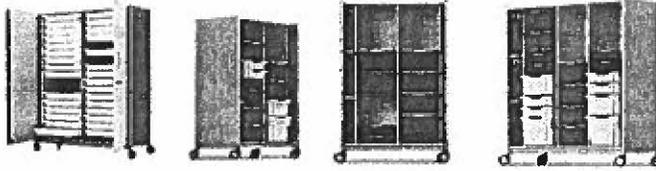
Examples of agile tables and seating that enhance collaboration and group work.

One kidney or puzzle-piece shaped table is provided, with additional student chairs. Also provided are three or four additional activity tables that use the same 2 feet by 4 feet dimension of student tables. An instructor desk and chair, file cabinet/storage on casters, and moveable book cart on casters are also required furnishings.

Tackboards: At the kindergarten level, there is a significant need for continuous wall spaces throughout the room that the instructor can use to pin student work, learning concepts, and other materials. Floor-to-ceiling tackboards should be used where possible to provide maximum utility to available wall space. A typical wall panel may be 8 feet in height by 4 feet in width and be interspersed with similarly sized markerboard or whiteboard panels that provide a writable surface. Kindergarten classrooms will need to have approximately 55 percent of the total lineal wall area covered with strategically placed tackboards.

Markerboards: Multiple writable surfaces are required on wall surfaces throughout the room, preferably at floor-ceiling height to allow students and teachers to use available wall surfaces for drawing, writing practice, or group activities. Maximum flexibility will be achieved if surfaces are available on each of the four walls of the room. Design solutions that provide the ability to slide boards upwards or to the side in order to reveal tack-board surfaces beneath are highly encouraged. Markerboards should also be magnetic, to allow instructors to attach student exemplars where needed for instruction. The remaining wall space not covered with tackable material, which will be approximately 45 percent of total linear wall area, will need to be covered with markerboards throughout the classroom. This includes the sliding markerboards used to cover exterior windows.

Storage units: Traditional classroom casework often monopolizes wall space and can fill the room with storage functions that are better supplied in an adjacent storage/workroom. A limited supply of casework is required within the classroom for storage of frequently used manipulates and supplies, with remaining casework and shelving required in the attached 200-square foot workroom for storage of occasional-use materials. Innovative storage solutions that utilize bins, pullout containers, or rolling carts for frequently utilized items may be considered a superior solution to traditional casework drawers and cabinets. Cabinetry underneath and around the classroom sink is appropriate. Typical “cubbies” should be provided for student storage of backpacks, lunch bags, and other materials.



Examples of mobile storage carts and cabinets for illustration purposes only; actual products selected for the project may vary.

Window coverings: Walls with windowed surfaces may be covered by markerboards that slide on a track to provide the option of obscuring the windows when additional writing surface is needed or darkening the room when natural light needs to be reduced.

Lighting fixtures: Lighting fixtures should provide a general condition of room illumination to allow sufficient legibility of materials, while minimizing glare on electronic screens. Options to provide energy efficient solutions may be considered.

Sinks: Water supply will be required on occasion as a component of art and science activities or cleanup. One sink is required in each classroom area and should be accessible at the height of kindergarten students.

EQUIPMENT REQUIRED:

High-Definition (HD) TV displays: Three HDTV displays measuring at least 60 inches diagonally are required to support the vision described herein. Display requirements include a minimum of three HDMI inputs, and either built-in Wi-Fi equipment or an attached accessory device that provides Wi-Fi accessible services. These specifications are consistent with industry practice for commoditized television displays. As a result, the selected display is more likely to resemble a low-cost consumer model available at many discount retailers than a specialized technology available through educational component distributors. The display should be mounted on a reliable adjustable arm positioned so that the bottom of the display is 5 feet above the floor. The mounting should also provide the option of extending the display out from the wall one to two feet and thus permitting the display to pivot to the left or right for an approximate turning angle of 45 to 90 degrees. Cabling should be obscured behind the mount and within the wall.

Audio/video box: A ceiling-mounted housing, preferably flush with the suspended ceiling tiles, shall provide space (e.g. equivalent to a 2U equipment rack) for a switching mechanism that allows the instructor to change the video or audio source sent to the display. Given this AV switch/matrix, the instructor is able to select various desired input sources from a handheld device or remote control. Inputs may be housed elsewhere in the room or within additional remaining space provided by the AV box. Inputs may include:

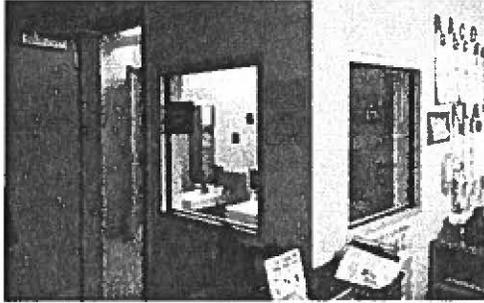
1. Laptop or tablet connected to the instructor's station (enabling the instructor to share a slideshow or demonstrate a mobile device app)
2. DVD player (e.g., enabling a single video to be duplicated on all screens simultaneously)
3. Digital camera and/or document camera
4. Other devices that generate video or audio content

In addition, four in-ceiling speakers will be required to be placed in each classroom to enhance classroom audio and project instruction from the teacher. This system should allow the teacher to project her voice to the class or enhance audio components of the curriculum.

SUPPORT SPACE REQUIRED:

Workroom and storage area: Educational specifications require 150 square feet of storage space and workspace is to be provided for every 1,100 square foot kindergarten classrooms. For three classrooms, a total storage area of 450 square feet is designed to be used by all of the classrooms. The storage room is accessible from each of the kindergarten rooms.-

The storage room would contain a long wall that provides cabinetry below a counter top as well as open shelving running the length of that wall above the counter top. As much open shelving as possible should be provided. Sufficient open floor space is needed to allow a cart to be rolled into the room, loaded with supplies by the instructor, and then rolled back out into the classroom for student instructional use. To the extent possible given this open space requirement, shelf space should be provided from floor to ceiling on up to two additional walls. The location of the door along the fourth wall should be along the center of its length so as not to conflict with shelving on adjacent walls.



Kindergarten toilet area, separated from the classroom and workroom areas.

Toilets: The bathroom should be divided into two areas. A door from the classroom leads into the first area, a vestibule that may also connect to an adjoining kindergarten classroom. The vestibule contains one sink per classroom to which it connects. The two walls of the vestibule that separate it from the classroom feature large windows that provide transparency between the classroom and sink space to improve teacher supervision and increase safety. Within the vestibule is a door leading to a toilet room containing a single age-appropriate toilet fixture. The doors do not reach the floor so that teachers are able supervise students by seeing the students' feet. The toilets are designed so that they are able to be two of the classrooms.

ATTACHMENT "B": COST COMPARISON SHEET

Attachment B - Cost Comparison Sheet

District Specification and Budget				Architect's Proposal				
Dak Hill Elementary School Kindergarten Classroom Construction Project	Net Total	Unit	Hard Cost Budget	Description (Same format as District Specification)	Net Total	Unit	Variance from District Spec.	Est. 2019 Total Cost as Proposed
New Construction								
Demolition of necessary sitework		sf						
Construction of three (3) kindergarten classrooms		sf						
Classroom area	3,555							
Storage area	300							
Restrooms	195	sf						
Electrical, Mechanical, Custodial, Storage, etc.								
Construction of kindergarten play area	3,000	sf						
Technology								
IT Infrastructure								
Subtotal:			\$ 1,877,169					
Assumptions: Kindergarten Classrooms will utilize Modular Construction. The Modular Construction will be purchased by the District using Previously Checked, "PC" modular plans. ** Hard costs are inclusive of all site work and demolition, General Conditions and requirements, Contractor's Bond, Risk and Insurance, Contractor's Fee and Overhead, and Construction Contingency.								
Total Project Soft Costs								
21st Century Classroom and Support FF&E								
Professional Services (e.g. architect/engineering/other consulting fees)								
Agency fees, Inspection (IOR)								
Environmental, Legal								
Project Contingency								
Other (e.g. preliminary testing, energy analysis, misc)								
				Total Soft Costs	\$ 625,723			
				Total "All-In"	\$ 2,502,892			



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EXHIBIT "B"
ARCHITECT'S BASIS OF DESIGN

EXHIBIT "C"

BASIC SERVICES AND DESCRIPTION OF SUBMITTALS

A. GENERAL REQUIREMENTS

In addition to any other requirements set forth in this Agreement, the Architect shall comply with all of the following requirements during, unless specified otherwise, all phases of the Basic Services ("Services"):

- (1) Determine which governmental agencies have jurisdiction over the Project or any portion thereof and document same in writing to the District; coordinate with and implement the requirements of such agencies, e.g., California Department of Education ("CDE"), Office of Public School Construction (OPSC), Division of the State Architect (DSA), State Fire Marshal, etc.
- (2) Review subsoil data, chemical, mechanical, and other data logs of borings, etc., furnished to Architect pursuant to this Agreement, and advise the District whether such data are sufficient for purposes of design or whether additional data are necessary.
- (3) Utilize District-provided title report for Project site to determine scope and extent of any easements or other site limitations.
- (4) Be responsible for the coordination of the design and the layout of the technology backbone system with the District's technology consultant. The coordination effort shall include location and routing of raceways, conduits, and outlets and required spaces to accommodate electrical, data and communication wiring.
- (5) Provide services required to obtain local agencies approval for off-site work, including review by governmental agencies having jurisdiction over the Project.
- (6) Develop a grading and drainage plan and a site plan from architectural information showing a final development of the site. This drawing will also include a horizontal and vertical control plan and a utility infrastructure plan. The services described in this Subparagraph shall be provided by a professional civil engineer who is to subcontract with the Architect.
- (7) Architect to document the location of existing utility lines, telephone, water and sewage, etc., within the limits of all on-site and off-site work. This information shall be provided by the District. Architect shall verify the capacity of all existing project utilities.
- (8) Chair, conduct, and take minutes of coordination meetings held as reasonably necessary during each design phase with its consultants. Invite the District and the District's consultants to participate in these meetings. Keep a separate log to document design/coordination comments generated in these meetings. The form of Comment

Tracking Document to be used by Architect should be coordinated with the District's Representative.

- (9) Maintain a log of all meetings, site visits, or discussions held in conjunction with the work of this Project (with documentation of major discussion points, observations, decisions, questions or comments) and furnish to the District for inclusion in the overall Project documentation.
- (10) Utilize the standardized filing system as currently utilized by Architect.
- (11) Provide interior design and other similar services required for or in connection with color coordination including furnishing, including the provision of a standard color board to assist in consultation with the District regarding such color coordination. Coordinate the placement of furniture, and equipment layout and consult with District to ensure proper placement of required furniture and equipment. The District shall procure furnishing and moveable equipment.
- (12) Prepare necessary documents for and oversee the processing of District's application for and obtaining of required approvals from the DSA, the CDE, the State Fire Marshal and all other agencies exercising jurisdiction over the Project. Prepare and submit any required applications, notices or certificates to public agencies as required by law. Provide copies of all such documents to the District.
- (13) Prepare all documentation performed pursuant to this Agreement with the assistance of Revit software utilized by Architect. Architect and District shall each sign a "hard" copy of reproducible documents that depict this information at the time provided to the District.

B. ESTIMATES AND COSTS GENERALLY

In addition to any other requirements set forth in this Agreement, the Architect shall comply with all of the following requirements during, unless specified otherwise, all phases of the Services:

- (1) The Architect shall review Construction Cost and Project Budget estimates at each phase of the Services. If such estimates are in excess of the Construction Budget and Project Budget, the Architect, in consultation with the District and without additional cost to the District, shall revise the type, quantity or quality of construction to come within the budgeted limits. The District, in its sole discretion, may, but in no event shall be required to, increase the Construction Budget for the Project.
- (2) The Architect shall at all times include in each estimate of Construction Cost a contingency for Change Orders, in such amount as agreed by the District.
- (3) The Architect shall at all times notify the District if adjustments to previous estimates of the Construction Cost will be necessary due to market fluctuations or approved changes in scope or requirements.

- (4) The Architect shall ensure that all plans, specifications, studies, drawings, estimates or other documents relating to the Project are constructible and otherwise comply with provisions of this Agreement, law and District standards and policies, regardless of any revisions necessary to keep construction costs within the Construction Budget.

C. PROJECT INITIATION PHASE

Within ten (10) days after receipt from the District of the notice to proceed with the Services, the Architect shall complete all of the following:

- (1) Meet with the District and its representatives to prepare a detailed task analysis and work plan for documentation in a computer generated project schedule. The District will produce the final scheduling format based on data furnished by Architect. This task analysis and work plan will identify specific tasks including, but not limited to: interviews, data collection, required District filing standards, analysis, report preparation, planning, Architectural programming, concepts and schematic design preparation and estimating that are part of the work of the Project. Also identified will be milestone activities or dates, specific task responsibilities, required times for completion and additional definition of deliverables.
- (2) Review the developed work plan with the District and its representatives to familiarize them with the proposed tasks and schedule and develop necessary modifications.
- (3) Participate in a general Project kick-off meeting that includes the Architect's Consultants, and District staff.
 - (i) The Project kick-off meeting will introduce key team members from the District and the Architect to each other defining roles and responsibilities relative to the Project.
 - (ii) Identify and review pertinent information and/or documentation necessary from the District for the completion of the Project.
 - (iii) Review and explain the overall Project goals, general approach, tasks, work plan and procedures, and deliverables of the Project.
 - (iv) Review and explain the task analysis and Project work plan for all parties present; determine any adjustments or fine-tuning that needs to be made to the work plan.
 - (v) Review documentation of the project kick-off meeting prepared by the District and/or its representatives and comment prior to distribution.

D. DEVELOPMENT OF ARCHITECTURAL PROGRAM

Upon receipt from the District of the notice to proceed with the Services, the Architect shall perform pre-design investigations to establish appropriate guidelines around which and within

which the Project is to be designed; identify design issues relating to functional need, directives and constraints imposed by applicable law and regulatory requirements; and complete design checklist as provided by the District; and take all other necessary actions in accordance with the following:

- (1) Coordinate with the District's Educational Specifications to identify critical issues affecting Project completion and certification; significant site considerations; applicable planning and zoning requirements; applicable code requirements; applicable fire and life safety requirements; sanitary and storm sewer service requirements; electrical power service and requirements; heating, ventilating and air conditioning requirements; natural gas availability and requirements; domestic and fire water service requirements; and incorporation of mitigation measures, if any, from the final environmental impact report and/or mitigation negative declaration adopted by the District for the Project. With respect to environmental mitigation measures, the District shall cooperate with Architect to ensure that Architect has access to those mitigation measures adopted by the District for the Project.
- (2) Hold initial community information meeting at a location designated by the District, if requested by the District.
- (3) Conduct architectural program meeting with the District selected Project participants.
- (4) Architect shall review with the District alternative approaches to the design and construction of the Project, and shall include alternatives that may reduce the cost of the Project or increase the efficiency and/or functionality of the Project.
- (5) Develop an estimate of probable Construction Cost for the Project and reconcile the estimate with the Construction Manager and the Contractor; estimates are to be based on the developed functional Architectural programs as approved by the District.
- (6) Estimates prepared by Architect:
 - (i) All costs are to be based on current bid prices, with escalation rate and duration clearly identified as a separate line item; rate of cost escalation and projected bid and construction dates are to be as approved by the District and the Program Manager.
 - (ii) Contingencies for design, bidding or construction, if included in the estimate, are to be included as individual line items, with the percentage and base of calculation clearly identified.
 - (iii) All Construction Cost estimates developed per the above should additionally be presented in a building systems format (e.g., foundations, substructure, structural system, exterior wall enclosure, window systems, etc.) for new buildings, and summarized by the Construction Specification Institute (CSI) category for buildings being modernized.

- (iv) One week prior to submittal of documents, Architect's proposed cost format must be submitted to the District for review and approval.
- (v) Architect shall submit a unit cost breakdown for three types of new building cost models ranging from a low end per square foot cost for the District's consideration, to high end per square foot cost. The unit cost shall not include the site work, the Contractor's overhead and profit, and general conditions. Include separate columns for additional upgrades/condition assessment scope and possible condition assessment reduction credits. In addition, Architect shall provide a cost estimate for a permanent modular if appropriate/applicable.
- (vi) Mechanical, electrical, civil, landscape, and estimating Architect's Consultants shall participate in the progress meeting as appropriate and shall provide input and feedback into the development of the cost estimate.

E. SCHEMATIC DESIGN PHASE

Upon written authorization from the District to proceed with the Schematic Design Phase, the Architect shall prepare for the District's review a Schematic Design Study and take other necessary actions in accordance with the following:

- (1) Architectural:
 - (i) Scaled floor plans showing overall dimensions, identifying the various major areas and their relationship. Include all net usable floor areas and a summary of gross floor area. Also, provide typical layouts of major equipment or operational layout.
 - (ii) Preliminary building exterior elevations and sections in sufficient detail to demonstrate design concept indicating location and size of construction.
 - (iii) Proposed roof system, deck, insulation system, and drainage technique.
 - (iv) Site plan with building located and minimum one (1) foot contour grade intervals. All major site development, such as paving, utilities and outside facilities shall be shown, including property lines, adjacent existing structures, walls and fences fifty (50) feet beyond the property line. The District shall provide a site survey to Architect for purposes of completing the task outlined within this paragraph.
- (2) Civil:
 - (i) Development of on- and off-site utility systems such as sewer, water, storm drain, firewater lines and fire hydrants, for diagrammatic and analysis purposes only.
 - (ii) Identify surface improvements including roadways, parking (with assumed wheel weights) preliminary finish grades and drainage.
 - (iii) Coordinate finish floor elevations with architectural site plan.

(3) Landscaping:

Development and coordination of landscape design concepts entailing analysis of existing conditions, proposed components, and how the occupants will use the facility. Include location and description of planting, ground improvements and visual barriers.

(4) Specifications:

Outline specifications of proposed architectural, structural, mechanical and electrical materials, system and equipment and their criteria and quality standards. Architect is to use District's standardized equipment/material list for new construction and modernization in development of the Project design and specifications.

(5) Estimates:

(i) **Schematic Estimates:** This estimate consists of unit cost applied to the major items and quantities of work. The unit cost shall reflect the complete direct current cost of work. Complete cost meaning labor, material, waste allowance, sales tax and Contractor's and subcontractor's mark-up. General conditions shall be applied separately. This estimate shall be prepared by specification section and summarized by the Construction Specification Institute (CSI) category.

(ii) The estimate shall separate the Project's building cost from site and utilities cost. Architect shall submit to the District the cost estimating format for prior review and approval.

(iii) **Escalation:** all estimates shall be priced out at current market conditions. The estimates shall incorporate all adjustments as appropriate, relating to mid-point construction, contingency, and cost index (i.e., Lee Saylor Index).

(6) Meetings:

(i) The District and Architect will meet to address specific design issues and to facilitate the decision making process. Such meetings shall be held in the boundaries of the District. Documented decisions made at such meetings and subsequently approved by the District shall be binding. Any revisions or reconsideration of such decisions shall constitute a change in the scope of services of the Architects.

(ii) During the Schematic Design Phase, it is anticipated that the Architect will attend 2 or 3 design meetings; Structural, Electrical, Mechanical and Plumbing Engineer, and Civil and Landscape engineers will attend at least one design meeting.

(7) Presentation:

Architect shall present and review with the District the detailed Schematic Design. The schematic design studies shall be revised within the program parameters until a final

concept has been accepted and approved by the District at no additional cost to the District.

F. DESIGN DEVELOPMENT PHASE

Upon written authorization by the District to proceed with the Design Development Phase, Architect shall prepare Design Development Phase documents based on Schematic Design Phase documents approved by the District and take other necessary actions in accordance with the following:

- (1) Architectural:
 - (i) Scaled, dimensioned floor plans with final room locations, including all openings.
 - (ii) 1/8" scale building sections showing dimensional relationships, materials and component relationships.
 - (iii) Identification and coordination of all furniture, fixtures, and equipment required for a complete Project.
 - (iv) Site plan completely drawn with beginning notes and dimensions, including grading and paving.
 - (v) Preliminary development of details and large-scale blow-ups.
 - (vi) Legend showing all symbols used on drawings.
 - (vii) Floor plans identifying all fixed and major movable equipment and furniture.
 - (viii) Outline specification and schematic for architectural, structural, mechanical, electrical, civil and landscape manuals, systems and equipment.
 - (ix) Typical reflected ceiling development, including ceiling grid and heights for each ceiling to be used, showing:
 - (a) Light fixtures
 - (b) Ceiling registers or diffusers
 - (c) Access panels
 - (x) A tabulation of both the net and gross assignable floor areas and a comparison to the initial Program requirements.
 - (xi) Building design shall conform to all adopted energy regulations.
 - (xii) Identify minimum finish requirements, including ceiling, floors, walls, doors, windows, and types of hardware.

- (xiii) Identify code requirements; include occupancy classification(s) and type of construction.
- (2) Structural:
- (i) Structural drawing with all major members located and sized.
 - (ii) Layout structural systems with dimensions and floor elevations. Identify structural systems (pre-cast, structural steel with composite deck, structural steel bar joists, etc.); with preliminary sizing identified. Establish final building and floor elevations.
 - (iii) Preliminary specifications.
 - (iv) Identify foundation systems and requirements (fill requirements, piles, caissons, spread footings, etc.), with preliminary sizing identified and associated soil pressure, water table and seismic center. Architect shall design the foundation of the Project in accordance with recommendations of the District's soil engineer as provided by the District. Architect must notify the District in time to prepare this soil report for Architect's use.
- (3) Mechanical:
- (i) Heating and cooling load calculations as required and major duct or pipe runs sized to interface with structural. Calculate block heating, ventilation and cooling loads including skin versus internal loading.
 - (ii) Select a minimum of two (2) HVAC systems that appear compatible with loading conditions for subsequent life cycle costing.
 - (iii) Show selected system on drawings as follows:
 - (a) Single line drawing(s) of all mechanical equipment spaces, ductwork and pipe chases
 - (b) Location and preliminary sizing of all major equipment and duct work in allocated spaces
 - (c) Schematic piping
 - (d) Temperature control zoning
 - (iv) Major mechanical equipment should be scheduled, indicating size and capacity.
 - (v) Ductwork and piping should be substantially located and sized.
 - (vi) Devices in ceiling should be located.
 - (vii) Legend showing all symbols used on drawings.

- (viii) More developed outline specifications indicating quality level and manufacture.
- (4) Electrical:

 - (i) Calculate overall approximate electrical loads.
 - (ii) Identify proposed electrical system for service, power, lighting, low voltage and communication loads.
 - (iii) Show system(s) selected on drawings as follows:

 - (a) Single line drawing(s) showing major distribution system.
 - (b) Location and preliminary sizing of all major electrical systems and components, including:

(1) Load centers; (2) Main panels; (3) Switch gear
 - (iv) Identify and define the scope of the technology backbone system.
 - (v) All lighting fixtures should be located and scheduled showing all types and quantities of fixtures to be used, including proposed lighting levels for each usable space(s).
 - (vii) All major electrical equipment should be scheduled indicating size and capacity.
 - (viii) Complete electrical distribution including a one line diagram indicating final location of switchboards, communications, controls; (high and low voltage) motor control centers, panels, transformers and emergency generators, if required.
 - (viii) Legend showing all symbols used on drawings.
 - (ix) More-developed outline specifications indicating quality level and manufacturer
 - (x) Identify and coordinate the Project with the District's IT systems and infrastructure.
- (5) Civil:

 - (i) Further refinement of schematic design drawings of on- and off-site utility systems for sewer, water, storm drain and fire water, for diagrammatic and analysis purposes only. Includes pipe sizes, materials, invert elevation location and description of manholes, clean outs, hookups, bedding and installation details.
 - (ii) Further refinement of schematic design drawings of roadways, parking and storm drainage improvements; including but not limited to: details and large scale drawings of curb and gutter, manhole, thrust blocks, paved parking and roadway sections.

- (6) **Landscape:**
- (i) Further refinement of schematic design concepts, including coordination of hardscape, landscape planting, groundcover and irrigation main distribution lines.
- (7) District to provide the general conditions and the supplementary conditions for the contract with the Contractor.
- (8) **Estimate:**
- Design Development Estimate:** This estimate of the Construction Cost shall be prepared by specification section, summarized by CSI category. The estimate shall include individual item unit costs of materials, labor and equipment. Sales tax, contractor's mark-ups, LLBC fee, and general conditions shall be listed separately.
- (9) **Meetings:**
- The District and the Architect will meet to address specific design issues and to facilitate the decision making process. Such meetings shall be held in the boundaries of the District. Documented decisions made at such meetings and subsequently approved by the District shall be binding. Any revisions or reconsideration of such decisions shall constitute a change in the scope of Services of the Architects unless such revision or reconsideration is required by Section 4.2.15 of the Agreement.
- During the Design Development Phase it is anticipated that the Architect will attend (2) design meetings. Structural, Electrical, Mechanical and Plumbing Engineers, and Civil and Landscape engineer will attend one (1) design meeting.
- (10) **Presentation:**
- Architect and applicable Architect Consultants shall present and review with the District the detailed design development drawings and concepts.
- Design development design studies shall be revised within the program parameters until a final concept has been accepted and approved by the District at no additional cost to the District.
- (11) Architect shall submit the Construction Documents to the District for review by facilities, maintenance and operations, and other staff of the District, and Architect shall respond to, and shall revise the Construction Documents as necessary in response to, any comments, suggestions and/or updates provided through such review.

G. CONSTRUCTION DOCUMENTS PHASE

Upon written authorization from the District to proceed with the Construction Documents Phase, Architect shall prepare Construction Documents based on the Design Development Phase Documents approved by the District and take other necessary actions in accordance with the following:

- (1) Prepare Construction Documents in compliance with the appropriate applicable building codes, ordinances and other regulatory authorities.**
- (2) Construction Documents ("C/D") 50% stage:**
 - (i) Architectural:**
 - (a) Site plan developed to show building location, all topographical elements and existing/proposed contour lines.**
 - (b) Elevations, exterior and interior sections, and floor plans corrected to reflect design development review comments.**
 - (c) Architectural details and large blow-ups started.**
 - (d) Well-developed finish, door, and hardware schedules.**
 - (e) Site utility plans started.**
 - (f) Fixed equipment details and identification started.**
 - (g) Reflected ceiling plans coordinated with floor plans and mechanical and electrical systems.**
 - (ii) Structural:**
 - (a) Structural floor plans and sections with detailing well advanced.**
 - (b) Structural footing and foundation plans, floor, and roof framing plans with detailing well advanced.**
 - (c) Completed cover sheet with general notes, symbols, and legends.**
 - (iii) Mechanical:**
 - (a) Mechanical calculations virtually completed with all piping and ductwork sized.**
 - (b) Large scale mechanical details should be started.**
 - (c) Mechanical schedule for equipment substantially developed.**
 - (iv) Electrical:**
 - (a) Lighting, power, signal and communication plans should show all switching and controls. Fixture schedule and lighting details development should be started.**
 - (b) Distribution information on all power consuming equipment; lighting and device branch wiring development should be well started.**

- (c) All electrical equipment schedules should be started.
- (d) Special system components should be approximately located on plans.
- (e) Completely develop the layout of the technology backbone system, including equipment room layouts, raceway and conduit routing and outlet locations.

(v) Civil:

All site plans, site utilities, parking and roadway systems updated to reflect update revisions from Design Development Phase.

(vi) Landscape:

All landscape, hardscape and irrigation plans updated to reflect update revisions from Design Development Phase.

(vii) Estimate:

Update and refine the estimate of the Construction Cost prepared during the Design Development Phase. Also, provide an estimate sorted by District's bid packages.

(viii) Specifications:

(a) Virtually complete development and preparation of technical specifications describing materials, systems and equipment, workmanship, quality and performance criteria required for the construction of the Project. Where articles, materials and equipment are identified by brand names, at least two names shall be used, and such names shall be followed by the words "or approved equal" in accordance with Public Contract Code Section 3400. Specifications shall not contain restrictions that will limit competitive bids other than those required for maintenance convenience by the District. At one hundred percent (100%) review, specifications shall be reviewed by the District and corrections made as directed at no cost to the District.

(b) Coordination of the development of specifications by other disciplines. (c) Specification shall be in CSI format.

(3) Construction Documents 90%/DSA Submittal Stage:

(i) Architectural:

(a) Virtually complete site plan.

(b) Virtually complete floor plan, elevations and sections.

- (c) Architectural details and large blow-ups near completion.
 - (d) Finish door, and hardware schedules virtually complete, including most details.
 - (e) Virtually complete site utility plan
 - (f) Fixed equipment details and identification virtually complete.
 - (g) Reflected ceiling plan virtually complete.
 - (h) Provide Finish Schedule (with the exceptions of colors) identifying type of material and textures on walls, floors, doors, etc. Architect to recommend color selection for approval by the District.
 - (i) All equipment catalog cuts.
- (ii) Structural:
- Completed structural floor plans and sections with detailing well advanced.
- (iii) Mechanical:
- (a) Mechanical load calculations complete and all piping and ductwork sized.
 - (b) Large scale mechanical details should be substantially complete.
 - (c) Mechanical schedule for equipment substantially complete.
- (iv) Electrical:
- (a) Lighting, power, signal and communication plan(s) should reflect all switching and controls. Fixture schedule(s) should be virtually complete.
 - (b) Distribution information on all power consuming equipment; lighting and device branch wiring should be virtually complete.
 - (c) All electrical equipment schedules should be virtually complete.
 - (d) Special system components should be located on plans.
- (v) Civil:
- All site plans, site utilities, parking and roadway systems updated to reflect update revisions from 50% C/D's.
- (vi) Landscape:
- All landscape, hardscape and irrigation plans updated to reflect update revisions from 50% C/D's and completed.

(4) Construction Documents- Substantial Completion Stage:

(i) Architectural:

- (a) Completed site plan.**
- (b) Completed floor plans, elevations and sections.**
- (c) Architectural details and large blow-ups completed.**
- (d) Finish, door and hardware schedules completed, including all details.**
- (e) Site utility plans completed.**
- (f) Fixed equipment details and identification completed.**
- (g) Reflected ceiling plans completed.**

(ii) Structural:

- (a) Structural floor plans and sections with detailing completed.**
- (b) Structural calculations completed.**

(iii) Mechanical:

- (a) Large scale mechanical details complete.**
- (b) Mechanical schedules for equipment completed.**
- (c) Completed electrical schematic for environmental cooling and exhaust equipment.**
- (d) Complete energy conservation calculations and report.**

(iv) Electrical:

- (a) Lighting and power plan should show all switching and controls. Fixture schedule and lighting details should be completed.**
- (b) Distribution information on all power consuming equipment, including lighting, power, signal and communication device(s) branch wiring completed.**
- (c) All electrical equipment schedules completed.**
- (d) Special system components plans completed.**
- (e) Electrical load calculations completed.**

(v) Civil:

All site plans, site utilities, parking and roadway systems completed.

(vi) Estimate:

Update and refine the estimate of the Construction Cost prepared during the 50% Construction Document Phase.

(vii) Specifications:

- (a) Complete development and preparation of technical specifications describing materials, systems and equipment, workmanship, quality and performance criteria required for the construction of the Project.**

Where articles, materials and equipment are identified by brand names, they shall be followed by the words "or approved equal" in accordance with Public Contract Code, Section 3400.

Specifications shall not contain restrictions that will limit competitive bids other than those necessary for District maintenance requirements.

At one hundred percent (100%) review, specifications shall be reviewed by the District and corrections made as directed at no cost to the District. Architect shall coordinate with District to incorporate any changes by the District, or the District's Construction Manager, made during District review of specifications.

- (b) Coordination of the development of specifications by other disciplines.**
- (c) Specifications shall be in CSI format.**

(5) Construction Documents Final DSA Approval Stage:

- (i) The construction document final stage shall be for the purpose of the Architect incorporating all governmental agencies' comments into the drawings, specifications, and estimate. All corrections made by the Architect during this stage should be at no additional cost to the District, except for changes by District from Design Development Phase or changes that are required by Section 4.2.15 of the Agreement.**
- (ii) The Construction Documents delivered to the District upon completion by Architect shall include, but not limited to, the following:**
- (a) Drawings: Original of all drawings on CADD or plotted bond with Architect's and/or Architect Consultants' State license stamp(s).**
- (b) Specifications: Original computer generated technical specifications on reproducible masters in CSI format.**

(c) Update and refine the Architect Consultant's completed Construction Documents.

(6) Construction Documents Final Back-Check Stage:

- (i) Make corrections as required, to reflect governmental agencies' final back-check comments into the drawings, specifications and estimate. All such corrections will be made at no cost to the District.
- (ii) Upon written approval by the District that the documents are complete, Architect shall provide to the District completed drawings printed to scale and a complete set of specifications on reproducible masters. Reproduction of the Construction Documents for distribution to bidders will be provided by the District.

(7) Construction Documents:

- (i) The Architect shall prepare and submit to the District for written approval the Construction Documents for the Project. The Architect shall conform for use in the Construction Documents the form(s) of such documents as are provided by the District, e.g., form of agreement, general conditions, etcetera.
- (ii) To the extent required, the Architect shall submit the Construction Documents to DSA for plan check, and make all revisions and corrections as necessary to secure DSA approval of the Construction Documents. Upon receipt of DSA approval of the Construction Documents, the Architect shall provide to the District a final estimate of Construction Cost for the Project.
- (iii) Unless the District informs Architect that District will be responsible for preparing bid documents, the Architect shall prepare all bid documents during the Construction Documents Phase of the Project, and forward them to the District for written approval not less than three (3) weeks prior to the anticipated first advertisement date for bids as established by the District.

(8) Meetings:

- (i) During the Construction Document Phase it is anticipated that the Architect will attend (2) design meetings; the structural, electrical, mechanical, plumbing engineer will attend the civil and landscape engineer will attend (1) meeting
- (ii) Such meetings shall not exceed one (1) day in duration and will normally be held in the boundaries of the District. Documented decisions made at such meetings and subsequently approved by the District shall be binding. Any revisions or reconsiderations of such decisions affecting program, master plan, schematic design and design development shall constitute a change in the Services of the Architect unless such revision or reconsideration is required by Section 4.2.15 of the Agreement.

H. BIDDING PHASE

Upon written authorization from the District to proceed with the Bidding Phase, except to the extent the responsibility for any of the following is assumed by the District or a District consultant, or the bid documents or other contracts applicable to the Project make any of the following the responsibility of some other party, Architect shall take all necessary actions in accordance with the following:

- (1) The development of the bidding procedure and the general condition of the construction contract shall be the joint responsibility of the District and the Architect, and the Contractor.
- (2) Following written approval of the Construction Documents and written acceptance by the District of Architect's final estimate of Construction Cost, the Architect shall cooperate with the District and/or its Program Manager or Contractor in the reproduction of the Construction Documents and the distribution of the Construction Documents to contractors interested in bidding on the Project. All sets of Construction Documents requested by the District for bidding purposes shall be reproduced at District's expense.
- (3) All questions concerning the intent or interpretation of the bidding and Construction Documents shall be referred to the District for screening and subsequent processing through Architect and/or the Construction Manager.
- (4) In the event any matter is identified that requires interpretation of the drawings or specifications, the Architect shall analyze the matter for decision by the District as to substantive and procedural requirements and, as necessary for corrections or clarifications, prepare one or more addenda for issuance by the District.
- (5) The Architect shall assist the District in evaluating all bids and contract proposals, evaluating substitutions proposed by bidders, and awarding the bids. The Architect shall review the qualifications of all bidders and make recommendations to the District as to whether, in the Architect's professional opinion, bidders are qualified and meet minimum requirements for performance of the work.

I. CONSTRUCTION PHASE

The Architect shall commence providing Construction Phase services upon award of the first contract for construction and until the earlier of the issuance to the District of the final Certificate for Payment or sixty (60) days after final completion of construction, including, without limitation, completion of all punch list items.

- (1) During construction, the Architect shall furnish all necessary additional drawings for supplementing, clarifying and/or correcting purposes and for change orders required. Such drawings shall be requested in writing from the Architect by the District and shall be at no additional cost unless designated as an Additional Service to the District. The

original drawings and contract wording for change orders shall be submitted to the District for duplication and distribution.

- (2) The Architect will receive written notification of the award of a construction contract. Upon receiving such written notification, the Architect will proceed with the Services required by the Construction Phase of the Agreement.
- (3) Architect shall review and approve or take other appropriate action upon Contractor's submittals, such as shop drawings, project data, samples and Change Orders, but only for the limited purpose of checking for conformance with information given and the design concept expressed in the Construction Documents. The Architect's action shall be taken within fourteen (14) calendar days so as to cause no unreasonable delay, while allowing sufficient time in the Architect's professional judgment to permit adequate review. In no case shall the review period associated with a single, particular submittal exceed fourteen (14) calendar days from the receipt by the Architect.
- (4) During the course of construction, all Requests for Clarification must be responded to in a most expeditious manner, no more than seven (7) days, so as not to impact and delay the construction progress.
- (5) Drawings or change orders required due to actions of the District which are beyond the scope of the Architect's responsibilities, shall be considered Additional Services.
- (6) Architect shall visit the job site for on-site review of the construction of the Project. The schedule of these visits shall be coordinated and approved in advance by the District and the Construction Manager. The purpose of these visits is to resolve discrepancies in the Construction Documents and to monitor the progress of the Project. Architect shall bring to the attention of the District, in writing to guard the District against, but does not assure against, any defects or deficiencies in the work by the Contractor which the Architect may observe.
- (7) Architect shall visit the site at intervals appropriate to the stage of construction or as otherwise agreed by the District and Architect in writing to become familiar with the progress and quality of the work completed and to determine that the work is being performed in a manner that the work when completed will be in accordance with the Construction Documents. On the basis of on-site observations as an architect, the Architect shall keep the District informed of the progress and the quality of the work, and shall endeavor to guard the District against defects and deficiencies in the work. However, the Architect shall not be a guarantor of the Contractor's performance.
- (8) Prepare "Record Drawings": on the approved drawings original tracings to record changes made during the construction Project based upon information provided by the Contractor and changes by Change Orders. These "Record Drawings" along with three copies shall be delivered to the District at completion of the construction and shall be a condition precedent to the District's approval of the Architect's final payment. Architect

may coordinate with District to identify electronic media alternatives to the satisfaction of all, or a portion of, this requirement.

- (9) Architect shall not be responsible for, nor have control or charge of, construction means, methods, techniques, sequences or procedures, or for safety precautions and programs in connection with the Project, and shall not be responsible for Contractors' failure to carry out work in accordance with the Construction Documents. Architect shall not be responsible for, nor have control over, the acts or omissions of the Contractors, subcontractors, any of their agents or employees, or any other persons performing any work.
- (10) Architect shall review equipment and maintenance manuals, and a complete set of warranty documents for all equipment and installed systems.
- (11) Architect shall also provide at the District's request, architectural/engineering advice to the District on start-up, break-in and debugging of facility systems and equipment; and apparent deficiencies in construction following the acceptance of the Contractor's work.
- (12) Architect shall comply with the inspection card duties required under Title 24 of the California Code of Regulations sections 4-211 through 4-220 and sections 4-330 through 4-344, and DSA Procedure 13.01, including but limited to submitting all required interim Verified Reports (Form DSA-6 AE).
- (13) Architect and their consultants shall perform (1) punch list construction site review of the work when the Contractor or District's Representative deems the work ready for review. Any revisions or reconsiderations of such decisions affecting program, master plan, schematic design and design development shall constitute a change in the Services of the Architect unless such revision or reconsideration is required by Section 4.2.15 of the Agreement.

J. PROJECT CLOSE-OUT PHASE

As a condition to final payment to the Architect pursuant to this Agreement, the Architect shall complete all actions necessary for close-out of the Project in accordance with the following:

- (1) Architect shall perform all actions necessary for District to obtain final close-out approval from DSA and any other governmental agencies with jurisdiction over the Project or any portion thereof. Architect shall not be responsible for documents or actions required of inspectors, testing labs, Contractors, District, or any consultants retained by District.
- (2) Architect shall provide to the District any and all documentation required pursuant to this Agreement not already provided during prior phases of the Services.
- (3) Architect shall coordinate with the District, at extra expense to be agreed upon between the District and the Architect, to prepare for the District as part of the project closeout, following completion of construction and occupation of the Project by the District, a survey reviewing how certain areas of the Project are being utilized as compared to their

intended utilization. The District shall, at the Architect's request and with the Architect's assistance, identify those areas of the Project to be included in such survey.

K. MATTERS NOT WITHIN SCOPE OF BASIC SERVICES

The Architect is not responsible for providing, as part of the Services, any of the following:

- (1) Ground contamination or hazardous material analysis.
- (2) Asbestos testing, design or abatement.
- (3) Environmental impact report.
- (4) Historical significance report.
- (5) Soils investigation.
- (6) Geotechnical hazard report.
- (7) Topographic survey.
- (8) Title report.
- (9) Underground utility locating.

EXHIBIT "D"

DELIVERABLES

(1) Schematic Design Phase

Deliverables and Number of Copies:

- (a) Schematic design submittal package - 6 copies
- (b) Cost estimates - 4 copies
- (c) Design checklist - 2 copies

(2) Design Development Phase

Deliverables and Number of Copies:

- (a) Rendered perspective drawings - 6 copies
- (b) Color/material boards - 2 copies
- (c) Design development drawing submittal - 4 copies
- (d) Outline specifications - 4 copies
- (e) Cost estimate - 4 copies
- (f) Design checklist - 4 copies
- (g) Project scale model, for additional fee, if requested by the District.

(3) Construction Documents Phase

Deliverables and Number of Copies:

- (a) 50-percent submittal - 4 copies of the 50% working drawings, 3 copies of specifications, and 3 copies of cost estimates.
- (b) 90-percent/DSA Submittal - 4 copies of the 90% DSA submittal working drawings, and 3 sets of equipment cut sheets.
- (c) Statement of requirements for testing and inspection of service for compliance with Construction Documents and applicable codes - 2 copies (Submit with DSA Submittal)
- (d) 100-percent/DSA-approved submittal - 4 copies
- (e) 4 sets of the DSA-approved one hundred percent (100%) working drawings, 3 sets of specifications, one (1) engineering calculation, and 3 sets of cost estimates.
- (f) Electronic file copy of DSA-approved C/D drawings and specifications on C/D - 1 copy (in PDF and CAD format)
- (g) Design checklist- 2 copies
- (h) A statement at each stage of C/D review indicating any authorized changes made to the program from the last submittal and the cost impact of such Changes on the previously approved Construction Budget - 2 copies. If no

program changes occur but shifts of costs occur between disciplines, identify for District review. (Submit with 50-percent, 90-percent, and 100-percent submittals)

- (i) Construction Drawings shall include, at no additional costs (included in fee), space planning drawings for each classroom and support space of the project. This shall include specifications of all furniture, fixtures, and equipment whether provided by the Contractor or District-supplied.

EXHIBIT "E"

INVOICE APPROVAL LETTER

DATE: _____

PROJECT: Oak Hill Elementary Kindergarten Classrooms Construction Project

ARCHITECT OF RECORD: [ARCHITECT]

[ARCHITECT] has submitted all required documents pertaining to the Design Phase of the contract for review by the District's Program Manager, Caldwell Flores Winters, Inc. (CFW) and the Center Joint Unified School District.

By signing below, a representative of [ARCHITECT] hereby certifies that the invoice submitted is a true and accurate reflection of the work performed to date and an accurate representation of the percent work completed for the phase identified in the invoice. The representative also certifies that the invoice submitted does not include any charges for services that have been previously paid or rejected by the District and/or CFW.

[ARCHITECT]

Date

The invoice has been reviewed by the following and is recommended for payment:

Caldwell Flores Winters, Inc.

Date

Center Joint Unified School District

Date

EXHIBIT "F"

FINGERPRINTING REQUIREMENTS

SECTION 00510: BACKGROUND CHECK AND FINGERPRINTING PROCEDURES FOR CONTRACTORS

The successful Bidder will be required to assure that its employees, subcontractors of any tier, material suppliers, and consultants do not have direct contact with the District's students during the performance of the Contract in compliance with Education Code §§45125.1 and 45125.2. To assure these provisions, the successful Bidder's supervisor shall be fingerprinted, and proof of same shall be provided to the District prior to start of on-site work. The supervisor will monitor the workers' conduct while on school grounds. In addition, the successful Bidder shall barricade the Work area to separate its workers from the students. Costs associated with this process are the responsibility of the successful Bidder.

The Contractors' construction supervisors or their unsupervised employees who will be working outside of fenced areas during the school hours must have submitted a fingerprint identification card to the Department of Justice (DOJ) and have a proof of clearance in the form of an affidavit filed in the Center Joint Unified School District's Purchasing Office prior to the start of the Work.

California Education Code §§45125.1 and 45125.2 require that criminal checks be completed for contractors (Contracting Firm) who provide architectural, construction, janitorial, administrative, landscape, transportation, food-related, or other similar services to school districts.

The undersigned does hereby certify to the Board of Trustees of the Center Joint Unified School District as follows:

That I am a representative of the Contractor currently under contract ("Contract") with the District; that I am familiar with the facts herein certified, and am authorized and qualified to execute this certificate on behalf of Contractor.

Contractor certifies that it has taken the following actions with respect to the construction Project that is the subject of the Contract:

1. Pursuant to Education Code §45125.2, Contractor has installed or will install, prior to commencement of Work, a physical barrier at the Work Site, which will limit contact between Contractor's employees and District pupils at all times (mandatory for all Projects); AND
2. The Contractor has complied with the fingerprinting requirements of Education Code §45125.1 with respect to all Contractor's employees and all of its subcontractors' employees who may have contact with District pupils in the course of providing services pursuant to the Contract, and the California Department of Justice has determined that

none of those employees has been convicted of a felony, as that term is defined in Education Code §45122.1. A complete and accurate list of Contractor's employees and of all its subcontractors' employees who may come in contact with District pupils during the course and scope of the Contract is attached hereto; AND/OR

3. Pursuant to Education Code §45125.2, Contractor certifies that all employees will be under the continual supervision of, and monitored by, an employee of the Contractor who the California Department of Justice has ascertained has not been convicted of a violent or serious felony. The name and title of each employee who will be supervising Contractor's employees and its subcontractors' employees is:

Name: **[NAME]** Title: **Principal**

AND/OR

4. The Work on the Contract is at an occupied school site and no employee and/or subcontractor or supplier of any tier of Contract shall come in contact with District pupils.

Contractor's responsibility for background clearance extends to all of its employees, Subcontractors, and employees of Subcontractors coming into contact with District pupils regardless of whether they are designated as employees or acting as independent contractors of the Contractor.

Date: _____

Proper Name of Contractor: **[ARCHITECT]**

Signature: _____

By:

Its:

Center Unified School District

AGENDA REQUEST FOR:

Dept./Site: Business Department

Date: February 19, 2020

To: CJUSD Board of Trustees

From: Lisa Coronado *LC*
Director of Fiscal Services

Action Item X

Information Item

Attached Pages 7

SUBJECT: Good Governance and Program Advisory Services (State Mandates) with Schools Innovations & Achievement (SI&A)

This contract will allow SI&A to provide training and advisory services for Center Joint Unified School District regarding reimbursable costs under the State's mandates. This contract also allows SI&A to collect and compile data, then submit claims for reimbursement on the District's behalf.

RECOMMENDATION: CJUSD Board of Trustees approve the agreement with School Innovations & Achievement

CONSENT AGENDA



MULTIPLE SERVICES AGREEMENT
Between
SCHOOL INNOVATIONS & ACHIEVEMENT
And
CENTER JOINT UNIFIED SCHOOL DISTRICT

THIS AGREEMENT, dated _____, 2020, (the "Agreement") is made by and between Center Joint Unified School District ("District"), and School Innovations & Achievement, a California corporation ("SI&A"), each being a "Party" and collectively the "Parties."

RECITALS

WHEREAS, District is authorized to retain consulting services to assist District in the preparation and filing of reimbursement claims for the costs of the Mandate Reimbursement Process Program, legislatively mandated by the State of California ("State"), as well as an assessment of compliance practices in place as it relates to the Mandated Block Grant Program, and SI&A is qualified to perform such services; and

WHEREAS, it is necessary and desirable that SI&A be retained by District for the purpose of performing consulting services;

AGREEMENT

NOW, THEREFORE, the Parties agree as follows:

1. **Agreement Term.** This Agreement begins July 1, 2020 (the "Effective Date"). The first year of the Agreement will be July 1, 2020 through June 30, 2021. Each subsequent year will begin on July 1st and end on June 30th. The initial term of this Agreement (the "Initial Term") shall be three (3) years and shall automatically renew for successive three (3) year terms (each a "Successive Term" and together with the Initial Term, the "Term") unless either Party provides written notice at least 60 days prior to the end of such Initial or Successive Term or this Agreement is terminated sooner pursuant to Exhibit A, Section 3.

Notwithstanding the foregoing, the Term shall be automatically extended for three (3) years from the effective date of any Addendum to this Agreement and all terms and conditions of this Agreement shall remain in effect for the duration thereof.

2. **Services.** SI&A agrees to provide District consulting services ("Services") as outlined in Exhibits B and C during the Agreement Term.
3. **District's Obligations.**
 - 3.1 **District Responsibilities and Obligations.** District shall be responsible for the following: (a) ensuring District has record retention policies sufficient to maintain original documentation used in support of claims (for audit or examination by any State or regulatory agency); and (b) maintaining original

supporting documents for a period of four (4) years after the State's first payment of the claim; and (c) District shall provide SI&A all records and information relevant to any claim in a timely manner and contact information for District's personnel to whom SI&A may direct inquiries. District understands and agrees that the results of SI&A's inquiries, the documentation obtained from District and other corroborating information may be used by SI&A for filing and/or supporting the reimbursement claims, or responding to audits or investigations.

3.2 Claim Approval. Upon presentation of a claim for District's approval, District agrees to review the claim and respond to SI&A by either: (a) certifying to SI&A, under penalties of perjury, that the time, costs and other data collected by District and furnished to SI&A in support of the claim are true and correct; or (b) provide SI&A with notice specifying why the foregoing certification may not be true. All notices and certifications must comply with the requirements of Section 4 of the Standard Terms and Conditions.

3.3 For Districts that Elect the Mandate Block Grant. The District acknowledges and agrees that the Good Governance and Program Advisory Services, provided by SI&A, in connection with potential audit matters, consists of providing recommendations and support with forms and back-up documentation collected. It is the District's responsibility to ensure the District's compliance with all mandate block grant requirements.

4. California False Claims Act. District acknowledges that reimbursement claims filed under this Agreement constitute "claims" under the California False Claims Act (California Government Code Section 12650, et seq.) ("False Claims Act") and consequently, District, its employees, contractors and other persons acting on its behalf, may be subject to the provisions of the False Claims Act. Among other things, the False Claims Act imposes liability for treble damages, penalties and costs of civil recovery actions upon persons who "knowingly" present or cause to be presented false claims, or who "knowingly" make or cause to be made false records or statements in support of a claim. Under the False Claims Act, "knowingly" means that a person, with respect to information, has actual knowledge of the information or acts in deliberate ignorance or reckless disregard of the truth or falsity of the information.

5. Payment of Fees.

5.1 Fees. For Services provided pursuant to the terms of this Agreement, as outlined in Section 2, above, District agrees to pay SI&A:

- **\$13,900** annually (see chart below) ("Discounted Annual Fee") if Agreement is received on or before March 31, 2020, or
- **\$14,200** annually (see chart below) ("Standard Annual Fee") if Agreement is received after March 31, 2020.

Services	Discounted Annual Fee	Standard Annual Fee
Good Governance and Program Advisory Services	10,300	10,600
SiteServ SM Services	3,600	3,600
Total Annual Fee	\$13,900	\$14,200

5.2 Payment Plan. The Annual Fee is payable as follows:

	Agreement Received By Date	Year 1 <u>07/01/2020-06/30/2021</u> Due 07/01/2020	Years 2 and beyond <u>July 1st to June 30th</u> <u>for fiscal years 2021/2022 and beyond</u> Due July 1st of years 2021 and beyond
Discounted Annual Fee	On or Before March 31, 2020	\$13,900	\$13,900
Standard Annual Fee	After March 31, 2020	\$14,200	\$14,200

5.3 Travel; Lodging Expenses. If SI&A reasonably determines that travel to District’s site is necessary, SI&A and District shall schedule mutually convenient dates and times for such meetings. All travel and lodging expenses incurred by SI&A in connection with the Initial Scope of Services are included in the Fee.

6. **Entire Agreement**. This Agreement, including, without limitation, the Standard Terms and Conditions attached hereto as Exhibit A is the final expression of, and contains the entire agreement between the Parties with respect to the subject matter hereof and supersedes all prior understandings with respect thereto.
7. **Exhibits**. All exhibits referred to in this Agreement are attached and incorporated herein by this reference.
8. **Counterparts**. This Agreement may be executed in counterparts, each of which shall be deemed an original, including copies sent to a party by facsimile transmission or in portable document format (pdf), as against the party signing such counterpart, but which together shall constitute one and the same instrument.

IN WITNESS WHEREOF, the District and SI&A have made and executed this Agreement as set forth below.

SI&A:

DISTRICT:

**SCHOOL INNOVATIONS
& ACHIEVEMENT**

**CENTER JOINT UNIFIED SCHOOL
DISTRICT**

Signature: 
 Date Signed: 1/26/2020
 Print Name: Jeffrey C. Williams
 Title: Chief Executive Officer
 Company: School Innovations & Achievement
 Address: 5200 Golden Foothill Parkway
El Dorado Hills. CA 95762
 Phone: (800) 487-9234
 Fax: (888) 487-6441

Signature: _____
 Date Signed: _____
 Print Name: _____
 Title: _____
 Address: _____
 Phone: _____
 Fax: _____
 Email: _____

EXHIBIT A - STANDARD TERMS AND CONDITIONS

- 1 **Scope of Services; Independent Contractor.** SI&A's services described in the Agreement (the "Services") detail the initial scope of services anticipated by SI&A as of the effective date of the Agreement ("Initial Scope of Services"). District acknowledges that the Fee is based on this Initial Scope of Services. If SI&A determines that the Initial Scope of Services may be or has been increased anytime during the Agreement Term, SI&A reserves the right to increase the Fee to compensate for the unanticipated or additional services as mutually agreed upon in writing by both Parties. This Agreement is not for lobbying services and SI&A is not being retained to provide lobbying services to District. The Parties agree that School Innovations & Achievement is an independent contractor and the Agreement shall not be construed to create a relationship of agent, servant, employee, partnership, joint venture, association or any other relationship.
- 2 **Termination.** Either Party may terminate the Agreement, with or without cause, by delivering written notice of termination to the other Party not later than sixty (60) days prior to expiration of the current Term (Initial or Successive) within the Agreement Term. The effective date of termination shall be the expiration of such current Term of the Agreement. Upon termination, SI&A will invoice District for any Fees owing and District shall pay the full invoice amount within thirty (30) days after receipt of SI&A's invoice. Except as set forth in this Section 2, neither Party shall have any liability to the other for damages resulting solely from a Party's termination of this Agreement in accordance with this Section 2.
- 3 **Termination Due to Changes in State Law.** If Legislation is enacted that eliminates or suspends K-12 education mandates, thereby making the filing of mandate reimbursement claims impossible or futile, District may immediately terminate this Agreement. Upon termination, SI&A will invoice District for any Fees owing and District shall pay the full invoice amount within thirty (30) days after receipt of SI&A's invoice. All other terminations shall be subject to the terms and conditions set forth in Section 2, above.
- 4 **Notice.** All Agreement notices must be in writing, directed to the Party's address set forth below such Party's signature in the Agreement and shall be deemed to be received in accordance with the following: (a) in the case of personal delivery, on the date of such delivery; (b) in the case of facsimile transmission, on the date upon which the sender receives confirmation by facsimile transmission that such notice was received by the addressee, provided that a copy of such transmission is additionally sent by mail as set forth in (d) below; (c) in the case of overnight courier, on the second business day following the day such notice was sent, with receipt confirmed by the courier; and (d) in the case of mailing by first class certified mail, postage prepaid, return receipt requested, on the fifth business day following such mailing. A Party may change the address stated in the Agreement by giving notice to the other Party.
- 5 **District's General Responsibilities; District Acknowledgment.** During the Agreement Term, in addition to the obligations set forth in the Agreement, District is responsible for the following: (a) ensuring that District, its employees and contractors properly identify and comply with laws and regulations applicable to District's activities; (b) completing any documents required by SI&A for any service obtained by District; (c) importing only data that reflects student performance to the grade level into the school site plan to ensure confidentiality and consistency with FERPA guidelines; and (d) monitoring assignments of login and passwords to assure FERPA compliance. District acknowledges that SI&A's full, accurate and timely performance under this Agreement is materially dependent upon District's reasonable cooperation and assistance. District further acknowledges that SI&A's Initial Scope of Services and Fee presume a reasonable amount of cooperation and assistance from District, such as District's timely provision of certain information, documentation and personnel. SI&A has explained its requirements in this regard to District and District agrees to meet these requirements.
- 6 **Further Assurances.** Upon request of the other Party, SI&A or District shall execute and deliver additional instruments and take additional actions as may be necessary or appropriate to perform the Agreement.
- 7 **Assignment Prohibited.** Neither Party may assign any rights or obligations under this Agreement without the prior written consent of the other Party. Any purported assignment in violation of the provisions of this Section 7 shall be null and void.
- 8 **Family Educational Rights and Privacy Act ("FERPA"); California Education Code.** SI&A may have limited access to student information only for purposes of providing the legally required notification services, if any, specified in this Agreement. SI&A performs the Services as an agent of District and has no right to access or utilize student information for any other purpose. SI&A, its officers and employees, shall comply with the Family Educational Rights and Privacy Act and California Education Code sections 49073 et seq. and/or sections 76240 et seq. at all times.
- 9 **Confidential and Proprietary Materials of SI&A.** During performance of the Agreement, SI&A may provide materials or disclose information to District that SI&A considers proprietary or confidential including, but not limited to SI&A's training handbooks, policy manuals, instructions, copyrighted checklists and forms ("SI&A's Materials"). District agrees that District acquires no interest of any kind in SI&A's Materials. At all times during and after the Agreement Term, District agrees (a) to keep SI&A's Materials in confidence and trust for SI&A; (b) not to disclose, duplicate or otherwise use SI&A's Materials, except in furtherance of SI&A's performance per the Agreement; (c) to limit access to SI&A's Materials to District's employees and/or contractors who have a "need to know;" and (d) to promptly return all copies of SI&A's Materials to SI&A after a request is made.
- 10 **Limitation of Liability; Indemnification.** In no event shall SI&A's liability to District, for any reason arising out of this Agreement, exceed the amount of the Fee actually received by SI&A under this Agreement. SI&A shall not be liable for any consequential damages. Each Party agrees to defend, hold harmless, and indemnify the other Party (and its officers, employees, trustees, agents, successors, and assigns) against all claims, suits, expenses (including reasonable attorney's fees), losses, penalties, fines, costs, and liability whether in contract, tort, or strict liability (including but not limited to personal injury, death at any time, and property damage) arising out of or made necessary by the indemnifying Party's breach of the terms of this Agreement. In the event that any action or proceeding is brought against a Party by reason of any claim or demand discussed in this Section 10, upon notice from the Party, the indemnifying Party shall defend the action or proceeding at the indemnifying Party's expense, through counsel reasonably satisfactory to the other Party. The obligations to indemnify set forth in this Section 10 shall include reasonable attorney's fees and investigation costs and all other reasonable costs, expenses, and liabilities from the time of giving the first notice of any claim or demand. The indemnifying Party's obligations under this Section 10 shall apply regardless of whether the other Party (or any of its officers, employees, trustees, or agents) is actively or passively negligent, but shall not apply to any loss, liability, fine, penalty, forfeiture, cost, or damage caused solely by the active negligence or by the willful misconduct of the other Party.
- 11 **Governing Law; Enforcement Costs.** The Agreement shall be governed by and construed in accordance with the substantive laws of California. If any legal action (including arbitration) is commenced to enforce the Agreement's terms or a Party's rights or obligations under this Agreement, then the prevailing Party shall be entitled to recover all fees and costs incurred by the action, including reasonable attorneys' fees and arbitrators' fees, in addition to any other relief to which the Party may be entitled.
- 12 **Judicial Reference.** In the event a dispute is not resolved through discussions and negotiations among the Parties, the dispute shall be decided by general reference procedures pursuant to Code of Civil Procedure Section 638 et seq., as modified by the provisions of this Section 12, and any subsequent provisions mutually agreed upon in writing by the Parties. The reference shall be conducted in accordance with California law, including, but not limited to, the Code of Civil Procedure and the Evidence Code. The Parties shall be allowed to conduct discovery in the manner provided by Code of Civil Procedure Section 2017 et seq. **BOTH PARTIES HEREBY WAIVE A JURY TRIAL OR PROCEEDING IN CONNECTION WITH ANY DISPUTE ARISING OUT OF THIS AGREEMENT.** All general reference proceedings hereunder shall, unless all Parties hereto otherwise agree, be conducted in a mutually agreeable location in the County of Sacramento, State of California.
- 13 **Modification; Interpretation; Severability; Construction.** No modification or supplement to any provision of the Agreement shall be valid, unless executed in writing by both Parties. No provision of the Agreement shall be construed to require the commission of any act contrary to law. If any term, provision, covenant or condition of the Agreement is held to be invalid or otherwise unenforceable, the rest of the Agreement shall remain in full force and effect and shall in no way be affected, impaired or invalidated. The headings preceding each Section and subsection of this Agreement are solely for convenience of reference only and are not part of the Agreement and shall be disregarded in the interpretation of any portion of the Agreement. Whenever required by the context of the Agreement, the singular shall include the plural and the masculine shall include the feminine and vice versa. The Agreement shall not be construed as if it had been prepared by one of the Parties, but rather as if both Parties had prepared the same. Unless otherwise indicated, all references to paragraphs, Sections, subparagraphs and subsections are to the Agreement.
- 14 **Waiver.** Either Party's failure at any time to enforce any default or right reserved to it, or to require performance of any of the Agreement's terms, covenants, provisions by the other Party at the time designated, shall not be a waiver of any such default or right to which the Party is entitled, nor shall it in any way affect the right of the Party to enforce such provisions thereafter.
- 15 **Force Majeure.** A Party shall not be liable under the Agreement as a result of any delay, failure or interruption caused by the other Party or third parties, an act of God, acts or orders of governmental authorities, acts of civil or military authorities, catastrophes or other cause (other than financial) beyond the Party's reasonable control, and such nonperformance will not be a default hereunder or a ground for termination of the Agreement.

EXHIBIT B

GOOD GOVERNANCE AND PROGRAM ADVISORY SERVICES

During the Agreement Term, SI&A agrees to provide District the following Good Governance and Program Advisory services:

- (a) Prepare and file (based on the District's Participation Status in the Mandate Block Grant Program, with information provided by the District):
 - (1) Any applicable prior year reimbursement claims based on program participation;
 - (2) Late and amended reimbursement claims, based on program participation; and
 - (3) Newly claimable programs approved by the Commission on State Mandates ("Commission") if the filing deadline is within the Agreement Term.
- (b) Hold training sessions for District's staff during the Agreement Term, as necessary or appropriate (as reasonably determined by SI&A);
- (c) Conduct interviews with District staff and document processes regarding mandate programs;
- (d) Conduct a review of the District's Comprehensive School Safety Plan to determine areas of deficiency and training needs;
- (e) Provide interim and annual reports on:
 - (1) Program performance;
 - (2) Claim performance for all applicable claims; and
 - (3) Analysis comparing Mandated Program options in preparation for the Districts yearly program election decision.
- (f) Monitor District's mandated cost tracking systems;
- (g) Research and assist District with data collection for test claims approved by the Commission during the Agreement Term;
- (h) Serve as a liaison with the State Controller's Office and Commission regarding (i) statewide cost estimate request responses, and (ii) general questions from the State Controller's Office;
- (i) Provide representation of District with respect to any State audit of mandate reimbursement claims that were prepared and submitted with SI&A's assistance pursuant to this Agreement, unless prior to claim submission SI&A advised District that SI&A would not provide audit assistance, due to potentially unresolved audit issues (such as documentation or data problems) or claim rejection concerns.

EXHIBIT C

SITESERVSM SERVICES (SiteServ)

During the Agreement Term, SiteServ services include the development of a site service plan for Six (6) school sites (Sites) (as listed on Attachment C-1) and SI&A agrees to provide District the following services:

- (a) One (1) on-site visit for training and advisory sessions at each Site each Agreement Year;
- (b) Coordinate between District and Sites for data collection;
- (c) Advise and assist each Site and its personnel to (1) develop a more in-depth understanding of reimbursable costs under the State's mandates, (2) determine the documentation required to substantiate such costs, and (3) meet the school's documentation completion deadlines to enable SI&A to prepare claims for timely submission to the State Controller's Office;
- (d) Expanded training sessions with SI&A and District which may be held concurrently with District or other Site training sessions. A mutually acceptable schedule will be developed specifying the dates when the training sessions will occur. Since new State mandates not in effect on the Effective Date ("New Mandates") may be authorized during an Agreement Year, SI&A shall incorporate training for New Mandates into SiteServ services if the New Mandates are approved by the State Controller's Office and the filing deadline falls within the Agreement Term; and
- (e) Include milestones to be achieved by each Site in the site service plan and prepare a district level summary status report showing each Site's progress regarding its ability to remain current on documentation requirements for site based claims at the end of each milestone. SI&A's resources for addressing issues identified in the summary status report are beyond the Initial Scope of Services.

ATTACHMENT C-1

Designated Site(s)

Arthur S. Dudley Elementary
Center High
Cyril Spinelli Elementary
North Country Elementary
Oak Hill Elementary
Wilson C. Riles Middle

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept. /Site: Business Department

Date: 02/4/2020

Action Item

To: Board of Trustees

Information Item

From: Lisa Coronado

Attached Page 1

SUBJECT:

**APPROVAL OF CENTER JOINT UNIFIED SCHOOL DISTRICT
PAYROLL ORDERS**

**The Governing board is asked to approve the attached payroll
Orders for July 2019 through January 2020.**

**RECOMMENDATION: That the CJUSD Board of Trustees approve the
District Payroll Orders for July 2019 through January 2020.**

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	\$ 2,741,686.22	\$ 156,549.33		\$ 2,898,235.55	881
DEC	\$ 729,639.80	\$ 166,752.54		\$ 896,392.34	551
2-Jan	\$ 2,016,707.15			\$ 2,016,707.15	271
JAN	\$ 2,749,649.51	\$ 67,865.50		\$ 2,817,515.01	803
FEB				\$ -	
MARCH				\$ -	
APRIL				\$ -	
MAY				\$ -	
JUNE				\$ -	
SPECIAL				\$ -	

\$ 17,491,738.90	\$ 739,363.79	\$ -	\$ 18,231,102.69	5539
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Center Joint Unified School District

		AGENDA REQUEST FOR:
Dept./Site:	Business Department	
Date:	January, 2020	Action Item
To:	Board of Trustees	Information Item
From:	Lisa Coronado	# Attached Pages 74

SUBJECT: Supplemental Agenda – Commercial Warrant Registers

January 2, 2020, \$291,705.15, January 9, 2020, \$262,654.83,
January 16, 2020, \$97,500.43, January 22, 2020, \$393,791.68
January 30, 2020, \$320,956.79

The commercial warrant payments to vendor's total

\$ 1,366,608.88

RECOMMENDATION: That the CJUSD Board of Trustees approve the Supplemental Agenda – Vendor Warrants as presented

AGENDA
CONFIDENTIAL

Batch status: A All

From batch: 0028

To batch: 0028

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

019553/00	ACORN ARBORICULTURAL SERVICES													
1462 PO-201429	01/03/2020	21188	1	01-0000-0-5800-106-0000-8110-007-000	NN	F							4,770.00	4,770.00
TOTAL PAYMENT AMOUNT													4,770.00 *	4,770.00
010669/00	ALHAMBRA & SIERRA SPRINGS													
332 PO-200318	01/03/2020	663302014871405	1	01-0000-0-5600-103-0000-7200-019-000	NN	P							20.97	20.97
332 PO-200318	01/03/2020	663302014871405	2	01-0000-0-4300-103-0000-7200-019-000	NN	P							55.49	55.49
TOTAL PAYMENT AMOUNT													76.46 *	76.46
021763/00	ALL STAR RENTS													
1638 PO-201602	01/03/2020	898856-10	1	01-8150-0-4300-106-0000-8110-007-000	NN	F							70.32	70.32
TOTAL PAYMENT AMOUNT													70.32 *	70.32
014733/00	ALL WEST COACHLINES INC.													
1613 PO-201570	01/03/2020	74495	1	01-0740-0-5865-112-0000-3600-022-302	NN	F							1,731.70	1,731.70
TOTAL PAYMENT AMOUNT													1,731.70 *	1,731.70
010564/00	APPLE COMPUTER													
1412 PO-201367	01/03/2020	AB19650480	1	01-6500-0-4400-102-5001-2700-019-000	NN	P							2,375.42	2,375.42
TOTAL PAYMENT AMOUNT													2,375.42 *	2,375.42
020766/00	ASSET GENIE INC													
1518 PO-201478	01/03/2020	1441979	1	01-0000-0-4300-238-1110-1000-010-000	NN	F							98.85	98.85
TOTAL PAYMENT AMOUNT													98.85 *	98.85
013913/00	ASSIST TEAM LLC													
852 PO-200829	01/03/2020	#5	1	01-7510-0-5800-103-1110-1000-019-131	NY	P							5,940.00	5,940.00
1000 PO-200995	01/03/2020	#5	1	01-7510-0-5800-103-1110-1000-019-131	NY	P							5,940.00	5,940.00
TOTAL PAYMENT AMOUNT													11,880.00 *	11,880.00

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			

018533/00	ATKINSON ANDELSON LOYA RUDD							
696 PO-200671	01/03/2020	583526	1 01-0000-0-5880-105-0000-7200-005-000 NE P	9,865.11	9,865.11			
TOTAL PAYMENT AMOUNT				9,865.11 *	9,865.11			
019504/00	B & H PHOTO-VIDEO							
1531 PO-201493	01/03/2020	165459258	1 01-0000-0-4300-238-0000-2700-010-000 NN F	24.43	24.43			
TOTAL PAYMENT AMOUNT				24.43 *	24.43			
017561/00	BAIONI, KIM							
1612 PO-201569	01/03/2020	REIMB GIFT CARDS	1 01-3182-0-4300-475-3200-1000-015-130 NN F	47.98	47.98			
TOTAL PAYMENT AMOUNT				47.98 *	47.98			
021669/00	BAIONI, RON							
1591 PO-201556	01/03/2020	REIMB PURCHASE	1 01-0740-0-4300-475-3200-2700-015-106 NN F	9.69	9.69			
TOTAL PAYMENT AMOUNT				9.69 *	9.69			
016149/00	BENNETT, JANET							
1582 PO-201580	01/03/2020	REIMB REGIST	1 01-0000-0-5200-472-1110-1000-014-000 NN F	285.00	285.00			
TOTAL PAYMENT AMOUNT				285.00 *	285.00			
018071/00	BRADY, ASHLEY							
1602 PO-201586	01/03/2020	MILEAGE	1 01-6520-0-5200-472-5770-1110-014-207 NN F	29.93	29.93			
1603 PO-201587	01/03/2020	11/8 MILEAGE	1 01-3410-0-5210-472-1110-1000-014-207 NN F	25.75	25.75			
TOTAL PAYMENT AMOUNT				55.68 *	55.68			
022282/00	BRIGHT START THERAPIES							
934 PO-200953	01/03/2020	1908	1 01-6500-0-5800-102-5750-1180-019-000 NN P	405.00	405.00			
934 PO-200953	01/03/2020	1909	1 01-6500-0-5800-102-5750-1180-019-000 NN P	540.00	540.00			
TOTAL PAYMENT AMOUNT				945.00 *	945.00			

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	

017998/00	BROWER MECHANICAL INC								
1618	PO-201573	01/03/2020	265338	1	01-8150-0-4300-106-9265-8110-007-000	NN	F	481.64	481.64
1618	PO-201573	01/03/2020	265338	2	01-8150-0-4400-106-9265-8110-007-000	NN	F	3,018.79	3,018.79
1618	PO-201573	01/03/2020	265338	3	01-8150-0-5600-106-9265-8110-007-000	NN	F	720.00	720.00
TOTAL PAYMENT AMOUNT								4,220.43	4,220.43
019283/00	BUSH, STEVE								
1566	PO-201536	01/03/2020	NOV MILEAGE	1	01-6500-0-5800-102-5750-1180-019-000	NN	P	64.73	64.73
TOTAL PAYMENT AMOUNT								64.73	64.73
013988/00	BUTTES/CENTER STATE PIPE &								
24	PO-200025	01/03/2020	S011110258.001	1	01-8150-0-4300-106-0000-8110-007-000	NN	F	380.23	410.82
1637	PO-201601	01/03/2020	S011084207.001	1	01-8150-0-4300-106-0000-8110-007-000	NN	P	1,112.95	1,112.95
1637	PO-201601	01/03/2020	S011080194.002	1	01-8150-0-4300-106-0000-8110-007-000	NN	P	27.10	27.10
1637	PO-201601	01/03/2020	S011086964.001	1	01-8150-0-4300-106-0000-8110-007-000	NN	P	249.98	249.98
1637	PO-201601	01/03/2020	S011110153.001	1	01-8150-0-4300-106-0000-8110-007-000	NN	P	491.62	491.62
TOTAL PAYMENT AMOUNT								2,292.47	2,292.47
021045/00	CALDWELL FLORES WINTERS INC								
109	PO-200101	01/02/2020	#7	1	01-0000-0-5800-101-1110-1000-002-995	NN	P	12,500.00	12,500.00
TOTAL PAYMENT AMOUNT								12,500.00	12,500.00
020305/00	CDW GOVERNMENT INC.								
1496	PO-201486	01/03/2020	WBG7956	1	01-6500-0-5800-102-5001-2700-019-000	NN	F	80.24	80.24
TOTAL PAYMENT AMOUNT								80.24	80.24
010407/00	CENTER UNIFIED REVOLVING FUND								
1633	PO-201579	01/03/2020	CK 4269	1	01-3010-0-5800-236-1110-1000-009-114	NN	F	350.00	350.00
TOTAL PAYMENT AMOUNT								350.00	350.00
013928/00	CINTAS LOCATION 622								
135	PO-200122	01/02/2020	4038392809	1	01-0000-0-5800-111-0000-8200-007-000	NN	P	63.05	63.05
135	PO-200122	01/02/2020	4038392812	1	01-0000-0-5800-111-0000-8200-007-000	NN	P	37.45	37.45
135	PO-200122	01/02/2020	4038392824	1	01-0000-0-5800-111-0000-8200-007-000	NN	P	6.12	6.12

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

013928	(CONTINUED)													
135	PO-200122	01/02/2020	4038392829	1	01-0000-0-5800-111-0000-8200-007-000	NN	P						77.31	77.31
135	PO-200122	01/02/2020	4038392837	1	01-0000-0-5800-111-0000-8200-007-000	NN	P						11.20	11.20
135	PO-200122	01/02/2020	4038392978	1	01-0000-0-5800-111-0000-8200-007-000	NN	P						25.73	25.73
135	PO-200122	01/02/2020	4038392982	1	01-0000-0-5800-111-0000-8200-007-000	NN	P						24.28	24.28
135	PO-200122	01/02/2020	4038393030	1	01-0000-0-5800-111-0000-8200-007-000	NN	P						9.99	9.99
	TOTAL PAYMENT AMOUNT											255.13 *	255.13	
018791/00	COLLINS, CHRIS													
1625	PO-201571	01/03/2020	REIMB VB LUNCH	1	01-0740-0-4300-475-3200-1000-015-106	NN	F						192.98	192.98
	TOTAL PAYMENT AMOUNT											192.98 *	192.98	
020138/00	COMMUNITY MATTERS													
1614	PO-201593	01/03/2020	MASON 1/14-15	1	01-0000-0-5200-234-1110-1000-008-905	NN	P						265.00	265.00
1614	PO-201593	01/03/2020	JACKSON 1/14-15	1	01-0000-0-5200-234-1110-1000-008-905	NN	P						265.00	265.00
1614	PO-201593	01/03/2020	WARRINER 1/14-15	1	01-0000-0-5200-234-1110-1000-008-905	NN	F						265.00	265.00
	TOTAL PAYMENT AMOUNT											795.00 *	795.00	
010625/00	CULLIGAN WATER OF SACRAMENTO													
62	PO-200061	01/03/2020	1686	1	01-0740-0-5600-112-0000-3600-022-302	NN	P						42.75	42.75
	TOTAL PAYMENT AMOUNT											42.75 *	42.75	
011166/00	DAILY JOURNAL CORPORATION													
1623	PO-201575	01/03/2020	SC#3325896	1	01-0000-0-5800-106-0000-8200-007-000	NN	F						63.00	63.00
	TOTAL PAYMENT AMOUNT											63.00 *	63.00	
019943/00	Document Tracking Services													
1091	PO-201084	01/03/2020	T-958430026	1	01-0740-0-5800-103-4760-1000-019-304	NY	P						25.16	25.16
	TOTAL PAYMENT AMOUNT											25.16 *	25.16	
018277/00	EASTER SEAL SOCIETY OF CA. INC													
779	PO-200772	01/03/2020	NOV-19	1	01-6500-0-5800-102-5750-1180-019-000	NN	P						840.00	840.00
	TOTAL PAYMENT AMOUNT											840.00 *	840.00	

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

017258/00	FARLEE, ALLISON													
1601 PO-201565	01/03/2020	REIMB SUPPLIES	1	01-6500-0-4300-102-5750-1110-019-000	NN	F							44.33	44.33
TOTAL PAYMENT AMOUNT													44.33 *	44.33
018359/00	FOOTHILL INTERMEDIATE SCHOOLS													
1610 PO-201592	01/03/2020	LEAGUE FEES WCR	1	01-0076-0-5800-371-1110-4200-012-000	NN	F							875.45	875.45
TOTAL PAYMENT AMOUNT													875.45 *	875.45
015172/00	FRENCH, DAVID L.													
1592 PO-201557	01/03/2020	REIMB PURCHASE	1	01-3182-0-4300-475-3200-1000-015-130	NN	F							17.86	17.86
TOTAL PAYMENT AMOUNT													17.86 *	17.86
015904/00	GATE WRX													
1640 PO-201606	01/02/2020	1020	1	01-8150-0-5600-106-0000-8110-007-000	NY	F							202.50	202.50
TOTAL PAYMENT AMOUNT													202.50 *	202.50
018192/00	GREEN, KERI													
1561 PO-201553	01/03/2020	REIMB TRIP TICKETS	1	01-0000-0-5800-472-1110-1000-014-000	NN	F							232.00	232.00
TOTAL PAYMENT AMOUNT													232.00 *	232.00
010992/00	HARBOR FREIGHT TOOLS USA INC													
97 PO-200088	01/03/2020	904017	1	01-0000-0-4300-106-0000-8110-007-000	NN	P							331.12	331.12
98 PO-200089	01/03/2020	904017	1	01-8150-0-4300-106-0000-8110-007-000	NN	P							83.89	83.89
TOTAL PAYMENT AMOUNT													415.01 *	415.01
016133/00	HAWKINS OFFICIATING SERVICE													
1608 PO-201590	01/03/2020	12/1-12/16	1	01-0076-0-5800-371-1110-4200-012-000	NY	F							160.00	160.00
TOTAL PAYMENT AMOUNT													160.00 *	160.00

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

017002/00	HOME DEPOT CREDIT SERVICES								
590 PO-200573	01/02/2020	6035322649033119	1	01-6387-0-4300-472	1110-1000-019-201	NN	P	183.48	183.48
			TOTAL PAYMENT AMOUNT					183.48 *	183.48
014507/00	HORIZON DISTRIBUTORS								
51 PO-200057	01/03/2020	2A188273	1	01-0000-0-4300-106-0000-8110-007-000	NN	P		158.09	158.09
			TOTAL PAYMENT AMOUNT					158.09 *	158.09
017603/00	HUNT, CAROL								
113 PO-200105	01/03/2020	DEC MILEAGE	1	01-0000-0-5210-101-0000-7150-002-000	NN	P		10.67	10.67
			TOTAL PAYMENT AMOUNT					10.67 *	10.67
010939/00	IML SECURITY SUPPLY								
540 PO-200515	01/03/2020	2433562	1	01-8150-0-4300-106-0000-8110-007-000	NN	P		382.52	382.52
			TOTAL PAYMENT AMOUNT					382.52 *	382.52
022114/00	IZA DESIGN								
1114 PO-201081	01/03/2020	INV53074	1	01-0000-0-5800-371-1110-1000-012-000	YN	F		269.64	250.25
			TOTAL PAYMENT AMOUNT					250.25 *	250.25
			TOTAL USE TAX AMOUNT						19.39
018343/00	JBEILY, TAMI								
104 PO-200092	01/03/2020	DEC MILEAGE	1	01-0000-0-5210-103-0000-2110-019-000	NN	P		20.50	20.50
			TOTAL PAYMENT AMOUNT					20.50 *	20.50
015912/00	JOHNSON, STEPHEN								
1206 PO-201170	01/03/2020	TRIP 2330	1	01-0740-0-5800-112-0000-3600-007-302	NN	P		12.76	12.76
1206 PO-201170	01/03/2020	TRIP 2321	1	01-0740-0-5800-112-0000-3600-007-302	NN	P		12.56	12.56
			TOTAL PAYMENT AMOUNT					25.32 *	25.32

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					

010728/00	JOHNSTONE SUPPLY OF SACRAMENTO									
553 PO-200517	01/02/2020	27-s2432143.001	1 01-8150-0-4300-106-0000-8110-007-000 NN P	209.11	209.11					
TOTAL PAYMENT AMOUNT				209.11 *	209.11					
020090/00	JORDAN, MICHAEL									
1620 PO-201605	01/02/2020	travel expense	1 01-0000-0-5200-103-0000-2110-019-000 NN F	1,110.68	1,110.68					
TOTAL PAYMENT AMOUNT				1,110.68 *	1,110.68					
017726/00	LOS ANGELES FREIGHTLINER									
86 PO-200077	01/03/2020	XA410017938:01	1 01-0740-0-4300-112-0000-3600-022-302 NN P	611.84	611.84					
86 PO-200077	01/03/2020	XA410017883:01	1 01-0740-0-4300-112-0000-3600-022-302 NN P	137.73	137.73					
86 PO-200077	01/03/2020	XA410017863:01	1 01-0740-0-4300-112-0000-3600-022-302 NN P	15.62	15.62					
1595 PO-201564	01/03/2020	RA410004391:01	1 01-0740-0-5600-112-0000-3600-022-302 NN F	7,549.93	7,549.93					
TOTAL PAYMENT AMOUNT				8,315.12 *	8,315.12					
021914/00	LOY MATTISON ENTERPRISES									
235 PO-200219	01/02/2020	100919113019	1 01-0000-0-5800-106-0000-8110-007-000 NY P	937.50	937.50					
TOTAL PAYMENT AMOUNT				937.50 *	937.50					
015450/00	MACIEL, SUZANNE									
1567 PO-201537	01/03/2020	00001	1 01-6500-0-5800-102-5750-1180-019-000 NY P	633.70	633.70					
1567 PO-201537	01/03/2020	00002	1 01-6500-0-5800-102-5750-1180-019-000 NY P	617.40	617.40					
TOTAL PAYMENT AMOUNT				1,251.10 *	1,251.10					
022230/00	MANAGED HEALTH NETWORK									
196 PO-200176	01/03/2020	PRM-047471	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	01/03/2020	7012380262	1 01-6500-0-5800-102-5750-1180-019-000 NN P	3,088.50	3,088.50					
636 PO-200634	01/03/2020	7012380262	1 01-0740-0-5800-104-0000-3140-019-128 NN P	3,681.70	3,681.70					
TOTAL PAYMENT AMOUNT				6,770.20 *	6,770.20					

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			

015248/00	MBS ENGINEERING INC							
1600 PO-201560	01/03/2020	1299	1 01-8150-0-5600-106-0000-8110-007-000 NN F	10,330.05	10,330.05			
TOTAL PAYMENT AMOUNT				10,330.05 *				
016087/00	MICHAEL'S TRANSPORTATION SERV.							
855 PO-200808	01/03/2020	113046	1 01-0740-0-5800-112-0000-3600-022-302 NN P	4,050.00	4,050.00			
TOTAL PAYMENT AMOUNT				4,050.00 *				
022290/00	N2Y LLC							
1565 PO-201535	01/02/2020	INV-1015276	1 01-6500-0-5800-102-5750-1110-019-000 NN F	12,647.74	11,738.04			
TOTAL PAYMENT AMOUNT				11,738.04 *				
010253/00	NCS PEARSON INC							
1529 PO-201504	01/03/2020	7660085	1 01-6500-0-4300-102-5001-3120-019-000 NN F	58.19	58.19			
TOTAL PAYMENT AMOUNT				58.19 *				
021173/00	NORTH STATE TIRE CO. INC							
1611 PO-201568	01/03/2019	101409	1 01-0740-0-4300-112-0000-3600-022-302 NN F	346.53	346.53			
1611 PO-201568	01/03/2020	101409	2 01-0740-0-5800-112-0000-3600-022-302 NN F	105.00	105.00			
TOTAL PAYMENT AMOUNT				451.53 *				
017576/00	OFFICE DEPOT							
1406 PO-201377	01/03/2020	410215866001	1 01-0000-0-4300-103-0000-2110-019-000 NN F	223.83	174.29			
1408 PO-201379	01/03/2020	410260431001	1 01-3010-0-4300-371-1110-1000-012-108 NN P	306.42	306.42			
1408 PO-201379	01/03/2020	410260434001	1 01-3010-0-4300-371-1110-1000-012-108 NN P	33.36	33.36			
1408 PO-201379	01/03/2020	410260430001	1 01-3010-0-4300-371-1110-1000-012-108 NN F	484.58	384.82			
1512 PO-201462	01/03/2020	411982258001	1 01-0000-0-4300-236-1110-1000-009-000 NN P	446.07	446.07			
1536 PO-201497	01/03/2020	413114613001	1 01-0000-0-4300-105-0000-7200-005-000 NN F	112.80	106.74			
1553 PO-201517	01/02/2020	415331085001	1 01-0000-0-4300-238-1110-1000-010-000 NN F	197.14	197.14			
1564 PO-201525	01/02/2020	415822069001	1 01-0740-0-4300-112-0000-3600-022-302 NN F	636.95	655.51			
1560 PO-201532	01/02/2020	418020000001	1 01-0000-0-4300-234-1110-1000-008-000 NN F	246.69	222.57			
TOTAL PAYMENT AMOUNT				2,526.92 *				

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			
010426/00	PAULS SAFE & LOCK							
27	PO-200028	01/03/2020	I191218652	1 01-8150-0-4300-106-0000-8110-007-000	NY P	21.50		21.50
TOTAL PAYMENT AMOUNT						21.50 *		21.50
019755/00	PERRY, RENEE	X						
1459	PO-201561	01/03/2020	REIMB IPAD	1 01-6500-0-4400-102-5750-1110-019-000	NN P	510.48		510.48
TOTAL PAYMENT AMOUNT						510.48 *		510.48
016333/00	PILCHER, KIELEEN							
1630	PO-201595	01/03/2020	DEC MILEAGE	1 01-0740-0-5210-601-1110-1000-017-120	NN F	42.34		42.34
TOTAL PAYMENT AMOUNT						42.34 *		42.34
010875/00	PLACER COMPLETE RESTORATION							
1624	PO-201576	01/02/2020	5273099	1 01-8150-0-5600-106-0000-8110-007-000	NN P	26,169.18		26,169.18
TOTAL PAYMENT AMOUNT						26,169.18 *		26,169.18
022285/00	PLACER COUNTY OFFICE OF EDUC							
1197	PO-201195	01/03/2020	AR-20-01184	1 01-6500-0-5200-102-5001-3120-019-000	NN F	450.00		450.00
1245	PO-201231	01/03/2020	AR20-01182	1 01-6500-0-5200-102-5060-2110-019-000	NN F	100.00		100.00
TOTAL PAYMENT AMOUNT						550.00 *		550.00
014069/00	PLATT ELECTRIC SUPPLY INC							
37	PO-200050	01/03/2020	X831310	1 01-8150-0-4300-106-0000-8110-007-000	NN P	286.01		286.01
37	PO-200050	01/03/2020	X892292	1 01-8150-0-4300-106-0000-8110-007-000	NN P	1,145.05		1,145.05
TOTAL PAYMENT AMOUNT						1,431.06 *		1,431.06
017987/00	POOR, BERNADETTE							
1593	PO-201582	01/03/2020	REIMB ONLINE ORDER	1 01-0000-0-4300-472-0000-2700-014-000	NN F	71.10		71.10
TOTAL PAYMENT AMOUNT						71.10 *		71.10

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	
021401/00	PRACTI-CAL INC							
381 PO-200370	01/03/2020	344148	1 01-5640-0-5800-102-0000-2700-019-000	NN P		139.93	139.93	
381 PO-200370	01/03/2020	343747	1 01-5640-0-5800-102-0000-2700-019-000	NN P		126.58	126.58	
TOTAL PAYMENT AMOUNT						266.51 *	266.51	
017736/00	PRICE, KAREN							
1609 PO-201591	01/03/2020	REIMB FOOD	1 01-0000-0-4300-371-1110-1000-012-000	NN F		96.85	96.85	
TOTAL PAYMENT AMOUNT						96.85 *	96.85	
021194/00	PRUDENTIAL OVERALL SUPPLY INC							
55 PO-200041	01/03/2020	180353961	1 01-0740-0-5800-112-0000-3600-022-302	NN P		59.21	59.21	
TOTAL PAYMENT AMOUNT						59.21 *	59.21	
014245/00	RAY, CANDACE							
1598 PO-201585	01/03/2020	REIMB MATERIALS	1 01-6300-0-4300-371-1110-1000-012-000	N F		346.27	346.27	
1598 PO-201585	01/03/2020	REIMB	2 01-0000-0-4300-371-1110-1000-012-000	N F		275.39	275.39	
TOTAL PAYMENT AMOUNT						621.66 *	621.66	
010750/00	REFRIGERATION SUPPLIES DISTR.							
1445 PO-201408	01/02/2020	52330803-00	1 01-8150-0-4300-106-0000-8110-007-000	NN P		2,712.50	2,712.50	
TOTAL PAYMENT AMOUNT						2,712.50 *	2,712.50	
010038/00	RIVERBANK TENNIS TEAM							
1594 PO-201583	01/03/2020	CHS TENNIS 3/6	1 01-0076-0-5800-472-1110-4200-014-814	NN F		150.00	150.00	
TOTAL PAYMENT AMOUNT						150.00 *	150.00	
018970/00	RUA & SON MECHANICAL INC							
1621 PO-201574	01/01/2020	303210	1 01-8150-0-4300-106-9585-8110-007-000	NN F		80.81	80.81	
1621 PO-201574	01/03/2020	303210	2 01-8150-0-5600-106-9585-8110-007-000	NN F		800.00	800.00	
TOTAL PAYMENT AMOUNT						880.81 *	880.81	

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

016231/00	RUCKER, CARLA													
1604 PO-201566	01/03/2020	REIMB SUPPLIES	1	01-6300-0-4300-240-1110-1000-011-000	NN	F							59.77	59.77
TOTAL PAYMENT AMOUNT													59.77 *	59.77
015500/00	SACRAMENTO COUNTY OFFICE													
546 PO-200533	01/03/2020	201580	1	01-0000-0-5200-103-1110-1000-019-000	NN	P							150.00	150.00
1228 PO-201212	01/03/2020	201580	1	01-0000-0-5200-238-1110-1000-010-000	NN	P							300.00	300.00
TOTAL PAYMENT AMOUNT													450.00 *	450.00
014870/00	SACRAMENTO COUNTY OFFICE OF													
1199 PO-201179	01/03/2020	201580	1	01-0000-0-5200-371-1110-1000-012-000	NN	F							300.00	300.00
TOTAL PAYMENT AMOUNT													300.00 *	300.00
015769/00	SACRAMENTO COUNTY OFFICE OF ED													
1110 PO-201091	01/03/2020	201580	1	01-0000-0-5200-234-1110-1000-008-905	NN	F							600.00	600.00
TOTAL PAYMENT AMOUNT													600.00 *	600.00
010266/00	SACRAMENTO COUNTY UTILITIES													
77 PO-200068	01/03/2020	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													
1515 PO-201475	01/03/2020	208124344024	1	01-6300-0-4300-238-1110-1000-010-000	NN	F							371.20	371.20
TOTAL PAYMENT AMOUNT													371.20 *	371.20
020811/00	SHRED-IT USA LLC	X												
96 PO-200087	01/03/2020	8128847545	1	01-0000-0-5800-106-0000-8110-007-000	NN	P							84.68	84.68
TOTAL PAYMENT AMOUNT													84.68 *	84.68

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	

014813/00	SMITH, JANELLE							
1631 PO-201596	01/03/2020	DEC MILEAGE	1 01-0740-0-5210-601-1110-1000-017-120	NN F		45.00	45.00	
TOTAL PAYMENT AMOUNT						45.00 *	45.00	
010263/00	SMUD							
1627 PO-201577	01/03/2020	SN#31953715	1 01-8150-0-5600-106-0000-8110-007-000	NN F		5,000.00	5,000.00	
TOTAL PAYMENT AMOUNT						5,000.00 *	5,000.00	
020889/00	SOBELMAN, GRAHAM							
1584 PO-201562	01/03/2020	121319	1 01-0000-0-5800-472-1520-1000-014-000	NY F		250.00	250.00	
TOTAL PAYMENT AMOUNT						250.00 *	250.00	
017769/00	SPINELLI ELEMENTARY							
1629 PO-201594	01/03/2020	TRIP ASSIST #50233	1 01-5630-0-5800-601-1421-1000-017-120	NN F		250.00	250.00	
TOTAL PAYMENT AMOUNT						250.00 *	250.00	
018967/00	SPRINT CUSTOMER SERVICE							
80 PO-200071	01/03/2020	811116315-217	1 01-0000-0-5930-106-0000-8110-007-000	NN P		1,007.71	1,007.71	
115 PO-200107	01/03/2020	811116315-217	1 01-0000-0-5930-101-0000-7150-002-000	NN P		55.93	55.93	
199 PO-200179	01/03/2020	811116315-217	1 01-0000-0-5930-115-0000-7700-021-000	NN P		139.85	139.85	
178 PO-200184	01/03/2020	811116315-217	1 01-6387-0-5930-472-1110-1000-019-201	NN P		40.82	40.82	
180 PO-200185	01/03/2020	811116315-217	1 01-0740-0-5930-104-0000-3140-019-128	NN P		3.94	3.94	
181 PO-200186	01/03/2020	811116315-217	1 01-6500-0-5930-102-5060-2110-019-000	NN P		53.91	53.91	
1287 PO-201247	01/03/2020	811116315-217	1 01-6500-0-5930-102-5001-2700-019-000	NN P		81.64	81.64	
TOTAL PAYMENT AMOUNT						1,383.80 *	1,383.80	
014558/00	SPURR							
79 PO-200070	01/03/2020	104150	1 01-0000-0-5515-106-0000-8110-007-000	NN P		2,264.55	2,264.55	
TOTAL PAYMENT AMOUNT						2,264.55 *	2,264.55	
020399/00	SUMDOG							
1549 PO-201531	01/02/2020	INV-10667	1 01-6300-0-5800-234-1110-1000-008-000	NN F		1,600.00	1,600.00	
TOTAL PAYMENT AMOUNT						1,600.00 *	1,600.00	

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		

014079/00	THYSSENKRUPP ELEVATOR CORP								
1588 PO-201554	12/30/2019	6000410765	1 01-8150-0-5800-106-0000-8110-007-000	NN F	586.00	586.00			
TOTAL PAYMENT AMOUNT					586.00 *			586.00	
010902/00	U.S. BANK								
110 PO-200102	01/03/2020	4866 9145 5551 0632	1 01-0000-0-5800-101-0000-7150-002-000	NN P	9.99	9.99			
1102 PO-201086	01/03/2020	4866914555510632	1 01-0000-0-5200-103-0000-7200-019-000	NN P	252.74	252.74			
1371 PO-201351	01/03/2020	4866914555510632	1 01-3010-0-4300-601-1421-1000-017-120	NN F	469.79	469.79			
1378 PO-201352	01/03/2020	4866914555510632	1 01-3010-0-4300-601-1421-1000-017-120	NN F	61.11	61.11			
1391 PO-201355	01/03/2020	4866914555510632	1 01-5630-0-5800-601-1421-1000-017-120	NN F	106.00	106.00			
1392 PO-201356	01/03/2020	4866914555510632	1 01-5630-0-5800-601-1421-1000-017-120	NN F	212.00	212.00			
1400 PO-201362	01/03/2020	4866914555510632	1 01-0000-0-5200-101-0000-7150-002-000	NN F	145.00	145.00			
1454 PO-201423	01/03/2020	4866 9145 5551 0632	1 01-8150-0-4300-106-0000-8110-007-000	NN F	469.53	469.53			
1453 PO-201445	01/03/2020	4866914555510632	1 01-5630-0-4300-601-1421-1000-017-120	NN F	35.20	35.20			
1482 PO-201450	01/03/2020	4866914555510632	1 01-5630-0-5200-601-1421-1000-017-120	NN F	475.00	475.00			
1483 PO-201451	01/03/2020	4866914555518632	1 01-5630-0-5200-601-1421-1000-017-120	NN F	184.00	184.00			
1501 PO-201487	01/03/2020	4866914555510632	1 01-0000-0-4300-103-0000-2110-019-000	NN F	172.22	172.22			
1523 PO-201490	01/03/2020	4866914555510632	1 01-6500-0-5200-102-5770-1191-019-000	NN F	50.00	50.00			
1524 PO-201491	01/03/2020	4866914555510632	1 01-6500-0-5200-102-5001-2700-019-000	NN F	219.99	219.99			
1533 PO-201495	01/03/2020	4866914555510632	1 01-0000-0-5200-101-0000-7150-002-000	NN F	25.00	25.00			
TOTAL PAYMENT AMOUNT					2,887.57 *			2,887.57	
018542/00	WALKER, SHANDA								
1632 PO-201597	01/03/2020	mileage	1 01-5630-0-5800-601-1421-1000-017-120	NN F	3.51	3.51			
TOTAL PAYMENT AMOUNT					3.51 *			3.51	
010552/00	WAXIE SANITARY SUPPLY								
145 PO-200131	01/03/2020	78776125	1 01-0000-0-9320-000-0000-0000-000-000	NN P	8.88	8.88			
145 PO-200131	01/03/2020	78776121	1 01-0000-0-9320-000-0000-0000-000-000	NN P	481.77	481.77			
145 PO-200131	01/02/2020	78788653	1 01-0000-0-9320-000-0000-0000-000-000	NN P	90.08	90.08			
TOTAL PAYMENT AMOUNT					580.73 *			580.73	
022221/00	WESTERN HEALTH ADVANTAGE								
PV-200048	12/30/2019	DECEMBER 2019	01-0000-0-3401-100-1110-1000-000-000	NN		44,539.06			
PV-200048	12/30/2019	DECEMBER 2019	01-0000-0-3402-100-1110-1000-000-000	NN		29,819.29			
TOTAL PAYMENT AMOUNT					74,358.35 *			74,358.35	

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

017410/00	WILSON, KARRI													
816	PO-200799	01/03/2020	NOV-DEC			1	01-6500-0-5210-102-5770-1191-019-000	N	P				6.79	6.79
TOTAL PAYMENT AMOUNT													6.79 *	6.79
020026/00	WORTHINGTON DIRECT													
1356	PO-201315	01/03/2020	INV348786CEN134			1	01-3010-0-4400-371-1110-1000-012-108	NN	F				2,946.14	2,934.61
1359	PO-201316	01/03/2020	INV348787CEN134			1	01-3010-0-4300-371-1110-1000-012-108	NN	F				5,471.81	5,449.99
TOTAL PAYMENT AMOUNT													8,384.60 *	8,384.60
017313/00	XEROX													
149	PO-200134	01/03/2020	230187415			1	01-0000-0-5800-116-0000-7200-007-000	NN	P				35,226.52	35,226.52
151	PO-200136	01/03/2020	238009639			1	01-0000-0-4300-116-0000-7200-007-000	NN	P				3,004.64	3,004.64
153	PO-200137	01/03/2020	230187421			1	01-0000-0-5800-116-0000-7200-007-000	NN	P				2,180.69	2,180.69
TOTAL PAYMENT AMOUNT													40,411.85 *	40,411.85
TOTAL FUND PAYMENT										279,973.69 **		279,973.69		
TOTAL USE TAX AMOUNT										19.39				

081 CENTER UNIFIED SCHOOL DISTRICT J26311
1-2-20

ACCOUNTS PAYABLE PRELIST
BATCH: 0028 1-3-2020
FUND : 11 ADULT EDUCATION FUND

APY500 L.00.16 01/02/20 11:15 PAGE 15
<< 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

011596/00	NEW READERS PRESS								
847 PO-200858	01/03/2020	9213397	1	11-3913-0-4200-600-4130-1000-015-000	NN F			146.41	146.41
TOTAL PAYMENT AMOUNT								146.41 *	146.41
018015/00	TOMPKINS, SHELLEY								
1615 PO-201572	01/03/2020	MILEAGE	1	11-6391-0-5210-600-4130-1000-015-000	NN F			39.67	39.67
TOTAL PAYMENT AMOUNT								39.67 *	39.67
TOTAL FUND PAYMENT								186.08 **	186.08

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

011256/00	BERNARD FOOD INDUSTRIES INC													
1636	PO-201600	01/03/2020	00842699	1	13-5310-0-4700-108-0000-3700-020-000	NN	F						1,123.20	1,123.20
TOTAL PAYMENT AMOUNT										1,123.20 *			1,123.20	
011602/00	DANIELSEN CO., THE													
146	PO-200132	01/03/2020	215072	1	13-5310-0-4700-108-0000-3700-020-000	N	P						1,995.75	1,995.75
146	PO-200132	01/03/2020	215072	2	13-5310-0-4300-108-0000-3700-020-000	N	P						760.35	760.35
TOTAL PAYMENT AMOUNT										2,756.10 *			2,756.10	
016279/00	P&R PAPER SUPPLY													
152	PO-200141	01/03/2020	30293908-00	1	13-5310-0-4300-108-0000-3700-020-000	NN	P						1,314.12	1,314.12
TOTAL PAYMENT AMOUNT										1,314.12 *			1,314.12	
019867/00	PAPA MURPHY'S													
928	PO-200894	01/03/2020	2017	1	13-5310-0-4700-108-0000-3700-020-000	NN	P						210.00	210.00
928	PO-200894	01/03/2020	2018	1	13-5310-0-4700-108-0000-3700-020-000	NN	P						280.00	280.00
TOTAL PAYMENT AMOUNT										490.00 *			490.00	
021194/00	PRUDENTIAL OVERALL SUPPLY INC													
168	PO-200155	01/03/2020	18054478	1	13-5310-0-5800-108-0000-3700-020-000	NN	P						77.75	77.75
168	PO-200155	01/03/2020	180353960	1	13-5310-0-5800-108-0000-3700-020-000	NN	P						77.75	77.75
TOTAL PAYMENT AMOUNT										155.50 *			155.50	
017334/00	SEVEN UP BOTTLING CO. OF S.F.													
166	PO-200153	01/03/2020	3585510333	1	13-5310-0-4700-108-0000-3700-020-000	NN	P						465.60	465.60
TOTAL PAYMENT AMOUNT										465.60 *			465.60	
016043/00	SHELTONS UNLIMITED MECHANICAL													
156	PO-200143	01/03/2020	20-01NURTI	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	

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

018967/00	SPRINT CUSTOMER SERVICE													
1368	PO-201339	01/03/2020	811116315-217			1	13-5310-0-5930-108-0000-3700-020-000	NN	P				40.82	40.82
TOTAL PAYMENT AMOUNT										40.82 *				40.82
011422/00	SYSCO OF SAN FRANCISCO													
148	PO-200140	01/03/2020	231594343			2	13-5310-0-4300-108-0000-3700-020-000	NN	P				577.52	577.52
148	PO-200140	01/03/2020	231594343			1	13-5310-0-4700-108-0000-3700-020-000	NN	P				2,015.83	2,015.83
TOTAL PAYMENT AMOUNT										2,593.35 *				2,593.35
010902/00	U.S. BANK													
741	PO-200709	01/03/2020	4866914555510632			2	13-5310-0-5200-108-0000-3700-020-000	NN	F				509.58	509.58
1485	PO-201482	01/03/2020	4866914555510632			1	13-5310-0-4300-108-0000-3700-020-000	NN	F				57.11	57.11
TOTAL PAYMENT AMOUNT										566.69 *				566.69
TOTAL FUND PAYMENT										11,545.38 **				11,545.38
TOTAL BATCH PAYMENT										291,705.15 ***		0.00		291,705.15
TOTAL USE TAX AMOUNT														19.39
TOTAL DISTRICT PAYMENT										291,705.15 ****		0.00		291,705.15
TOTAL USE TAX AMOUNT														19.39
TOTAL FOR ALL DISTRICTS:										291,705.15 ****		0.00		291,705.15
TOTAL USE TAX AMOUNT														19.39
Number of checks to be printed: 102, not counting voids due to stub overflows.													291,705.15	

Batch status: A All

From batch: 0030

To batch: 0030

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

020482/00	A 1	JANITORIAL SUPPLY							
134	PO-200121	01/09/2020 155356	1	01-0000-0-4300-111-0000-8200-007-000	NN P		723.61		723.61
TOTAL PAYMENT AMOUNT									723.61
010669/00	ALHAMBRA & SIERRA SPRINGS								
32	PO-200001	01/09/2020 8026869118478244	1	01-0740-0-5600-601-1110-1000-017-120	NN P		5.99		5.99
457	PO-200442	01/09/2020 27045224780818	1	01-0000-0-4300-105-0000-7200-005-000	NN P		21.02		21.02
457	PO-200442	01/09/2020 27045224780818	2	01-0000-0-5600-105-0000-7200-005-000	NN P		6.99		6.99
TOTAL PAYMENT AMOUNT									34.00
014733/00	ALL WEST COACHLINES INC.								
1659	PO-201625	01/09/2020 74361	1	01-0076-0-5865-472-1110-4200-014-302	NN F		1,090.20		1,090.20
TOTAL PAYMENT AMOUNT									1,090.20
021097/00	ASSOCIATED VALUATION SERVICES								
1643	PO-201609	01/09/2020 6318	1	01-0000-0-5800-106-0000-8200-007-000	NN F		2,073.92		2,073.92
TOTAL PAYMENT AMOUNT									2,073.92
010400/00	AT&T								
75	PO-200066	01/09/2020 81008413	1	01-0000-0-5930-106-0000-8110-007-000	NN P		9.34		9.34
TOTAL PAYMENT AMOUNT									9.34
015226/00	ATI ARCHITECTS & ENGINEERS								
1193	PO-201164	01/09/2020 1502247	1	01-0201-0-6201-106-0000-8500-007-000	NN P		425.00		425.00
1193	PO-201164	01/09/2020 1502181	1	01-0201-0-6201-106-0000-8500-007-000	NN P		7,465.97		7,465.97
TOTAL PAYMENT AMOUNT									7,890.97
021604/00	ATLAS DISPOSAL INDUSTRIES								
71	PO-200062	01/09/2020 1031	1	01-0000-0-5525-106-0000-8110-007-000	NN P		263.68		263.68
71	PO-200062	01/09/2020 149397	1	01-0000-0-5525-106-0000-8110-007-000	NN P		620.35		620.35
71	PO-200062	01/09/2020 149398	1	01-0000-0-5525-106-0000-8110-007-000	NN P		1,883.32		1,883.32
71	PO-200062	01/09/2020 149399	1	01-0000-0-5525-106-0000-8110-007-000	NN P		822.09		822.09
71	PO-200062	01/09/2020 149400	1	01-0000-0-5525-106-0000-8110-007-000	NN P		336.29		336.29
71	PO-200062	01/09/2020 149401	1	01-0000-0-5525-106-0000-8110-007-000	NN P		299.57		299.57

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			

021604	(CONTINUED)							
71	PO-200062	01/09/2020	149402	1 01-0000-0-5525-106-0000-8110-007-000	NN P	573.20		573.20
71	PO-200062	01/09/2020	149403	1 01-0000-0-5525-106-0000-8110-007-000	NN P	520.56		520.56
71	PO-200062	01/09/2020	149404	1 01-0000-0-5525-106-0000-8110-007-000	NN P	93.77		93.77
71	PO-200062	01/09/2020	1032	1 01-0000-0-5525-106-0000-8110-007-000	NN P	401.19		401.19
TOTAL PAYMENT AMOUNT								5,814.02 *
013988/00	BUTTES/CENTER STATE PIPE &							
1637	PO-201601	01/09/2020	S0111155069.001	1 01-8150-0-4300-106-0000-8110-007-000	NN P	381.71		381.71
1637	PO-201601	01/09/2020	S01114379	1 01-8150-0-4300-106-0000-8110-007-000	NN P	823.69		823.69
TOTAL PAYMENT AMOUNT								1,205.40 *
016401/00	CALIFORNIA DEPT OF TAX AND FEE							
1029	PO-200990	01/09/2020	57-415168	1 01-0740-0-5800-112-0000-3600-007-302	NN P	40.00		40.00
1642	PO-201608	01/09/2020	044-018826	1 01-0740-0-5800-112-0000-3600-022-302	NN F	935.00		935.00
TOTAL PAYMENT AMOUNT								975.00 *
016395/00	CATAPULTK12							
1628	PO-201578	01/09/2020	1043784	1 01-0740-0-5800-115-0000-7200-021-304	NN P	11,610.00		11,610.00
1628	PO-201578	01/09/2020	1043786	1 01-0740-0-5800-115-0000-7200-021-304	NN P	4,577.00		4,577.00
TOTAL PAYMENT AMOUNT								16,187.00 *
016261/00	CEBULA RN, GAIL							
106	PO-200094	01/09/2020	DEC MILEAGE	1 01-0740-0-5210-104-0000-3140-019-128	NN P	20.53		20.53
TOTAL PAYMENT AMOUNT								20.53 *
014557/00	COLLEGE OAK TOW & TRANSPORT							
88	PO-200079	01/09/2020	526048	1 01-0740-0-5800-112-0000-3600-022-302	NN P	412.50		412.50
TOTAL PAYMENT AMOUNT								412.50 *
021813/00	CONSOLIDATED COMMUNICATIONS							
158	PO-200144	01/09/2020	916-150-1610/0	1 01-0000-0-5930-106-0000-8110-007-000	NN F	377.98		377.98
158	PO-200144	01/08/2020	916-150-1610/0	2 01-0000-0-5930-106-0000-8110-007-000	NN P	389.99		389.99
TOTAL PAYMENT AMOUNT								767.97 *

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									
021813/02	Consolidated Communications								
83	PO-200074	01/09/2020	916-773-4131/0						
				1	01-0000-0-5900-106-0000-8110-007-000	NN	P		
							2,509.63		2,509.63
									TOTAL PAYMENT AMOUNT
							2,509.63	*	2,509.63
019943/00	Document Tracking Services								
1091	PO-201084	01/09/2020	T-958430027						
				1	01-0740-0-5800-103-4760-1000-019-304	NY	P		
							25.14		25.14
									TOTAL PAYMENT AMOUNT
							25.14	*	25.14
021610/00	EATON INTERPRETING SERVICES								
322	PO-200315	01/09/2020	310032						
				1	01-0740-0-5800-103-4760-1000-019-304	NN	P		
							108.00		108.00
									TOTAL PAYMENT AMOUNT
							108.00	*	108.00
018181/00	EATON, JENNA								
1568	PO-201538	01/09/2020	00004						
				1	01-6500-0-5800-102-5750-1180-019-000	NY	P		
							1,167.40		1,167.40
									TOTAL PAYMENT AMOUNT
							1,167.40	*	1,167.40
010336/00	ECOTECH PEST MANAGEMENT INC								
73	PO-200064	01/09/2020	34569						
				1	01-0000-0-5500-106-0000-8110-007-000	NN	P		
							712.00		712.00
									TOTAL PAYMENT AMOUNT
							712.00	*	712.00
021939/00	ENTEK CONSULTING GROUP INC								
1644	PO-201610	01/09/2020	20/0002						
				1	01-8150-0-5800-106-0000-8110-007-000	NN	F		
							767.50		767.50
1653	PO-201615	01/09/2020	20/0007						
				1	01-0000-0-5800-106-0000-8200-007-995	NN	F		
							1,670.00		1,670.00
									TOTAL PAYMENT AMOUNT
							2,437.50	*	2,437.50
019662/00	FARREL, JASON								
1657	PO-201622	01/09/2020	REIMB PURCHASES						
				1	01-0000-0-4300-236-0000-2700-009-000	NN	F		
							168.45		168.45
1657	PO-201622	01/09/2020	REIMB PURCHASES						
				2	01-3010-0-4300-236-1110-1000-009-111	NN	F		
							54.71		54.71
									TOTAL PAYMENT AMOUNT
							223.16	*	223.16

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

011601/00	GRIMES, PAMELA								
105	PO-200093	01/09/2020	DEC MILEAGE	1	01-0740-0-5210-104-0000-3140-019-128	NN	P	40.60	40.60
				TOTAL PAYMENT AMOUNT				40.60 *	40.60
017337/00	HUMMINGBIRD NETWORKS								
1380	PO-201347	01/09/2020	263588	1	01-0370-0-4300-115-1110-1000-007-000	NN	F	2,957.52	2,957.52
1380	PO-201347	01/09/2020	263588	2	01-0370-0-5800-115-1110-1000-007-000	NN	F	2,150.00	2,150.00
				TOTAL PAYMENT AMOUNT				5,107.52 *	5,107.52
010939/00	IML SECURITY SUPPLY								
540	PO-200515	01/09/2020	2423870	1	01-8150-0-4300-106-0000-8110-007-000	NN	P	21.55	21.55
540	PO-200515	01/08/2020	2439536	1	01-8150-0-4300-106-0000-8110-007-000	NN	P	25.24	25.24
540	PO-200515	01/09/2020	2431415	1	01-8150-0-4300-106-0000-8110-007-000	NN	P	1,606.56	1,606.56
1662	PO-201628	01/09/2020	2437263	1	01-0076-0-4300-472-1110-4200-014-000	NN	F	130.43	130.43
				TOTAL PAYMENT AMOUNT				1,783.78 *	1,783.78
021789/00	JABBERGYM INC								
935	PO-200937	01/09/2020	12201	1	01-6500-0-5800-102-5750-1180-019-000	NN	P	23,523.64	23,523.64
				TOTAL PAYMENT AMOUNT				23,523.64 *	23,523.64
020720/00	JBEILY, MARISA								
PV-200049	01/08/2020	LOST CHECK REPLACEMENT		01-4203-0-2900-103-4760-1000-019-111	NN				165.00
				TOTAL PAYMENT AMOUNT				165.00 *	165.00
021083/00	KIRK S. BRAINERD ARCHITECT INC								
1678	PO-201630	01/09/2020	1918-01	1	01-0000-0-5800-106-0000-7200-007-000	NN	F	2,000.00	2,000.00
				TOTAL PAYMENT AMOUNT				2,000.00 *	2,000.00
015450/00	MACIEL, SUZANNE								
1567	PO-201537	01/09/2020	00003	1	01-6500-0-5800-102-5750-1180-019-000	NY	P	608.70	608.70
				TOTAL PAYMENT AMOUNT				608.70 *	608.70

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	01/09/2020	7033930262	1	01-6500-0-5800-102-5750-1180-019-000	NN	P			1,233.50	1,233.50
631 PO-200632	01/09/2020	7033930262	1	01-6500-0-5800-102-5750-1180-019-000	NN	P			1,250.50	1,250.50
636 PO-200634	01/09/2020	7033930262	1	01-0740-0-5800-104-0000-3140-019-128	NN	P			4,110.00	4,110.00
TOTAL PAYMENT AMOUNT									6,594.00 *	6,594.00
019087/00	MCCARTY, MELADEE									
639 PO-200647	01/09/2020	DECEMBER 2019	1	01-6500-0-5800-102-5750-1180-019-000	NY	P			1,300.00	1,300.00
TOTAL PAYMENT AMOUNT									1,300.00 *	1,300.00
016087/00	MICHAEL'S TRANSPORTATION SERV.									
855 PO-200808	01/09/2020	113217	1	01-0740-0-5800-112-0000-3600-022-302	NN	P			3,240.00	3,240.00
855 PO-200808	01/09/2020	113168	1	01-0740-0-5800-112-0000-3600-022-302	NN	P			3,645.00	3,645.00
TOTAL PAYMENT AMOUNT									6,885.00 *	6,885.00
019059/00	MILLENNIUM TERMITE & PEST									
72 PO-200063	01/09/2020	TR-71099	1	01-0000-0-5500-106-0000-8110-007-000	NN	P			91.00	91.00
72 PO-200063	01/09/2020	TR-72628	1	01-0000-0-5500-106-0000-8110-007-000	NN	P			57.00	57.00
72 PO-200063	01/09/2020	TR-72628	1	01-0000-0-5500-106-0000-8110-007-000	NN	F			59.00	59.00
TOTAL PAYMENT AMOUNT									207.00 *	207.00
017576/00	OFFICE DEPOT									
1411 PO-201381	01/09/2020	410218763001	1	01-6500-0-4300-102-5770-1191-019-000	NN	P			12.79	12.79
1411 PO-201381	01/09/2020	410218763002	1	01-6500-0-4300-102-5770-1191-019-000	NN	F			42.07	41.90
1569 PO-201539	01/09/2020	418026804001	1	01-0000-0-4300-236-1110-1000-009-000	NN	P			159.88	159.88
1569 PO-201539	01/09/2020	418026806001	1	01-0000-0-4300-236-1110-1000-009-000	NN	F			35.52	35.60
1581 PO-201549	01/09/2020	418011838001	1	01-0000-0-4300-106-0000-8110-007-000	NN	F			263.07	238.07
TOTAL PAYMENT AMOUNT									488.24 *	488.24
019700/00	PITNEY BOWES GLOBAL FINANCIAL									
1649 PO-201614	01/09/2020	3103642715	1	01-0000-0-5620-105-0000-7200-005-000	NN	F			1,130.31	1,130.31
TOTAL PAYMENT AMOUNT									1,130.31 *	1,130.31

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

010251/00	PLACER CO OFFICE OF EDUCATION								
1198 PO-201178	01/09/2020	AR20-0138	1	01-0000-0-5200-371-1110-1000-012-905	NN F		600.00	600.00	
1352 PO-201312	01/09/2020	AR20-01238	1	01-3010-0-5200-236-1110-1000-009-103	NN F		200.00	200.00	
TOTAL PAYMENT AMOUNT								800.00 *	800.00
022285/00	PLACER COUNTY OFFICE OF EDUC								
1166 PO-201150	01/09/2020	AR20-01227	1	01-6500-0-5200-102-5060-2110-019-000	NN F		100.00	100.00	
TOTAL PAYMENT AMOUNT								100.00 *	100.00
017377/00	PLACER COUNTY OFFICE OF EDUC.								
1104 PO-201073	01/09/2020	AR20-01130	1	01-3182-0-5200-475-3200-1000-015-130	NN F		125.00	125.00	
1577 PO-201545	01/09/2020	AR20-01130	1	01-0000-0-5200-371-0000-2700-012-000	NN F		125.00	125.00	
1645 PO-201619	01/09/2020	AR20-01130	1	01-0000-0-5200-238-1110-1000-010-000	NN F		125.00	125.00	
TOTAL PAYMENT AMOUNT								375.00 *	375.00
021401/00	PRACTI-CAL INC								
381 PO-200370	01/09/2020	344209	1	01-5640-0-5800-102-0000-2700-019-000	NN P		412.61	412.61	
TOTAL PAYMENT AMOUNT								412.61 *	412.61
021194/00	PRUDENTIAL OVERALL SUPPLY INC								
55 PO-200041	01/09/2020	180355530	1	01-0740-0-5800-112-0000-3600-022-302	NN P		59.21	59.21	
55 PO-200041	01/09/2020	180354928	1	01-0740-0-5800-112-0000-3600-022-302	NN P		59.21	59.21	
55 PO-200041	01/09/2020	180354480	1	01-0740-0-5800-112-0000-3600-022-302	NN P		59.21	59.21	
TOTAL PAYMENT AMOUNT								177.63 *	177.63
019976/00	RAMIREZ, TRACY LAFAY								
183 PO-200192	01/09/2020	DEC MILEAGE	1	01-6500-0-5210-102-5060-2110-019-000	NN P		16.00	16.00	
TOTAL PAYMENT AMOUNT								16.00 *	16.00
010266/00	SACRAMENTO COUNTY UTILITIES								
77 PO-200068	01/09/2020	50010762482	1	01-0000-0-5520-106-0000-8110-007-000	N P		113.93	113.93	
77 PO-200068	01/09/2020	50000878546	1	01-0000-0-5520-106-0000-8110-007-000	N P		721.03	721.03	
77 PO-200068	01/09/2020	50000878608	1	01-0000-0-5520-106-0000-8110-007-000	N P		262.77	262.77	
77 PO-200068	01/09/2020	50006974207	1	01-0000-0-5520-106-0000-8110-007-000	N P		1,724.79	1,724.79	

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

TOTAL PAYMENT AMOUNT							2,822.52 *	2,822.52
014786/00 SCHOOL SPECIALTY INC								
1427 PO-201394	01/09/2020	208124334948	1	01-6300-0-4300-475-3200-1000-015-106	NN F		37.73	30.32
TOTAL PAYMENT AMOUNT							30.32 *	30.32
011500/00 SCHOOLS INSURANCE AUTHORITY								
PV-200050	01/09/2020	JANUARY 2020		01-0000-0-3401-100-1110-1000-000-000	NN			30,262.00
PV-200050	01/09/2020	JANUARY 2020		01-0000-0-3402-100-1110-1000-000-000	NN			17,939.29
PV-200050	01/09/2020	JANUARY 2020		01-0000-0-3701-100-1110-1000-000-000	NN			5,882.83
PV-200050	01/09/2020	JANUARY 2020		01-0000-0-3702-100-1110-1000-000-000	NN			2,736.20
TOTAL PAYMENT AMOUNT							56,820.32 *	56,820.32
017106/00 SCHOOLS INSURANCE AUTHORITY								
PV-200051	01/08/2020	JANUARY 2020		01-0000-0-3401-100-1110-1000-000-000	NN			2,474.24
PV-200051	01/08/2020	JANUARY 2020		01-0000-0-3402-100-1110-1000-000-000	NN			2,474.25
TOTAL PAYMENT AMOUNT							4,948.49 *	4,948.49
020811/00 SHRED-IT USA LLC								
61 PO-200043	01/09/2020	8128800504	1	01-0000-0-5800-472-0000-2700-014-000	NN P		39.57	39.57
96 PO-200087	01/09/2020	8128874095	1	01-0000-0-5800-106-0000-8110-007-000	NN P		101.22	101.22
162 PO-200183	01/09/2020	8128847545	1	01-0000-0-5800-103-0000-7200-019-000	NN P		84.68	84.68
TOTAL PAYMENT AMOUNT							225.47 *	225.47
017265/00 SIERRA SCHOOL AT EASTERN								
938 PO-200938	01/07/2020	INV88649	1	01-6500-0-5800-102-5750-1180-019-000	NN P		3,441.68	3,441.68
TOTAL PAYMENT AMOUNT							3,441.68 *	3,441.68
010263/00 SMUD								
78 PO-200069	01/09/2020	7000000347	1	01-0000-0-5510-106-0000-8110-007-000	NN P		42,524.44	42,524.44
TOTAL PAYMENT AMOUNT							42,524.44 *	42,524.44

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

018370/00	STANLEY CONVERGENT SECURITY													
84	PO-200075	01/09/2020	17141690	1	01-8150-0-5800-106-0000-8110-007-000	NN	P						4,257.09	4,257.09
TOTAL PAYMENT AMOUNT												4,257.09 *	4,257.09	
020252/00	STAPLES BUSINESS CREDIT													
1542	PO-201512	01/09/2020	1047123LA	1	01-0000-0-4300-106-0000-8110-007-000	NN	F						216.09	216.09
1570	PO-201540	01/09/2020	180097362-0-5	1	01-0740-0-4300-601-1110-1000-017-120	NN	P						64.64	64.64
1570	PO-201540	01/09/2020	180097362-0-1	1	01-0740-0-4300-601-1110-1000-017-120	NN	P						222.77	222.77
1570	PO-201540	01/09/2020	180097362-0-4	1	01-0740-0-4300-601-1110-1000-017-120	NN	F						12.38	12.38
TOTAL PAYMENT AMOUNT												515.88 *	515.88	
011745/00	TORRES, MANUEL													
1622	PO-201618	01/09/2020	REIMB PURCHASE	1	01-0000-0-4300-472-0000-2700-014-000	NN	F						82.63	82.63
TOTAL PAYMENT AMOUNT												82.63 *	82.63	
011554/00	TRACTOR SUPPLY CO													
29	PO-200030	01/09/2020	6035301203476674	1	01-8150-0-4300-106-0000-8110-007-000	NN	P						253.91	253.91
1399	PO-201361	01/09/2020	6035301203476674	1	01-0000-0-4300-106-0000-8110-007-000	NN	P						203.96	203.96
1534	PO-201496	01/07/2020	6035301203476674	1	01-0000-0-4300-106-0000-8110-007-000	NN	P						32.27	32.27
TOTAL PAYMENT AMOUNT												490.14 *	490.14	
016370/00	TWIN RIVERS UNIFIED SCH DIST													
812	PO-200777	01/09/2020	201082	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	
010552/00	WAXIE SANITARY SUPPLY													
145	PO-200131	01/09/2020	78759193	1	01-0000-0-9320-000-0000-0000-000-000	NN	P						94.33	94.33
145	PO-200131	01/09/2020	78585157	1	01-0000-0-9320-000-0000-0000-000-000	NN	M						-55.49	-55.49
TOTAL PAYMENT AMOUNT												38.84 *	38.84	
022268/00	WHEELER, LEAH													
683	PO-200697	01/09/2020	#3	1	01-3010-0-5800-236-1110-1000-009-103	NY	P						1,000.00	1,000.00
683	PO-200697	01/09/2020	#4	1	01-3010-0-5800-236-1110-1000-009-103	NY	P						1,000.00	1,000.00
TOTAL PAYMENT AMOUNT												2,000.00 *	2,000.00	

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			

022348/00	WILSON, SHERRY							
1022	PO-200987	01/09/2020 TRIP 2336	1 01-0740-0-5800-112-0000-3600-022-302 NN P	25.00	25.00			
TOTAL PAYMENT AMOUNT				25.00 *				
020543/00	WINBORNE, JENNIFER							
1616	PO-201616	01/09/2020 REIMB PURCHASE	1 01-0000-0-4300-472-1110-1000-014-000 NN F	25.90	25.90			
1617	PO-201617	01/09/2020 REIMB PURCHASE	1 01-0000-0-4300-472-1110-1000-014-000 NN F	218.49	218.49			
TOTAL PAYMENT AMOUNT				244.39 *				
011017/00	WeVIDEO INC							
1548	PO-201530	01/09/2020 9653	1 01-6300-0-5800-234-1110-1000-008-000 NN F	299.00	299.00			
TOTAL PAYMENT AMOUNT				299.00 *				
017313/00	XEROX							
208	PO-200198	01/08/2020 503503734	1 01-0000-0-5600-116-0000-7200-007-000 NN P	281.32	281.32			
TOTAL PAYMENT AMOUNT				281.32 *				
019303/00	ZONAR SYSTEMS INC							
1381	PO-201353	01/09/2020 SI425076	1 01-0740-0-5800-112-0000-3600-022-302 NN P	225.00	225.00			
1381	PO-201353	01/09/2020 DEC MILEAGE	1 01-0740-0-5800-112-0000-3600-022-302 NN P	15.83	15.83			
TOTAL PAYMENT AMOUNT				240.83 *				
TOTAL FUND PAYMENT				227,224.01 **		227,224.01		

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	01/09/2020	9201			1 13-5310-0-4700-108-0000-3700-020-000 NN P	250.00	250.00	
TOTAL PAYMENT AMOUNT						250.00 *	250.00	
016670/00	FATCAT BAKERY							
167 PO-200154	01/09/2020	161263			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	01/09/2020	2918114			1 13-5310-0-4700-108-0000-3700-020-000 NN P	114.96	114.96	
159 PO-200149	01/09/2020	2925289			1 13-5310-0-4700-108-0000-3700-020-000 NN P	1,720.71	1,720.71	
159 PO-200149	01/09/2020	2925482			1 13-5310-0-4700-108-0000-3700-020-000 NN P	586.95	586.95	
159 PO-200149	01/09/2020	2933703			1 13-5310-0-4700-108-0000-3700-020-000 NN P	41.50	41.50	
159 PO-200149	01/09/2020	2956658			1 13-5310-0-4700-108-0000-3700-020-000 NN P	6,964.08	6,964.08	
159 PO-200149	01/09/2020	2956663			1 13-5310-0-4700-108-0000-3700-020-000 NN P	1,147.29	1,147.29	
159 PO-200149	01/09/2020	2961930			1 13-5310-0-4700-108-0000-3700-020-000 NN P	1,741.65	1,741.65	
159 PO-200149	01/09/2020	2962839			1 13-5310-0-4700-108-0000-3700-020-000 NN P	302.22	302.22	
159 PO-200149	01/09/2020	2984108			1 13-5310-0-4700-108-0000-3700-020-000 NN P	6,248.34	6,248.34	
159 PO-200149	01/09/2020	3013359			2 13-5310-0-5800-108-0000-3700-020-000 NN P	217.80	217.80	
TOTAL PAYMENT AMOUNT						19,085.50 *	19,085.50	
015608/00	KNUTSON, KARI							
176 PO-200163	01/09/2020	DEC MILEAGE			1 13-5310-0-5210-108-0000-3700-020-000 NN P	20.88	20.88	
TOTAL PAYMENT AMOUNT						20.88 *	20.88	
019993/00	PROPACIFIC FRESH							
161 PO-200150	01/09/2020	61188			1 13-5310-0-4700-108-0000-3700-020-000 NN P	880.46	880.46	
161 PO-200150	01/09/2020	61188			1 13-5310-0-4700-108-0000-3700-020-000 NN P	2,547.72	2,547.72	
161 PO-200150	01/09/2020	60507			1 13-5310-0-4700-108-0000-3700-020-000 NN P	1,605.29	1,605.29	
161 PO-200150	01/09/2020	62230			1 13-5310-0-4700-108-0000-3700-020-000 NN P	2,637.50	2,637.50	
161 PO-200150	01/09/2020	61883			1 13-5310-0-4700-108-0000-3700-020-000 NN P	949.37	949.37	
161 PO-200150	01/09/2020	61169			1 13-5310-0-4700-108-0000-3700-020-000 NN P	1,347.30	1,347.30	
161 PO-200150	01/09/2020	60270			1 13-5310-0-4700-108-0000-3700-020-000 NN P	3,956.80	3,956.80	
TOTAL PAYMENT AMOUNT						13,924.44 *	13,924.44	
TOTAL FUND PAYMENT						35,430.82 **	35,430.82	
TOTAL BATCH PAYMENT						262,654.83 ***	0.00	262,654.83

081 CENTER UNIFIED SCHOOL DISTRICT J26476
01-09-2020

ACCOUNTS PAYABLE PRELIST
BATCH: 0030 01-09-20
FUND : 13 CAFETERIA FUND

APY500 L.00.18 01/09/20 10:16 PAGE 11
<< 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			

TOTAL DISTRICT PAYMENT	262,654.83	****	0.00	262,654.83
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TOTAL FOR ALL DISTRICTS:	262,654.83	****	0.00	262,654.83
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Number of checks to be printed: 63, not counting voids due to stub overflows. 262,654.83

Batch status: A All

From batch: 0031

To batch: 0031

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	01/16/2020	02p469328	1 01-0740-0-4300-112-0000-3600-022-302	NN P	73.02	73.02		
93 PO-200084	01/16/2020	02p469525	1 01-0740-0-4300-112-0000-3600-022-302	NN P	114.50	114.50		
TOTAL PAYMENT AMOUNT					187.52 *			187.52
010002/00	ALDAR ACADEMY							
1099 PO-201128	01/16/2020	DECEMBER	1 01-6500-0-5800-102-5750-1180-019-000	NN P	4,635.50	4,635.50		
TOTAL PAYMENT AMOUNT					4,635.50 *			4,635.50
010669/00	ALHAMBRA & SIERRA SPRINGS							
15 PO-200018	01/16/2020	27045104780794	1 01-0000-0-4300-110-0000-7200-004-000	NN P	22.02	22.02		
15 PO-200018	01/16/2020	27045104780794	2 01-0000-0-5600-110-0000-7200-004-000	NN P	7.50	7.50		
81 PO-200072	01/16/2020	27053384782453	2 01-8150-0-5600-106-0000-8110-007-000	NN P	30.00	30.00		
81 PO-200072	01/16/2020	27053384782453	1 01-8150-0-4300-106-0000-8110-007-000	NN P	50.98	50.98		
82 PO-200073	01/16/2020	27047404781257	2 01-0740-0-5600-112-0000-3600-022-302	NN P	7.99	7.99		
82 PO-200073	01/16/2020	27047404781257	3 01-0740-0-4300-112-0000-3600-022-302	NN P	36.00	36.00		
385 PO-200367	01/16/2020	27050334781839	1 01-0740-0-4300-475-3200-2700-015-106	NN P	28.51	28.51		
385 PO-200367	01/16/2020	27050334781839	2 01-0740-0-5600-475-3200-2700-015-106	NN P	7.99	7.99		
TOTAL PAYMENT AMOUNT					190.99 *			190.99
021763/00	ALL STAR RENTS							
1682 PO-201635	01/16/2020	900352-10	1 01-8150-0-4300-106-0000-8110-007-000	NN F	26.70	26.70		
TOTAL PAYMENT AMOUNT					26.70 *			26.70
010983/00	AMERICAN RED CROSS TRAINING							
1503 PO-201469	01/16/2020	29004099	1 01-6300-0-4300-472-1110-1000-014-000	YY F	1,540.43	1,432.88		
TOTAL PAYMENT AMOUNT					1,432.88 *			1,432.88
TOTAL USE TAX AMOUNT								111.05
010564/00	APPLE COMPUTER							
1446 PO-201409	01/16/2020	AB14220521	1 01-6500-0-5800-102-5750-1110-019-000	NN F	20.00	20.00		
TOTAL PAYMENT AMOUNT					20.00 *			20.00

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

011481/00	AT&T									
74	PO-200065	01/16/2020	9391028109			1	01-0000-0-5930-106-0000-8110-007-000	NN P	7,391.86	7,391.86
	TOTAL PAYMENT AMOUNT								7,391.86 *	7,391.86
019504/00	B & H PHOTO-VIDEO									
1343	PO-201328	01/16/2020	164264732,164515101			1	01-6387-0-4400-472-1110-1000-019-201	NN F	7,990.61	7,990.61
1343	PO-201328	01/16/2020	164264732,164515101			2	01-6387-0-4300-472-1110-1000-019-201	NN F	1,468.02	1,468.02
1539	PO-201509	01/16/2020	165564208			1	01-3410-0-4300-472-1110-1000-014-207	NN F	79.29	79.29
1579	PO-201547	01/16/2020	166643735			1	01-0000-0-4300-371-1110-1000-012-000	NN F	225.67	224.62
	TOTAL PAYMENT AMOUNT								9,762.54 *	9,762.54
015623/00	BARRIGA, MARIA I. PEREZ									
615	PO-200583	01/16/2020	DECEMBER MILEAGE			1	01-6500-0-5800-102-5750-1180-019-000	NN P	217.62	217.62
	TOTAL PAYMENT AMOUNT								217.62 *	217.62
022347/00	BLAISDELLS BUSINESS PRODUCTS									
1692	PO-201643	01/16/2020	1466266-0			1	01-0740-0-4300-475-3200-2700-015-106	NN F	19.20	19.20
1694	PO-201645	01/16/2020	1466269-0			1	01-6300-0-4300-475-3200-1000-015-106	NN F	24.14	24.14
	TOTAL PAYMENT AMOUNT								43.34 *	43.34
016216/00	BORASI, CHRIS									
1728	PO-201666	01/16/2020	REIMB FOOD PURCHASE			1	01-0000-0-4300-371-0000-2700-012-000	NN F	54.15	54.15
1728	PO-201666	01/16/2020	REIMB			2	01-0000-0-4300-371-1110-1000-012-996	NN F	109.53	109.53
	TOTAL PAYMENT AMOUNT								163.68 *	163.68
013988/00	BUTTES/CENTER STATE PIPE &									
1637	PO-201601	01/16/2020	S011124672.001			1	01-8150-0-4300-106-0000-8110-007-000	NN P	1,128.09	1,128.09
1637	PO-201601	01/16/2020	S011115506.002			1	01-8150-0-4300-106-0000-8110-007-000	NN P	127.12	127.12
1637	PO-201601	01/16/2020	S011122303.001			1	01-8150-0-4300-106-0000-8110-007-000	NN P	450.40	450.40
1637	PO-201601	01/16/2020	S011129476.001			1	01-8150-0-4300-106-0000-8110-007-000	NN P	235.38	235.38
	TOTAL PAYMENT AMOUNT								1,940.99 *	1,940.99

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		

016395/00	CATAPULTK12							
1628	PO-201578	01/16/2020	1043785	1 01-0740-0-5800-115-0000-7200-021-304	NN P	3,480.08		3,480.08
			TOTAL PAYMENT AMOUNT	3,480.08 *				3,480.08
013928/00	CINTAS LOCATION 622							
135	PO-200122	01/16/2020	4039620771	1 01-0000-0-5800-111-0000-8200-007-000	NN P	37.45		37.45
135	PO-200122	01/16/2020	4039620846	1 01-0000-0-5800-111-0000-8200-007-000	NN P	6.12		6.12
135	PO-200122	01/16/2020	4039620854	1 01-0000-0-5800-111-0000-8200-007-000	NN P	11.20		11.20
135	PO-200122	01/16/2020	4039620887	1 01-0000-0-5800-111-0000-8200-007-000	NN P	63.05		63.05
135	PO-200122	01/16/2020	4039620927	1 01-0000-0-5800-111-0000-8200-007-000	NN P	77.31		77.31
135	PO-200122	01/16/2020	4039620938	1 01-0000-0-5800-111-0000-8200-007-000	NN P	25.73		25.73
135	PO-200122	01/16/2020	4039621003	1 01-0000-0-5800-111-0000-8200-007-000	NN P	24.28		24.28
135	PO-200122	01/16/2020	4039621162	1 01-0000-0-5800-111-0000-8200-007-000	NN P	9.99		9.99
			TOTAL PAYMENT AMOUNT	255.13 *				255.13
014435/00	CROCKER ART MUSEUM							
1735	PO-201671	01/16/2020	OAKHILL 2/13/20	1 01-3010-0-5800-238-1110-1000-010-109	N F	975.00		975.00
			TOTAL PAYMENT AMOUNT	975.00 *				975.00
010625/00	CULLIGAN WATER OF SACRAMENTO							
62	PO-200061	01/16/2020	1841	1 01-0740-0-5600-112-0000-3600-022-302	NN P	42.75		42.75
			TOTAL PAYMENT AMOUNT	42.75 *				42.75
018951/00	DELL							
1433	PO-201395	01/14/2020	10359755849	1 01-6500-0-4400-102-5001-2700-019-000	NN F	943.79		943.79
			TOTAL PAYMENT AMOUNT	943.79 *				943.79
018181/00	EATON, JENNA							
1568	PO-201538	01/16/2020	00001	1 01-6500-0-5800-102-5750-1180-019-000	NY P	633.70		633.70
			TOTAL PAYMENT AMOUNT	633.70 *				633.70

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		

020517/00	EDUCATIONAL TESTING SERVICE							
1671 PO-201654	01/16/2020	SP20067985	1 01-0000-0-4300-103-4760-1000-019-116	NN F	166.82	166.82		
			TOTAL PAYMENT AMOUNT	166.82 *				
017681/00	GEARY PACIFIC SUPPLY							
617 PO-200584	01/16/2020	4188821	1 01-8150-0-4300-106-0000-8110-007-000	NN P	451.99	451.99		
			TOTAL PAYMENT AMOUNT	451.99 *				
011768/00	GIRARD EDWARDS STEVENS &							
1719 PO-201663	01/16/2020	2361	1 01-0000-0-5880-105-0000-7200-005-000	NE F	3,390.00	3,390.00		
			TOTAL PAYMENT AMOUNT	3,390.00 *				
020514/00	GLASS WEST INC							
31 PO-200031	01/16/2020	42337	1 01-8150-0-4300-106-0000-8110-007-000	NN P	997.39	997.39		
			TOTAL PAYMENT AMOUNT	997.39 *				
017618/00	GOPHER SPORT							
1586 PO-201563	01/16/2020	9679804	1 01-6300-0-4300-236-1110-1000-009-000	NN F	1,866.76	1,875.30		
			TOTAL PAYMENT AMOUNT	1,875.30 *				
016963/00	HEARTLAND ALLIANCE HEALTH							
1652 PO-201631	01/20/2020	ACCT 2454	1 01-0740-0-5800-103-4760-1000-019-304	NN P	487.80	487.80		
			TOTAL PAYMENT AMOUNT	487.80 *				
017002/00	HOME DEPOT CREDIT SERVICES							
22 PO-200024	01/16/2020	6035322650410578	1 01-8150-0-4300-106-0000-8110-007-000	NN P	946.17	946.17		
832 PO-200790	01/16/2020	6035322650410578	1 01-0000-0-4300-106-0000-8110-007-000	NN P	189.97	189.97		
			TOTAL PAYMENT AMOUNT	1,136.14 *				

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			

018343/00	JBEILY, TAMI							
1679 PO-201657	01/16/2020	REIMB BREAKFAST	1 01-4035-0-5200-103-1110-1000-019-116 NN F	75.00	75.00			
TOTAL PAYMENT AMOUNT				75.00 *		75.00		
014426/00	JOSTENS INC.							
1550 PO-201516	01/16/2020	23848479	1 01-0000-0-5800-472-1405-1000-014-000 NN F	1,688.98	1,663.95			
TOTAL PAYMENT AMOUNT				1,663.95 *		1,663.95		
017726/00	LOS ANGELES FREIGHTLINER							
86 PO-200077	01/16/2020	XA410018341:01	1 01-0740-0-4300-112-0000-3600-022-302 NN P	61.03	61.03			
86 PO-200077	01/16/2020	XA410018168:01	1 01-0740-0-4300-112-0000-3600-022-302 NN P	64.92	64.92			
86 PO-200077	01/16/2020	XA410018097:01	1 01-0740-0-4300-112-0000-3600-022-302 NN P	14.10	14.10			
TOTAL PAYMENT AMOUNT				140.05 *		140.05		
022406/00	MAXIM HEALTHCARE SERVICES INC							
636 PO-200634	01/16/2020	7077250262	1 01-0740-0-5800-104-0000-3140-019-128 NN P	2,830.00	2,830.00			
TOTAL PAYMENT AMOUNT				2,830.00 *		2,830.00		
010253/00	NCS PEARSON INC							
1563 PO-201534	01/16/2020	7760623	1 01-6500-0-4300-102-5001-2700-019-000 NN F	172.94	172.94			
1606 PO-201567	01/16/2020	7785546	1 01-6500-0-4300-102-5750-1110-019-000 NN F	440.53	440.53			
TOTAL PAYMENT AMOUNT				613.47 *		613.47		
015787/00	O'REILLY AUTO PARTS							
54 PO-200040	01/16/2020	1333147	1 01-0740-0-4300-112-0000-3600-022-302 NN P	426.57	426.57			
TOTAL PAYMENT AMOUNT				426.57 *		426.57		
019205/00	OAK HILL STUDENT BODY FUND							
1725 PO-201667	01/16/2020	FEE FOR STUDENT 44007	1 01-5630-0-5800-601-1421-1000-017-120 NN F	250.00	250.00			
TOTAL PAYMENT AMOUNT				250.00 *		250.00		

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		
018670/00	PALMER HAMILTON LLC							
1320 PO-201273	01/16/2020	0000119233	1 01-8150-0-4300-106-0000-8110-007-000	NN F	191.41	191.41		
TOTAL PAYMENT AMOUNT					191.41 *			191.41
018516/00	PAR							
1543 PO-201528	01/16/2020	64442A	1 01-6500-0-4300-102-5001-3120-019-000	NN F	93.12	87.00		
TOTAL PAYMENT AMOUNT					87.00 *			87.00
010426/00	PAULS SAFE & LOCK							
27 PO-200028	01/16/2020	I191016376	1 01-8150-0-4300-106-0000-8110-007-000	NY P	3.76	3.76		
TOTAL PAYMENT AMOUNT					3.76 *			3.76
010890/00	PERMABOUND/HERTZBERG							
1153 PO-201187	01/16/2020	1844289-00	1 01-0409-0-4200-371-0000-2420-012-000	NN P	402.07	402.07		
1153 PO-201187	01/16/2020	1844289-01	1 01-0409-0-4200-371-0000-2420-012-000	NN P	51.49	51.49		
1153 PO-201187	01/16/2020	1844289-02	1 01-0409-0-4200-371-0000-2420-012-000	NN F	91.46	34.43		
TOTAL PAYMENT AMOUNT					487.99 *			487.99
011345/00	PLACER LEARNING CENTER							
932 PO-200936	01/16/2020	NOVEMBER 2019	1 01-6500-0-5800-102-5750-1180-019-000	NN P	5,288.88	5,288.88		
932 PO-200936	01/16/2020	DECEMBER 2019	1 01-6500-0-5800-102-5750-1180-019-000	NN P	4,923.44	4,923.44		
TOTAL PAYMENT AMOUNT					10,212.32 *			10,212.32
014069/00	PLATT ELECTRIC SUPPLY INC							
1676 PO-201633	01/16/2020	0A04905	1 01-0740-0-4300-112-0000-3600-022-302	NN F	342.29	342.29		
1681 PO-201634	01/16/2020	Z576910	1 01-8150-0-4300-106-0000-8110-007-000	NN P	233.08	233.08		
1681 PO-201634	01/16/2020	Z574552	1 01-8150-0-4300-106-0000-8110-007-000	NN P	24.64	24.64		
1686 PO-201639	01/16/2020	X966251	1 01-0000-0-4300-106-0000-8110-007-000	NN F	276.13	276.13		
1687 PO-201640	01/16/2020	Z576899	1 01-0740-0-4300-112-0000-3600-022-302	NN F	114.10	114.10		
TOTAL PAYMENT AMOUNT					990.24 *			990.24

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	

021401/00	PRACTI-CAL INC														
381	PO-200370	01/16/2020	344245	1	01-5640-0-5800-102-0000-2700-019-000	NN	P						917.01	917.01	
381	PO-200370	01/16/2020	344176	1	01-5640-0-5800-102-0000-2700-019-000	NN	P						99.40	99.40	
381	PO-200370	01/16/2020	344279	1	01-5640-0-5800-102-0000-2700-019-000	NN	P						307.35	307.35	
TOTAL PAYMENT AMOUNT													1,323.76	*	1,323.76
010627/00	RIVERVIEW INTERNATIONAL TRUCKS														
57	PO-200042	01/16/2020	17420	1	01-0740-0-4300-112-0000-3600-022-302	NN	P						1,246.92	1,246.92	
57	PO-200042	01/16/2020	17418	1	01-0740-0-4300-112-0000-3600-022-302	NN	P						124.57	124.57	
TOTAL PAYMENT AMOUNT													1,371.49	*	1,371.49
010878/00	SACRAMENTO COUNTY OFFICE OF														
456	PO-200471	01/16/2020	201621	1	01-0000-0-5200-472-1110-1000-014-000	NN	F						700.00	700.00	
TOTAL PAYMENT AMOUNT													700.00	*	700.00
021954/00	SACRAMENTO FORKLIFT														
1461	PO-201428	01/16/2020	43247	1	01-0000-0-5800-106-0000-8110-007-000	NN	F						1,500.00	1,500.00	
TOTAL PAYMENT AMOUNT													1,500.00	*	1,500.00
017174/00	SCHOOL MATE														
1690	PO-201641	01/16/2020	IN000529915	1	01-6300-0-4300-234-1110-1000-008-000	NN	P						1,320.00	1,320.00	
TOTAL PAYMENT AMOUNT													1,320.00	*	1,320.00
014786/00	SCHOOL SPECIALTY INC														
1425	PO-201393	01/16/2020	208124334735	1	01-6300-0-4300-234-1110-1000-008-000	NN	F						326.00	278.67	
1605	PO-201588	01/16/2020	208124436562	1	01-6300-0-4300-234-1110-1000-008-000	NN	F						144.88	144.88	
TOTAL PAYMENT AMOUNT													423.55	*	423.55
019683/00	SIERRA FOOTHILLS ACADEMY														
637	PO-200635	01/16/2020	DEC-19	1	01-6500-0-5800-102-5750-1180-019-000	NN	P						4,311.79	4,311.79	
TOTAL PAYMENT AMOUNT													4,311.79	*	4,311.79

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		
018967/00	SPRINT	CUSTOMER SERVICE						
80 PO-200071	01/16/2020	811116315-218	1 01-0000-0-5930-106-0000-8110-007-000	NN P	461.74	461.74		
115 PO-200107	01/16/2020	811116315-218	1 01-0000-0-5930-101-0000-7150-002-000	NN P	55.85	55.85		
199 PO-200179	01/16/2020	811116315-218	1 01-0000-0-5930-115-0000-7700-021-000	NN P	139.69	139.69		
178 PO-200184	01/16/2020	811116315-218	1 01-6387-0-5930-472-1110-1000-019-201	NN P	40.75	40.75		
180 PO-200185	01/16/2020	811116315-218	1 01-0740-0-5930-104-0000-3140-019-128	NN P	7.41	7.41		
181 PO-200186	01/16/2020	811116315-218	1 01-6500-0-5930-102-5060-2110-019-000	NN P	48.08	48.08		
1287 PO-201247	01/16/2020	811116315-218	1 01-6500-0-5930-102-5001-2700-019-000	NN P	81.50	81.50		
TOTAL PAYMENT AMOUNT					835.02 *	835.02		
014558/00	SPURR							
79 PO-200070	01/16/2020	104585	1 01-0000-0-5515-106-0000-8110-007-000	NN P	6,189.97	6,189.97		
TOTAL PAYMENT AMOUNT					6,189.97 *	6,189.97		
020252/00	STAPLES	BUSINESS CREDIT						
1332 PO-201397	01/16/2020	179704953-0-4	1 01-0000-0-4300-472-1260-1000-014-000	NN P	29.48	29.48		
1332 PO-201397	01/16/2020	179704953-0-3	1 01-0000-0-4300-472-1260-1000-014-000	NN F	222.70	161.36		
1535 PO-201506	01/16/2020	179914994-0-1	1 01-0409-0-4300-472-0000-2420-014-000	NN F	192.86	122.82		
TOTAL PAYMENT AMOUNT					313.66 *	313.66		
010139/00	TROXELL	COMMUNICATIONS INC						
1538 PO-201508	01/16/2020	212706	1 01-3410-0-4300-472-1110-1000-014-207	NN F	63.57	63.58		
1538 PO-201508	01/16/2020	212754	2 01-3410-0-4400-472-1110-1000-014-207	NN F	590.47	590.47		
TOTAL PAYMENT AMOUNT					654.05 *	654.05		
022338/00	WARRINER, JILL							
1691 PO-201642	01/16/2020	reimb purchase	1 01-6300-0-4300-234-1110-1000-008-000	NN F	23.77	23.77		
TOTAL PAYMENT AMOUNT					23.77 *	23.77		
010552/00	WAXIE	SANITARY SUPPLY						
145 PO-200131	01/16/2020	78815521	1 01-0000-0-9320-000-0000-0000-000-000	NN P	2,252.17	2,252.17		
145 PO-200131	01/16/2020	78817710	1 01-0000-0-9320-000-0000-0000-000-000	NN M	-303.42	-303.42		
145 PO-200131	01/16/2020	78814986	1 01-0000-0-9320-000-0000-0000-000-000	NN P	329.22	329.22		
145 PO-200131	01/16/2020	78817704	1 01-0000-0-9320-000-0000-0000-000-000	NN P	556.98	556.98		
145 PO-200131	01/16/2020	78820917	1 01-0000-0-9320-000-0000-0000-000-000	NN P	197.56	197.56		
TOTAL PAYMENT AMOUNT					3,032.51 *	3,032.51		

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	

022348/00	WILSON, SHERRY							
1022 PO-200987	01/16/2020	TRIP 2315	1	01-0740-0-5800-112-0000-3600-022-302	NN P	23.47	23.47	
TOTAL PAYMENT AMOUNT						23.47 *	23.47	
017313/00	XEROX							
886 PO-201051	01/16/2020	097124489	1	01-6512-0-5620-102-5001-3110-019-122	NN P	91.07	91.07	
886 PO-201051	01/16/2020	097450446	1	01-6512-0-5620-102-5001-3110-019-122	NN P	96.86	96.86	
TOTAL PAYMENT AMOUNT						187.93 *	187.93	
011600/00	ZEISSLER, ADAM							
1626 PO-201611	01/15/2020	DEC MILEAGE	1	01-6500-0-5210-102-5770-1130-019-000	NN P	15.83	15.83	
TOTAL PAYMENT AMOUNT						15.83 *	15.83	
TOTAL FUND PAYMENT						81,048.07 **	81,048.07	
TOTAL USE TAX AMOUNT							111.05	

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	01/16/2020	50105	1	13-5310-0-4700-108-0000-3700-020-000	NN	P							1,077.86	1,077.86
164	PO-200151	01/16/2020	50110	1	13-5310-0-4700-108-0000-3700-020-000	NN	P							1,243.06	1,243.06
164	PO-200151	01/16/2020	50120	1	13-5310-0-4700-108-0000-3700-020-000	NN	P							1,382.94	1,382.94
164	PO-200151	01/16/2020	50125	1	13-5310-0-4700-108-0000-3700-020-000	NN	P							1,375.78	1,375.78
164	PO-200151	01/16/2020	50130	1	13-5310-0-4700-108-0000-3700-020-000	NN	P							675.85	675.85
164	PO-200151	01/16/2020	50135	1	13-5310-0-4700-108-0000-3700-020-000	NN	P							1,135.08	1,135.08
TOTAL PAYMENT AMOUNT											6,890.57 *	6,890.57			
014098/00	JEW, JEANNENE														
1685	PO-201637	01/16/2020	REIMB GLUTEN FREE FOOD	1	13-5310-0-4700-108-0000-3700-020-000	NN	F							38.93	38.93
TOTAL PAYMENT AMOUNT											38.93 *	38.93			
019867/00	PAPA MURPHY'S														
928	PO-200894	01/16/2020	2019	1	13-5310-0-4700-108-0000-3700-020-000	NN	P							252.00	252.00
928	PO-200894	01/16/2020	2020	1	13-5310-0-4700-108-0000-3700-020-000	NN	P							308.00	308.00
TOTAL PAYMENT AMOUNT											560.00 *	560.00			
018967/00	SPRINT CUSTOMER SERVICE														
1368	PO-201339	01/16/2020	811116315-218	1	13-5310-0-5930-108-0000-3700-020-000	NN	F							40.75	40.75
TOTAL PAYMENT AMOUNT											40.75 *	40.75			
020759/00	WILSON, SADIE														
1702	PO-201650	01/16/2020	PARENT REFUND	1	13-5310-0-8634-000-0000-0000-000-000	NN	F							47.00	47.00
TOTAL PAYMENT AMOUNT											47.00 *	47.00			
TOTAL FUND PAYMENT											7,577.25 **	7,577.25			

081 CENTER UNIFIED SCHOOL DISTRICT J26707
01-16-20

ACCOUNTS PAYABLE PRELIST
BATCH: 0031 1-16-20
FUND : 21 BUILDING FUND

APY500 L.00.18 01/16/20 09:14 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	
019750/00	CAPITAL PROGRAM MGMT INC							
225 PO-200212	01/16/2020 #42		2 21-0000-0-5800-106-9175-8100-007-000	NN P		7,341.31	7,341.31	
TOTAL PAYMENT AMOUNT						7,341.31 *	7,341.31	
TOTAL FUND PAYMENT						7,341.31 **	7,341.31	

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

019627/00	NACHT & LEWIS ARCHITECTS							
1134	PO-201098	01/16/2020	00002					
				1 25-9010-0-5800-242-0000-8500-007-628	NN P		1,450.00	1,450.00
				TOTAL PAYMENT AMOUNT				1,450.00 *
				TOTAL FUND PAYMENT				1,450.00 **
				TOTAL BATCH PAYMENT	97,500.43	***	0.00	97,500.43
				TOTAL USE TAX AMOUNT				111.05
				TOTAL DISTRICT PAYMENT	97,500.43	****	0.00	97,500.43
				TOTAL USE TAX AMOUNT				111.05
				TOTAL FOR ALL DISTRICTS:	97,500.43	****	0.00	97,500.43
				TOTAL USE TAX AMOUNT				111.05

Number of checks to be printed: 62, not counting voids due to stub overflows. 97,500.43

Batch status: A All

From batch: 0033

To batch: 0033

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

013985/00	ALL DIESEL ELECTRIC INC.													
1754	PO-201707	01/22/2020	13677			1	01-0740-0-4300-112-0000-3600-022-302	NN	F				269.38	269.38
													TOTAL PAYMENT AMOUNT	269.38 *
019210/00	ANDREWS, JULIE													
1765	PO-201715	01/22/2020	REIMB ADMISSION			1	01-0000-0-5800-371-1110-1000-012-996	NN	F				195.00	195.00
													TOTAL PAYMENT AMOUNT	195.00 *
016075/00	ANWAR, SHAHNAZ													
1729	PO-201698	01/22/2020	REIMB PIZZA			1	01-3010-0-4300-371-1110-1000-012-108	NN	F				46.54	46.54
													TOTAL PAYMENT AMOUNT	46.54 *
010564/00	APPLE COMPUTER													
1706	PO-201651	01/22/2020	AB29902388			1	01-6500-0-5800-102-5750-1110-019-000	NN	F				300.00	300.00
													TOTAL PAYMENT AMOUNT	300.00 *
022501/00	BABIKOVA, INNA													
1667	PO-201675	01/22/2020	REIMB PURCHASE			1	01-0000-0-4300-472-1385-1000-014-000	NN	F				143.82	143.82
													TOTAL PAYMENT AMOUNT	143.82 *
015718/00	BASIC PACIFIC													
	PV-200053	01/22/2020	JANUARY 31,2020				01-0000-0-3401-100-1110-1000-000-000	NN						2,026.22
	PV-200053	01/22/2020	JANUARY 31,2020				01-0000-0-3402-100-1110-1000-000-000	NN						2,438.01
	PV-200053	01/22/2020	JANUARY 31,2020				01-0000-0-3701-100-1110-1000-000-000	NN						390.00
													TOTAL PAYMENT AMOUNT	4,854.23 *
018071/00	BRADY, ASHLEY													
1666	PO-201674	01/22/2020	MILEAGE			1	01-6520-0-5200-472-5770-1110-014-849	NN	F				45.36	45.36
1668	PO-201676	01/22/2020	MILEAGE			1	01-3410-0-5200-472-1110-1000-014-207	NN	F				38.63	38.63
													TOTAL PAYMENT AMOUNT	83.99 *

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				
018309/00	BRAIN POP LLC								
1739 PO-201696	01/22/2020	US203428	1 01-3010-0-5800-371-1110-1000-012-000 NN F	1,895.00	1,895.00				
TOTAL PAYMENT AMOUNT				1,895.00 *					
019283/00	BUSH, STEVE								
1566 PO-201536	01/22/2020	DEC MILEAGE	1 01-6500-0-5800-102-5750-1180-019-000 NN P	86.30	86.30				
TOTAL PAYMENT AMOUNT				86.30 *					
013988/00	BUTTES/CENTER STATE PIPE &								
1637 PO-201601	01/22/2020	S011060006.002	1 01-8150-0-4300-106-0000-8110-007-000 NN P	155.20	155.20				
TOTAL PAYMENT AMOUNT				155.20 *					
016081/00	CARS+ -THE ORGANIZATION FOR								
1768 PO-201718	01/22/2020	2020-2	1 01-0000-0-5200-371-1110-1000-012-905 NN F	798.00	798.00				
TOTAL PAYMENT AMOUNT				798.00 *					
016245/00	CASELLINI, JENNIFER								
555 PO-200519	01/22/2020	#6	1 01-3010-0-5800-236-1110-1000-009-114 NY P	350.00	350.00				
TOTAL PAYMENT AMOUNT				350.00 *					
010407/00	CENTER UNIFIED REVOLVING FUND								
1770 PO-201719	01/22/2020	4271	1 01-0076-0-2900-472-1110-4200-014-000 NN F	1,206.52	1,206.52				
1771 PO-201720	01/22/2020	4270	1 01-0076-0-2900-472-1110-4200-014-000 NN F	1,206.52	1,206.52				
TOTAL PAYMENT AMOUNT				2,413.04 *					
021329/00	CHANDO'S TACOS								
1672 PO-201678	01/22/2020	CHS DEPOSIT	1 01-0000-0-5800-472-1110-1000-014-854 NN F	250.00	250.00				
TOTAL PAYMENT AMOUNT				250.00 *					

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	

021813/00	CONSOLIDATED COMMUNICATIONS														
83	PO-200074	01/22/2020	916-773-4131/0	1	01-0000-0-5900-106-0000-8110-007-000	NN	P						1,589.70	1,589.70	
	TOTAL PAYMENT AMOUNT												1,589.70	*	1,589.70
017023/00	CROWE LLP														
1757	PO-201710	01/22/2020	7452296397	1	01-0000-0-5800-105-0000-7190-005-000	NN	F						3,600.00	3,600.00	
	TOTAL PAYMENT AMOUNT												3,600.00	*	3,600.00
018079/00	DAUBENMIRE, TRACIE														
422	PO-200425	01/22/2020	DEC MILEAGE	1	01-6500-0-5210-102-5060-2110-019-000	NN	P						60.15	60.15	
	TOTAL PAYMENT AMOUNT												60.15	*	60.15
020232/00	ENCORE GRAPHICS INC														
1648	PO-201613	01/22/2020	21514	1	01-8150-0-4300-106-0000-8110-007-000	NN	F						651.85	650.38	
	TOTAL PAYMENT AMOUNT												650.38	*	650.38
011132/00	FEDEX														
137	PO-200124	01/22/2020	6-900-92058	1	01-8150-0-5920-106-0000-8110-007-000	NN	P						41.91	41.91	
	TOTAL PAYMENT AMOUNT												41.91	*	41.91
022149/00	FITNESS FINDERS														
1155	PO-201132	01/22/2020	INV2598	1	01-6300-0-4300-238-1110-1000-010-000	NN	F						54.00	54.00	
	TOTAL PAYMENT AMOUNT												54.00	*	54.00
019827/00	FORECAST 5 ANALYTICS														
1758	PO-201711	01/22/2020	INV11134	1	01-0000-0-5800-115-0000-7200-021-000	NN	F						7,175.00	7,175.00	
	TOTAL PAYMENT AMOUNT												7,175.00	*	7,175.00
015172/00	FRENCH, DAVID L.														
1741	PO-201702	01/22/2020	MILEAGE	1	01-3182-0-5200-475-3200-1000-015-130	NN	F						90.16	90.16	
1742	PO-201703	01/22/2020	REIMB MEALS	1	01-3182-0-5200-475-3200-1000-015-130	NN	F						38.98	38.98	
	TOTAL PAYMENT AMOUNT												129.14	*	129.14

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
010905/00	GEBAUER, TANYA													
1767	PO-201717	01/22/2020	REIMB AIRFARE	1	01-0000-0-5200-371-1110-1000-012-905	NN	F						309.97	309.97
TOTAL PAYMENT AMOUNT													309.97 *	309.97
018192/00	GREEN, KERI													
1710	PO-201722	01/22/2020	REIMB	1	01-6500-0-4300-102-5750-1110-019-000	NN	F						21.37	21.37
TOTAL PAYMENT AMOUNT													21.37 *	21.37
011456/00	GoGUARDIAN													
1120	PO-201088	01/22/2020	INV18576	1	01-0370-0-5800-115-1110-1000-007-000	NN	F						8,800.00	8,800.00
TOTAL PAYMENT AMOUNT													8,800.00 *	8,800.00
021715/00	HAMILTON, GRANT													
1766	PO-201716	01/22/2020	REIMB DVD	1	01-0000-0-4300-371-1110-1000-012-204	NN	F						81.92	81.92
TOTAL PAYMENT AMOUNT													81.92 *	81.92
016963/00	HEARTLAND ALLIANCE HEALTH													
1652	PO-201631	01/22/2020	16221	1	01-0740-0-5800-103-4760-1000-019-304	NN	F						24.00	24.00
TOTAL PAYMENT AMOUNT													24.00 *	24.00
010602/00	HI-LINE ELECTRICAL & MECH													
91	PO-200082	01/22/2020	10752876	1	01-0740-0-4300-112-0000-3600-022-302	NN	P						217.39	217.39
TOTAL PAYMENT AMOUNT													217.39 *	217.39
014507/00	HORIZON DISTRIBUTORS													
51	PO-200057	01/22/2020	2A188436	1	01-0000-0-4300-106-0000-8110-007-000	NN	P						13.47	13.47
TOTAL PAYMENT AMOUNT													13.47 *	13.47
022437/00	HUMBLE TRANSLATIONS LLC													
1721	PO-201691	01/22/2020	20-0001	1	01-0740-0-5800-103-4760-1000-019-304	NY	P						210.00	210.00
1721	PO-201691	01/22/2020	20-0002	1	01-0740-0-5800-103-4760-1000-019-304	NY	P						210.00	210.00
1721	PO-201691	01/22/2020	20-0004	1	01-0740-0-5800-103-4760-1000-019-304	NY	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		

022437	(CONTINUED)							
1721 PO-201691	01/22/2020	20-0005	1 01-0740-0-5800-103-4760-1000-019-304	NY P	210.00	210.00		
TOTAL PAYMENT AMOUNT					840.00 *			840.00
017603/00	HUNT, CAROL							
1783 PO-201736	01/22/2020	REIMB PURCHASE	1 01-0000-0-4300-101-0000-7150-002-000	NN F	91.84	91.84		
TOTAL PAYMENT AMOUNT					91.84 *			91.84
020306/00	JW PEPPER AND SON INC							
600 PO-200629	01/22/2020	242414790	1 01-6300-0-5800-472-1110-1000-014-000	NN P	53.88	53.88		
600 PO-200629	01/22/2020	241900325	1 01-6300-0-5800-472-1110-1000-014-000	NN P	62.23	62.23		
600 PO-200629	01/22/2020	255344261	1 01-6300-0-5800-472-1110-1000-014-000	NN P	18.86	18.86		
TOTAL PAYMENT AMOUNT					134.97 *			134.97
010355/00	KAISER FOUNDATION HEALTH PLAN							
PV-200057	01/22/2020	FEBRUARY 2020	01-0000-0-3401-100-1110-1000-000-000	NN		73,530.94		
PV-200057	01/22/2020	FEBRUARY 2020	01-0000-0-3402-100-1110-1000-000-000	NN		23,220.30		
PV-200057	01/22/2020	FEBRUARY 2020	01-0000-0-3701-100-1110-1000-000-000	NN		16,287.94		
PV-200057	01/22/2020	FEBRUARY 2020	01-0000-0-3702-100-1110-1000-000-000	NN		6,570.96		
TOTAL PAYMENT AMOUNT					119,610.14 *			119,610.14
019798/00	KENT, ALLISON							
1764 PO-201714	01/22/2020	REIMB PURCHASE	1 01-3010-0-4300-371-1110-1000-012-108	NN F	48.91	48.91		
TOTAL PAYMENT AMOUNT					48.91 *			48.91
020606/00	KLATT, BEN							
1680 PO-201679	01/22/2020	REIMB GAS	1 01-0076-0-4340-472-1110-4200-014-302	NN F	60.00	60.00		
TOTAL PAYMENT AMOUNT					60.00 *			60.00
017899/00	LAWSON, BECKY							
1745 PO-201704	01/22/2020	REIMB SNACKS	1 01-0000-0-4300-103-0000-2110-019-000	N F	10.28	10.28		
TOTAL PAYMENT AMOUNT					10.28 *			10.28

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			

019928/00	LEFLER, SARAROSE							
1704 PO-201683	01/22/2020	REIMB SUPPLIES	1 01-0000-0-4300-472-1600-1000-014-000 NN F	101.27	101.27			
TOTAL PAYMENT AMOUNT				101.27 *				
022406/00	MAXIM HEALTHCARE SERVICES INC							
1696 PO-201658	01/22/2020	2094450429	1 01-6500-0-5800-102-5750-1180-019-000 NN P	5,850.00	5,850.00			
TOTAL PAYMENT AMOUNT				5,850.00 *				
011294/00	MEDCARE MEDICAL CENTER							
366 PO-200356	01/22/2020	62306Z42481- FRANKLIN	1 01-0740-0-5800-112-0000-7200-022-302 NY P	40.00	40.00			
TOTAL PAYMENT AMOUNT				40.00 *				
022590/00	MICHAEL JONES							
1759 PO-201712	01/22/2020	REIMB RENEWAL	1 01-0740-0-5800-112-0000-3600-022-302 NN F	12.00	12.00			
TOTAL PAYMENT AMOUNT				12.00 *				
017576/00	OFFICE DEPOT							
1607 PO-201589	01/22/2020	424590875001	1 01-0037-0-4300-103-1110-1000-019-204 NN P	129.26	129.26			
TOTAL PAYMENT AMOUNT				129.26 *				
021050/00	PACHECO, SHAWNA							
1712 PO-201685	01/22/2020	MILEAGE	1 01-6520-0-5200-472-5770-1110-014-207 NN F	44.43	44.43			
1713 PO-201686	01/22/2020	MILEAGE	1 01-3410-0-5210-472-1110-1000-014-207 NN F	11.02	11.02			
TOTAL PAYMENT AMOUNT				55.45 *				
015330/00	PARKER, GINGER							
1711 PO-201684	01/22/2020	MILEAGE	1 01-6520-0-5200-472-5770-1110-014-207 NN F	15.08	15.08			
TOTAL PAYMENT AMOUNT				15.08 *				

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		

017987/00	POOR, BERNADETTE							
1720 PO-201708	01/22/2020	REIMB HEATER	1 01-0000-0-4300-472-0000-2700-014-000	NN F	25.73	25.73		
TOTAL PAYMENT AMOUNT					25.73 *			25.73
021194/00	PRUDENTIAL OVERALL SUPPLY INC							
55 PO-200041	01/22/2020	180356577	1 01-0740-0-5800-112-0000-3600-022-302	NN P	59.21	59.21		
55 PO-200041	01/22/2020	180352913	1 01-0740-0-5800-112-0000-3600-022-302	NN P	59.21	59.21		
TOTAL PAYMENT AMOUNT					118.42 *			118.42
010627/00	RIVERVIEW INTERNATIONAL TRUCKS							
57 PO-200042	01/22/2020	17674	1 01-0740-0-4300-112-0000-3600-022-302	NN P	124.57	124.57		
TOTAL PAYMENT AMOUNT					124.57 *			124.57
019891/00	ROBINSON, LAUREN							
PV-200052	01/22/2020	STALE DATED CHECK REPLACEMENT	01-3310-0-2100-240-5750-1110-000-000	NN		1,184.53		
TOTAL PAYMENT AMOUNT					1,184.53 *			1,184.53
010315/00	SAC CO OFFICE OF ED FIN SVCS							
1353 PO-201349	01/22/2020	201738	1 01-0000-0-4300-103-4760-1000-019-116	NN F	306.15	288.87		
TOTAL PAYMENT AMOUNT					288.87 *			288.87
015500/00	SACRAMENTO COUNTY OFFICE							
1722 PO-201692	01/22/2020	CMD7VEZ83557949	1 01-0000-0-5200-472-0000-2700-014-000	NN F	50.00	50.00		
TOTAL PAYMENT AMOUNT					50.00 *			50.00
014786/00	SCHOOL SPECIALTY INC							
1646 PO-201620	01/22/2020	208124447942	1 01-6500-0-4300-102-5750-1110-019-000	NN F	139.76	139.76		
TOTAL PAYMENT AMOUNT					139.76 *			139.76

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

017265/00	SIERRA SCHOOL AT EASTERN													
938	PO-200938	01/22/2020	INV90178	1	01-6500-0-5800-102-5750-1180-019-000	NN	P						4,550.50	4,550.50
TOTAL PAYMENT AMOUNT													4,550.50 *	4,550.50
020371/00	SUMNER, SHERYL													
1655	PO-201673	01/22/2020	MILEAGE	1	01-0000-0-5210-103-1110-1004-019-000	NN	F						15.14	15.14
TOTAL PAYMENT AMOUNT													15.14 *	15.14
019383/00	SUTTER HEALTH PLUS													
	PV-200054	01/22/2020	FEBRUARY 2020		01-0000-0-3401-100-1110-1000-000-000	NN								41,035.70
	PV-200054	01/22/2020	FEBRUARY 2020		01-0000-0-3402-100-1110-1000-000-000	NN								32,242.33
TOTAL PAYMENT AMOUNT													73,278.03 *	73,278.03
010902/00	U.S. BANK													
110	PO-200102	01/22/2020	4866914555510632	1	01-0000-0-5800-101-0000-7150-002-000	NN	P						9.99	9.99
1641	PO-201607	01/22/2020	4866914555510632	1	01-0370-0-4300-115-1110-1000-007-000	NN	F						63.57	63.57
1639	PO-201612	01/22/2020	4866914555510632	1	01-0370-0-4300-115-1110-1000-007-000	NN	F						599.50	599.50
1674	PO-201656	01/22/2020	4866914555510632	1	01-6500-0-4300-102-5750-1110-019-000	NN	F						315.91	315.91
1730	PO-201699	01/22/2020	4866914555510632	1	01-0740-0-4300-104-0000-3140-019-128	NN	F						233.15	233.15
TOTAL PAYMENT AMOUNT													1,222.12 *	1,222.12
019041/00	VALLEY TRUCK & TRACTOR CO													
1756	PO-201709	01/22/2020	958390	1	01-0740-0-4300-112-0000-3600-007-302	NN	F						75.52	75.52
TOTAL PAYMENT AMOUNT													75.52 *	75.52
019326/00	VIDEO COMMUNICATIONS													
1784	PO-201737	01/22/2020	156112	1	01-0740-0-4300-112-0000-3600-022-302	NY	F						435.92	435.92
TOTAL PAYMENT AMOUNT													435.92 *	435.92
022221/00	WESTERN HEALTH ADVANTAGE													
	PV-200055	01/22/2020	FEBRUARY 2020		01-0000-0-3401-100-1110-1000-000-000	NN								25,444.05
	PV-200055	01/22/2020	FEBRUARY 2020		01-0000-0-3402-100-1110-1000-000-000	NN								49,391.39
TOTAL PAYMENT AMOUNT													74,835.44 *	74,835.44

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		
022221/02	WESTERN HEALTH ADVANTAGE							
	PV-200056	01/22/2020	FEBRUARY 2020		01-0000-0-3401-100-1110-1000-000-000 NN			3,961.66
					TOTAL PAYMENT AMOUNT			3,961.66 *
021953/00	WORKABILITY I REGION 3							
	1664 PO-201697	01/22/2020	PROJECT 205-04		1 01-6520-0-5200-472-5770-1110-014-849 NN F		125.00	125.00
					TOTAL PAYMENT AMOUNT			125.00 *
017313/00	XEROX							
	886 PO-201051	01/22/2020	099139239		1 01-6512-0-5620-102-5001-3110-019-122 NN P		54.65	54.65
					TOTAL PAYMENT AMOUNT			54.65 *
019303/00	ZONAR SYSTEMS INC							
	1381 PO-201353	01/21/2020	SI444169		1 01-0740-0-5800-112-0000-3600-022-302 NN F		225.00	225.00
					TOTAL PAYMENT AMOUNT			225.00 *
					TOTAL FUND PAYMENT			322,318.96 **
								322,318.96

081 CENTER UNIFIED SCHOOL DISTRICT J26867
 1-22-20

ACCOUNTS PAYABLE PRELIST
 BATCH: 0033 01-22-20
 FUND : 12 CHILD DEVELOPMEN FUND

APY500 L.00.18 01/22/20 11:04 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

018143/00	CONTINUING DEVELOPMENT INC													
909	PO-200880	01/22/2020	5030-DEC19	1	12-5025-0-5800-100-8500-1000-005-000	NN	P						21,791.14	21,791.14
909	PO-200880	01/22/2020	5030-DEC19	2	12-6105-0-5800-100-8500-1000-005-000	NN	P						39,094.97	39,094.97
TOTAL PAYMENT AMOUNT												60,886.11 *	60,886.11	
TOTAL FUND PAYMENT												60,886.11 **	60,886.11	

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		

011602/00	DANIELSEN CO., THE							
146	PO-200132	01/22/2020	216761	1 13-5310-0-4700-108-0000-3700-020-000	N P	1,932.21	1,932.21	
146	PO-200132	01/22/2020	216761	2 13-5310-0-4300-108-0000-3700-020-000	N P	8.00	8.00	
TOTAL PAYMENT AMOUNT						1,940.21 *	1,940.21	
018509/00	HARRIS SCHOOL SOLUTIONS							
1752	PO-201725	01/22/2020	XT00159941	1 13-5310-0-5800-108-0000-3700-020-000	NN F	595.00	595.00	
TOTAL PAYMENT AMOUNT						595.00 *	595.00	
016279/00	P&R PAPER SUPPLY							
152	PO-200141	01/22/2020	30293229.01	1 13-5310-0-4300-108-0000-3700-020-000	NN P	229.78	229.78	
TOTAL PAYMENT AMOUNT						229.78 *	229.78	
019867/00	PAPA MURPHY'S							
928	PO-200894	01/22/2020	2021	1 13-5310-0-4700-108-0000-3700-020-000	NN P	252.00	252.00	
928	PO-200894	01/22/2020	2022	1 13-5310-0-4700-108-0000-3700-020-000	NN P	245.00	245.00	
TOTAL PAYMENT AMOUNT						497.00 *	497.00	
021194/00	PRUDENTIAL OVERALL SUPPLY INC							
168	PO-200155	01/22/2020	180351358	1 13-5310-0-5800-108-0000-3700-020-000	NN P	77.75	77.75	
168	PO-200155	01/23/2020	180356051	1 13-5310-0-5800-108-0000-3700-020-000	NN P	77.75	77.75	
TOTAL PAYMENT AMOUNT						155.50 *	155.50	
011422/00	SYSCO OF SAN FRANCISCO							
148	PO-200140	01/22/2020	231632129	1 13-5310-0-4700-108-0000-3700-020-000	NN P	237.78	237.78	
148	PO-200140	01/22/2020	231632130	1 13-5310-0-4700-108-0000-3700-020-000	NN P	39.71	39.71	
148	PO-200140	01/23/2020	231632128	1 13-5310-0-4700-108-0000-3700-020-000	NN P	1,749.45	1,749.45	
148	PO-200140	01/22/2020	231632128	2 13-5310-0-4300-108-0000-3700-020-000	NN P	70.54	70.54	
TOTAL PAYMENT AMOUNT						2,097.48 *	2,097.48	
010902/00	U.S. BANK							
1778	PO-201732	01/22/2020	4866914555510632	1 13-5310-0-5200-108-0000-3700-020-000	NN F	25.00	25.00	
TOTAL PAYMENT AMOUNT						25.00 *	25.00	

081 CENTER UNIFIED SCHOOL DISTRICT J26867
1-22-20

ACCOUNTS PAYABLE PRELIST
BATCH: 0033 01-22-20
FUND : 13 CAFETERIA FUND

APY500 L.00.18 01/22/20 11:04 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
-----			TOTAL FUND	PAYMENT	5,539.97	**		5,539.97	

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		

021045/00	CALDWELL FLORES WINTERS INC							
1781	PO-201734	01/22/2020	#1					
				1 35-7710-0-5800-238-0000-8500-007-630	NN F	5,046.64		5,046.64
				TOTAL PAYMENT AMOUNT				5,046.64
								5,046.64
				TOTAL FUND PAYMENT				5,046.64
								5,046.64
				TOTAL BATCH PAYMENT				393,791.68
								393,791.68
				TOTAL DISTRICT PAYMENT				393,791.68
								393,791.68
				TOTAL FOR ALL DISTRICTS:				393,791.68
								393,791.68

Number of checks to be printed: 70, not counting voids due to stub overflows. 393,791.68

Batch status: A All

From batch: 0034

To batch: 0034

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	

010669/00	ALHAMBRA & SIERRA SPRINGS							
332 PO-200318	01/30/2020	663302014871405	1	01-0000-0-5600-103-0000-7200-019-000	NN P	20.97	20.97	
332 PO-200318	01/30/2020	663302014871405	2	01-0000-0-4300-103-0000-7200-019-000	NN P	44.98	44.98	
TOTAL PAYMENT AMOUNT						65.95 *	65.95	
014733/00	ALL WEST COACHLINES INC.							
1796 PO-201761	01/30/2020	74690	1	01-0036-0-5865-371-1110-1000-012-113	NN F	1,483.30	1,483.30	
1796 PO-201761	01/30/2020	74718	2	01-0076-0-5865-472-1110-4200-014-302	NN F	415.13	415.13	
1796 PO-201761	01/30/2020	74718	3	01-0740-0-5865-112-0000-3600-022-302	NN F	557.77	557.77	
TOTAL PAYMENT AMOUNT						2,456.20 *	2,456.20	
020082/00	ALLRED, MARIE							
1835 PO-201804	01/30/2020	MILEAGE	1	01-4035-0-5200-103-1110-1000-019-000	NN F	34.50	34.50	
TOTAL PAYMENT AMOUNT						34.50 *	34.50	
010564/00	APPLE COMPUTER							
1707 PO-201652	01/30/2020	ab30194649	1	01-6500-0-4300-102-5750-1110-019-000	NN F	326.48	326.17	
1753 PO-201706	01/30/2020	AB30698620	1	01-0000-0-4300-472-1655-1000-014-000	NN F	401.17	405.17	
1794 PO-201746	01/30/2020	AB31785063	1	01-6500-0-4400-102-5750-1110-019-000	NN F	2,374.81	2,374.42	
TOTAL PAYMENT AMOUNT						3,105.76 *	3,105.76	
015226/00	ATI ARCHITECTS & ENGINEERS							
1193 PO-201164	01/30/2020	15025368	1	01-0201-0-6201-106-0000-8500-007-000	NN P	850.00	850.00	
TOTAL PAYMENT AMOUNT						850.00 *	850.00	
018533/00	ATKINSON ANDELSON LOYA RUDD							
696 PO-200671	01/30/2020	586214	1	01-0000-0-5880-105-0000-7200-005-000	NE P	4,170.23	6,209.44	
TOTAL PAYMENT AMOUNT						6,209.44 *	6,209.44	
010549/00	BEACON ROOFING SUPPLY							
1832 PO-201802	01/30/2020	EN75448	1	01-8150-0-4300-106-0000-8110-007-000	NN F	2,574.11	2,574.11	
TOTAL PAYMENT AMOUNT						2,574.11 *	2,574.11	

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		

022222/00	BEENTJES, TONIA							
778	PO-200782	01/30/2020	JAN MILEAGE	1 01-6500-0-5210-102-5770-1130-019-000	NN P	8.28		8.28
TOTAL PAYMENT AMOUNT						8.28 *		8.28
022347/00	BLAISDELLS BUSINESS PRODUCTS							
1736	PO-201672	01/30/2020	1468907-0	1 01-0000-0-4300-472-1355-1000-014-000	NN F	184.37		184.37
1683	PO-201680	01/30/2020	1470083	1 01-0000-0-4300-472-0000-2700-014-000	NN P	159.80		159.80
1683	PO-201680	01/30/2020	1470083-1	1 01-0000-0-4300-472-0000-2700-014-000	NN F	7.32		5.92
TOTAL PAYMENT AMOUNT						350.09 *		350.09
022282/00	BRIGHT START THERAPIES							
934	PO-200953	01/30/2020	2079	1 01-6500-0-5800-102-5750-1180-019-000	NN P	1,485.00		1,485.00
934	PO-200953	01/30/2020	2078	1 01-6500-0-5800-102-5750-1180-019-000	NN P	1,215.00		1,215.00
934	PO-200953	01/30/2020	2085	1 01-6500-0-5800-102-5750-1180-019-000	NN P	540.00		540.00
934	PO-200953	01/30/2020	2086	1 01-6500-0-5800-102-5750-1180-019-000	NN P	540.00		540.00
TOTAL PAYMENT AMOUNT						3,780.00 *		3,780.00
010150/00	BURKETTS OFFICE SUPPLIES							
1773	PO-201730	01/30/2020	1420195-0	1 01-0000-0-4300-101-0000-7150-002-000	NN F	22.89		22.89
TOTAL PAYMENT AMOUNT						22.89 *		22.89
013988/00	BUTTES/CENTER STATE PIPE &							
1637	PO-201601	01/30/2020	S011142266.001	1 01-8150-0-4300-106-0000-8110-007-000	NN P	205.67		205.67
1637	PO-201601	01/30/2020	S011139659.001	1 01-8150-0-4300-106-0000-8110-007-000	NN P	534.12		534.12
1637	PO-201601	01/30/2020	S011151255.001	1 01-8150-0-4300-106-0000-8110-007-000	NN P	10.52		10.52
TOTAL PAYMENT AMOUNT						750.31 *		750.31
010340/00	CA DEPT OF JUSTICE							
5	PO-200009	01/30/2020	425721	1 01-0000-0-5800-110-0000-7200-004-000	NN P	659.00		659.00
5	PO-200009	01/30/2020	419969	1 01-0000-0-5800-110-0000-7200-004-000	NN P	497.00		497.00
TOTAL PAYMENT AMOUNT						1,156.00 *		1,156.00

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

020540/00	CALIFORNIA AMERICAN WATER CO													
76	PO-200067	01/28/2020	1015-210038466358	1	01-0000-0-5520-106-0000-8110-007-000	NN	P						107,095.52	107,095.52
	TOTAL PAYMENT AMOUNT												107,095.52 *	107,095.52
015036/00	CALIFORNIA ASSOCIATION OF													
	PV-200058	01/28/2020	NOV 29, 2019		01-6500-0-1200-102-5001-3120-000-000	NN							15.50	15.50
	TOTAL PAYMENT AMOUNT												15.50 *	15.50
018337/00	CAST INC													
1695	PO-201646	01/30/2020	00269815001	1	01-3010-0-4300-236-1110-1000-009-111	YN	F						982.85	915.58
	TOTAL PAYMENT AMOUNT												915.58 *	915.58
	TOTAL USE TAX AMOUNT													70.96
021036/00	CCHAT CENTER													
1825	PO-201786	01/30/2020	CENTERMS819	1	01-6500-0-5800-102-5750-1180-019-000	NN	P						2,287.36	2,287.36
1825	PO-201786	01/30/2020	CENTERMS919	1	01-6500-0-5800-102-5750-1180-019-000	NN	P						1,254.90	1,254.90
1825	PO-201786	01/30/2020	CENTERM1119	1	01-6500-0-5800-102-5750-1180-019-000	NN	P						773.66	773.66
	TOTAL PAYMENT AMOUNT												4,315.92 *	4,315.92
017639/00	CDT INC.													
6	PO-200010	01/30/2020	47529	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.													
1698	PO-201659	01/30/2020	WLQ5085	1	01-6500-0-4300-102-5750-1110-019-000	NN	F						507.76	507.76
	TOTAL PAYMENT AMOUNT												507.76 *	507.76
010407/00	CENTER UNIFIED REVOLVING FUND													
1793	PO-201745	01/30/2020	4272	1	01-0000-0-4300-101-0000-7150-002-000	NN	F						25.00	25.00
1793	PO-201745	01/30/2020	4272	2	01-0000-0-4300-120-0000-7110-000-000	NN	F						25.00	25.00
	TOTAL PAYMENT AMOUNT												50.00 *	50.00

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		

019910/00	CHANEY, AMY							
1750 PO-201752	01/30/2020	REIMB MEAL	1 01-7220-0-5200-472-1110-1000-014-209	NN F	20.19	20.19		
1788 PO-201757	01/30/2020	REIMB PRINTING	1 01-7220-0-5800-472-1110-1000-014-209	NN F	923.83	923.83		
TOTAL PAYMENT AMOUNT					944.02 *			944.02
013928/00	CINTAS LOCATION 622							
135 PO-200122	01/30/2020	4040837251	1 01-0000-0-5800-111-0000-8200-007-000	NN P	24.28	24.28		
135 PO-200122	01/30/2020	4040837299	1 01-0000-0-5800-111-0000-8200-007-000	NN P	77.31	77.31		
135 PO-200122	01/30/2020	4040837310	1 01-0000-0-5800-111-0000-8200-007-000	NN P	63.05	63.05		
135 PO-200122	01/30/2020	4040837324	1 01-0000-0-5800-111-0000-8200-007-000	NN P	37.45	37.45		
135 PO-200122	01/30/2020	4040837342	1 01-0000-0-5800-111-0000-8200-007-000	NN P	6.12	6.12		
135 PO-200122	01/30/2020	4040837349	1 01-0000-0-5800-111-0000-8200-007-000	NN P	9.99	9.99		
135 PO-200122	01/30/2020	4040837354	1 01-0000-0-5800-111-0000-8200-007-000	NN P	11.20	11.20		
135 PO-200122	01/30/2020	4040837413	1 01-0000-0-5800-111-0000-8200-007-000	NN P	25.73	25.73		
TOTAL PAYMENT AMOUNT					255.13 *			255.13
014557/00	COLLEGE OAK TOW & TRANSPORT							
88 PO-200079	01/30/2020	T526889	1 01-0740-0-5800-112-0000-3600-022-302	NN P	371.25	371.25		
TOTAL PAYMENT AMOUNT					371.25 *			371.25
021477/00	CUMMINGS, CATHY							
1789 PO-201773	01/30/2020	MILEAGE	1 01-6387-0-5200-472-1110-1000-019-201	NN F	79.01	79.01		
TOTAL PAYMENT AMOUNT					79.01 *			79.01
014731/00	DAVENPORT, LARRY							
1749 PO-201751	01/30/2020	REIMB MEAL	1 01-7220-0-5200-472-1110-1000-014-209	NN F	20.71	20.71		
TOTAL PAYMENT AMOUNT					20.71 *			20.71
017499/00	DOUBLETREE SONOMA-WINE COUNTRY							
1804 PO-201777	01/30/2020	CONF 83074509	1 01-6520-0-5200-472-5770-1110-014-207	NN F	360.01	360.01		
1805 PO-201778	01/30/2020	CONF 85195608	1 01-6520-0-5200-472-5770-1110-014-207	NN F	720.03	720.03		
TOTAL PAYMENT AMOUNT					1,080.04 *			1,080.04

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		

018277/00	EASTER SEAL SOCIETY OF CA. INC							
779 PO-200772	01/30/2020	DEC-19	1 01-6500-0-5800-102-5750-1180-019-000	NN P	1,260.00	1,260.00		
			TOTAL PAYMENT AMOUNT	1,260.00 *				
019662/00	FARREL, JASON							
1824 PO-201795	01/30/2020	REIMB PURCHASES	1 01-3010-0-4300-236-1110-1000-009-111	NN F	340.01	340.01		
1824 PO-201795	01/30/2020	REIMB HOTEL- CONF	2 01-3010-0-5200-236-1110-2700-009-103	NN F	3,348.18	3,348.18		
			TOTAL PAYMENT AMOUNT	3,688.19 *				
015904/00	GATE WRX							
1787 PO-201756	01/30/2020	1078	1 01-8150-0-5600-106-0000-8110-007-000	NY F	875.00	875.00		
			TOTAL PAYMENT AMOUNT	875.00 *				
010191/00	GRAINGER							
26 PO-200027	01/30/2020	9409127702	1 01-8150-0-4300-106-0000-8110-007-000	NN P	111.02	111.02		
			TOTAL PAYMENT AMOUNT	111.02 *				
011456/00	GoGUARDIAN							
1145 PO-201115	01/30/2020	inv18603	1 01-0370-0-5800-115-1110-1000-007-000	NN F	5,500.00	5,500.00		
			TOTAL PAYMENT AMOUNT	5,500.00 *				
022437/00	HUMBLE TRANSLATIONS LLC							
1721 PO-201691	01/30/2020	20-0006	1 01-0740-0-5800-103-4760-1000-019-304	NY P	210.00	210.00		
1721 PO-201691	01/30/2020	20-0007	1 01-0740-0-5800-103-4760-1000-019-304	NY P	210.00	210.00		
			TOTAL PAYMENT AMOUNT	420.00 *				
010939/00	IML SECURITY SUPPLY							
540 PO-200515	01/30/2020	2452167	1 01-8150-0-4300-106-0000-8110-007-000	NN P	75.32	75.32		
			TOTAL PAYMENT AMOUNT	75.32 *				

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		

010464/00	INDERKUM HIGH SCHOOL BOYS							
1811 PO-201779	01/30/2020	2018 TOURN FEE	1 01-0076-0-5800-472-1110-4200-014-811	NN F	450.00	450.00		
TOTAL PAYMENT AMOUNT					450.00 *			
014500/00	JOPE, BRINA							
1751 PO-201753	01/30/2020	REIMB MEALS	1 01-7220-0-5200-472-1110-1000-014-209	NN F	21.55	21.55		
1837 PO-201806	01/30/2020	REIMB CONF + FLIGHT	1 01-6387-0-5200-472-1110-1000-019-201	NN F	761.84	761.84		
TOTAL PAYMENT AMOUNT					783.39 *			
018007/00	LEAVING THE VILLAGE							
1724 PO-201665	01/30/2020	1714	1 01-0000-0-5200-371-0000-2700-012-000	NY F	165.00	165.00		
TOTAL PAYMENT AMOUNT					165.00 *			
011135/00	LINDHURST SOFTBALL							
1812 PO-201780	01/30/2020	CHS TOURN 3/6+7	1 01-0076-0-5800-472-1110-4200-014-812	NN P	425.00	425.00		
TOTAL PAYMENT AMOUNT					425.00 *			
017726/00	LOS ANGELES FREIGHTLINER							
86 PO-200077	01/30/2020	XA410018542:01	1 01-0740-0-4300-112-0000-3600-022-302	NN F	966.30	966.30		
TOTAL PAYMENT AMOUNT					966.30 *			
021914/00	LOY MATTISON ENTERPRISES							
235 PO-200219	01/27/2020	120119123119	1 01-0000-0-5800-106-0000-8110-007-000	NY P	812.50	812.50		
TOTAL PAYMENT AMOUNT					812.50 *			
022457/00	LUKES, REBECCA							
184 PO-200193	01/27/2020	JAN MILEAGE	1 01-6500-0-5210-102-5001-2700-019-000	NN P	19.70	19.70		
TOTAL PAYMENT AMOUNT					19.70 *			

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		

011025/00	MACKER TEK LTD							
1513	PO-201463	01/30/2020	952	2 01-0370-0-5800-115-1110-1000-007-000	YN F	1,757.80	1,516.20	
1513	PO-201463	01/30/2020	952	1 01-0370-0-4400-115-1110-1000-007-000	NN F	3,462.54	3,462.54	
TOTAL PAYMENT AMOUNT						4,978.74 *	4,978.74	
TOTAL USE TAX AMOUNT							117.51	
022230/00	MANAGED HEALTH NETWORK							
196	PO-200176	01/30/2020	PRM-048496	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	01/30/2020	7108140262, 7091320262	1 01-6500-0-5800-102-5750-1180-019-000	NN F	1,246.00	4,979.50	
636	PO-200634	01/30/2020	7091320262	1 01-0740-0-5800-104-0000-3140-019-128	NN P	3,520.00	3,520.00	
636	PO-200634	01/29/2020	7108140262	1 01-0740-0-5800-104-0000-3140-019-128	NN P	4,110.00	4,110.00	
1696	PO-201658	01/30/2020	2089340429	1 01-6500-0-5800-102-5750-1180-019-000	NN P	2,660.00	2,660.00	
1696	PO-201658	01/30/2020	2114330429	1 01-6500-0-5800-102-5750-1180-019-000	NN P	3,200.00	3,200.00	
1772	PO-201741	01/30/2020	7091320262	1 01-6500-0-5800-102-5750-1180-019-000	NN P	1,899.60	1,899.60	
1772	PO-201741	01/30/2020	7108140262	1 01-6500-0-5800-102-5750-1180-019-000	NN P	2,334.00	2,334.00	
TOTAL PAYMENT AMOUNT						22,703.10 *	22,703.10	
020602/00	MCGRAW HILL SCHOOL EDUCATION							
1388	PO-201372	01/30/2020	110873757001	1 01-0037-0-4200-103-1110-1000-019-000	NN F	2,159.05	2,159.05	
1388	PO-201372	01/30/2020	111313953001	2 01-0037-0-4100-103-1110-1000-019-000	NN F	824.05	899.94	
TOTAL PAYMENT AMOUNT						3,058.99 *	3,058.99	
017576/00	OFFICE DEPOT							
1654	PO-201621	01/30/2020	426735151001	1 01-0000-0-4300-236-1110-1000-009-000	NN P	12.89	12.89	
1654	PO-201621	01/30/2020	426735150001	1 01-0000-0-4300-236-1110-1000-009-000	NN P	93.65	93.65	
1654	PO-201621	01/30/2020	426735153001	1 01-0000-0-4300-236-1110-1000-009-000	NN P	9.36	9.36	
1654	PO-201621	01/30/2020	426735152001	1 01-0000-0-4300-236-1110-1000-009-000	NN F	33.90	17.00	
1647	PO-201623	01/30/2020	426931302001	1 01-6500-0-4300-102-5001-2700-019-000	NN F	175.56	175.56	
1651	PO-201624	01/30/2020	429012050001	1 01-6500-0-4400-102-5001-2700-019-000	NN F	2,585.99	2,585.99	
1661	PO-201627	01/30/2020	426928424001	1 01-0000-0-4300-238-1110-1000-010-000	NN F	77.61	71.67	
1663	PO-201629	01/30/2020	426926105001	1 01-3010-0-4300-238-1110-1000-010-109	NN F	92.36	87.36	
1693	PO-201644	01/30/2020	428492132001	1 01-0000-0-4300-236-1110-1000-009-000	NN F	56.51	58.89	
1697	PO-201647	01/30/2020	429175719001	1 01-6500-0-4300-102-5001-2700-019-000	NN F	208.59	208.59	
1699	PO-201648	01/30/2020	429174612001	1 01-6500-0-4300-102-5770-1191-019-000	NN F	109.88	109.88	
1708	PO-201660	01/30/2020	429786263001	1 01-3010-0-4300-371-1110-1000-012-205	NN F	122.73	117.34	

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			

017576	(CONTINUED)							
1714	PO-201687	01/30/2020	431841667001	1	01-6500-0-4300-102-5001-2700-019-000	NN	F	53.92 53.92
1733	PO-201694	01/30/2020	431840211001	1	01-0000-0-4300-238-1110-1000-010-000	NN	F	37.32 37.32
1733	PO-201694	01/30/2020	431840211001	2	01-6300-0-4300-238-1110-1000-010-000	NN	F	58.33 53.33
				TOTAL PAYMENT AMOUNT	3,692.75 *			3,692.75
019375/00	PACIFIC COACHWAYS CHARTER							
1717	PO-201689	01/30/2020	10% P/31023	1	01-6387-0-5865-472-1110-1000-019-201	NN	P	1,376.45 1,376.45
				TOTAL PAYMENT AMOUNT	1,376.45 *			1,376.45
018635/00	PASCO SCIENTIFIC							
1731	PO-201669	01/30/2020	20in000820	1	01-0000-0-4300-472-1600-1000-014-000	NN	F	722.84 724.08
				TOTAL PAYMENT AMOUNT	724.08 *			724.08
019252/00	PEARSON EDUCATION INC.							
1658	PO-201632	01/30/2020	67278	1	01-0036-0-4300-103-1110-1000-019-113	NN	F	3,115.54 3,122.85
				TOTAL PAYMENT AMOUNT	3,122.85 *			3,122.85
016205/00	PITSCO INC							
1780	PO-201733	01/30/2020	760355-1	1	01-3010-0-4300-236-1110-1000-009-111	NN	F	294.38 294.38
				TOTAL PAYMENT AMOUNT	294.38 *			294.38
014069/00	PLATT ELECTRIC SUPPLY INC							
1681	PO-201634	01/30/2020	OB29291	1	01-8150-0-4300-106-0000-8110-007-000	NN	P	276.13 276.13
				TOTAL PAYMENT AMOUNT	276.13 *			276.13
022525/00	POST-IT LLC							
13	PO-200017	01/30/2020	DEC 2019	1	01-0000-0-5800-110-0000-7200-004-000	NN	P	440.00 440.00
				TOTAL PAYMENT AMOUNT	440.00 *			440.00

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	

021401/00	PRACTI-CAL INC														
381	PO-200370	01/30/2020	344328	1	01-5640-0-5800-102-0000-2700-019-000	NN	P						10.78	10.78	
381	PO-200370	01/30/2020	344350	1	01-5640-0-5800-102-0000-2700-019-000	NN	P						117.39	117.39	
TOTAL PAYMENT AMOUNT													128.17	*	128.17
016341/00	R & S OVERHEAD DOORS & GATES														
1723	PO-201664	01/30/2020	132369	1	01-8150-0-5600-106-0000-8110-007-000	NN	F						370.00	370.00	
1723	PO-201664	01/30/2020	132369	2	01-8150-0-4300-106-0000-8110-007-000	NN	F						134.24	134.24	
TOTAL PAYMENT AMOUNT													504.24	*	504.24
016093/00	RAINS, JARED														
1810	PO-201771	01/30/2020	REIMB REGISTRATION	1	01-0076-0-5800-472-1110-4200-014-811	NN	F						450.00	450.00	
TOTAL PAYMENT AMOUNT													450.00	*	450.00
018970/00	RUA & SON MECHANICAL INC														
1196	PO-201189	01/30/2020	3036282	1	01-8150-0-5600-106-9585-8110-007-000	NN	P						46,801.75	46,801.75	
TOTAL PAYMENT AMOUNT													46,801.75	*	46,801.75
010315/00	SAC CO OFFICE OF ED FIN SVCS														
	PV-200059	01/30/2020	INV-192753		01-3010-0-5800-371-1110-1000-012-205	NN								2,881.15	
TOTAL PAYMENT AMOUNT													2,881.15	*	2,881.15
010266/00	SACRAMENTO COUNTY UTILITIES														
77	PO-200068	01/30/2020	50008418859	1	01-0000-0-5520-106-0000-8110-007-000	N	P						172.12	172.12	
77	PO-200068	01/30/2020	50000918556	1	01-0000-0-5520-106-0000-8110-007-000	N	P						113.70	113.70	
77	PO-200068	01/30/2020	50000918485	1	01-0000-0-5520-106-0000-8110-007-000	N	P						3,414.27	3,414.27	
77	PO-200068	01/30/2020	50000918618	1	01-0000-0-5520-106-0000-8110-007-000	N	P						671.23	671.23	
TOTAL PAYMENT AMOUNT													4,371.32	*	4,371.32
020936/00	SACRAMENTO TRUCK CENTER														
1799	PO-201764	01/30/2020	F009852610:01	1	01-0740-0-4300-112-0000-3600-022-302	NN	F						86.76	86.76	
TOTAL PAYMENT AMOUNT													86.76	*	86.76

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			

016337/00	SAECHAO, MUANG							
511 PO-200525	01/30/2020	NOVEMBER	1 01-6500-0-5800-102-5750-1180-019-000 NN P	185.60	185.60			
511 PO-200525	01/30/2020	DEC MILEAGE	1 01-6500-0-5800-102-5750-1180-019-000 NN P	162.40	162.40			
TOTAL PAYMENT AMOUNT				348.00 *		348.00		
011371/00	SAMUEL, ABRAHAM							
1817 PO-201747	01/30/2020	121319A	1 01-0740-0-5800-475-3200-1000-015-106 NY F	193.95	193.95			
TOTAL PAYMENT AMOUNT				193.95 *		193.95		
014786/00	SCHOOL SPECIALTY INC							
1537 PO-201507	01/30/2020	208124361355	1 01-6300-0-4300-472-1110-1000-014-000 NN F	261.24	261.24			
1634 PO-201598	01/30/2020	208124428341	1 01-0000-0-4300-472-1415-1000-014-000 NN F	132.99	121.72			
TOTAL PAYMENT AMOUNT				382.96 *		382.96		
010373/00	SCHOOLS INSURANCE AUTHORITY							
141 PO-200128	01/30/2020	2020UST-BZ35	1 01-0740-0-5800-112-0000-3600-022-302 NN P	85.00	85.00			
141 PO-200128	01/30/2020	2020UST-BZ.37	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							
1809 PO-201770	01/30/2020	20-23531	1 01-8150-0-4300-106-9265-8110-007-000 NN F	468.72	468.72			
1809 PO-201770	01/30/2020	20-23531	2 01-8150-0-4400-106-9265-8110-007-000 NN F	5,758.57	5,758.57			
1809 PO-201770	01/30/2020	20-23531	3 01-8150-0-5600-106-9265-8110-007-000 NN F	3,953.49	3,953.49			
1830 PO-201801	01/30/2020	20-24116	1 01-8150-0-5800-106-0000-8110-007-000 NN F	108.00	108.00			
TOTAL PAYMENT AMOUNT				10,288.78 *		10,288.78		
014308/00	SHERRI SMITH							
1821 PO-201794	01/30/2020	MILEAGE	1 01-6500-0-5210-102-5770-1191-019-000 NN F	75.10	75.10			
TOTAL PAYMENT AMOUNT				75.10 *		75.10		
020252/00	STAPLES BUSINESS CREDIT							
1580 PO-201548	01/30/2020	180097135-0-1	2 01-0000-0-4300-106-0000-8110-007-000 NN P	110.82	110.82			
1732 PO-201670	01/30/2020	180826607-0-1	1 01-0740-0-4300-601-1110-1000-017-120 NN F	388.34	388.34			
1734 PO-201695	01/30/2020	180891605-0-3,0-2	1 01-0000-0-4300-238-1110-1000-010-000 NN F	47.40	47.40			

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	(CONTINUED)							
1734 PO-201695	01/30/2020	180891605-0-3,0-2	2 01-6300-0-4300-238-1110-1000-010-000 NN F	74.21	74.20			
TOTAL PAYMENT AMOUNT				620.76 *		620.76		
016005/00	SWRCB FEES							
1798 PO-201763	01/30/2020	SW-0185403	1 01-8150-0-5800-106-0000-8110-007-000 NN F	1,400.00	1,400.00			
TOTAL PAYMENT AMOUNT				1,400.00 *		1,400.00		
010552/00	WAXIE SANITARY SUPPLY							
145 PO-200131	01/30/2020	78827371	1 01-0000-0-9320-000-0000-0000-000-000 NN P	117.83	117.83			
145 PO-200131	01/30/2020	78847561	1 01-0000-0-9320-000-0000-0000-000-000 NN P	838.77	838.77			
145 PO-200131	01/30/2020	78814985	1 01-0000-0-9320-000-0000-0000-000-000 NN P	1,536.14	1,536.14			
145 PO-200131	01/30/2020	78835376	1 01-0000-0-9320-000-0000-0000-000-000 NN P	72.08	72.08			
145 PO-200131	01/30/2020	78841233	1 01-0000-0-9320-000-0000-0000-000-000 NN P	67.60	67.60			
145 PO-200131	01/30/2020	78847558	1 01-0000-0-9320-000-0000-0000-000-000 NN P	929.31	929.31			
145 PO-200131	01/30/2020	78847543	1 01-0000-0-9320-000-0000-0000-000-000 NN P	3,442.13	3,442.13			
145 PO-200131	01/30/2020	78847544	1 01-0000-0-9320-000-0000-0000-000-000 NN P	1,207.11	1,207.11			
TOTAL PAYMENT AMOUNT				8,210.97 *		8,210.97		
017546/00	WHALEN, JOE							
1792 PO-201774	01/30/2020	MILEAGE	1 01-6500-0-5210-102-5001-2700-019-000 NN F	18.86	18.86			
TOTAL PAYMENT AMOUNT				18.86 *		18.86		
022348/00	WILSON, SHERRY							
1022 PO-200987	01/28/2020	TRIP 2326	1 01-0740-0-5800-112-0000-3600-022-302 NN P	13.00	13.00			
TOTAL PAYMENT AMOUNT				13.00 *		13.00		
019497/00	WOODS, HEATHER							
1748 PO-201750	01/30/2020	REIMB MEAL	1 01-7220-0-5200-472-1110-1000-014-209 NN F	12.00	12.00			
TOTAL PAYMENT AMOUNT				12.00 *		12.00		

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				

017313/00	XEROX								
149	PO-200134	01/30/2020	230201099	1	01-0000-0-5800-116-0000-7200-007-000	NN P		37,055.15	37,055.15
153	PO-200137	01/30/2020	230207087	1	01-0000-0-5800-116-0000-7200-007-000	NN P		1,659.12	1,659.12
208	PO-200198	01/30/2020	503528386	1	01-0000-0-5600-116-0000-7200-007-000	NN P		281.32	281.32
TOTAL PAYMENT AMOUNT					38,995.59 *				38,995.59
011600/00	ZEISSLER, ADAM								
1626	PO-201611	01/27/2020	DEC-JAN MILEAGE	1	01-6500-0-5210-102-5770-1130-019-000	NN P		65.13	65.13
TOTAL PAYMENT AMOUNT					65.13 *				65.13
TOTAL FUND PAYMENT					310,425.41 **				310,425.41
TOTAL USE TAX AMOUNT									188.47

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			

020098/00	BIG TRAY							
130 PO-200118	01/30/2020	823911	1 13-5310-0-4300-108-0000-3700-020-000 NN P	166.53	166.53			
TOTAL PAYMENT AMOUNT				166.53 *				
014156/00	COUNTY OF SACRAMENTO							
172 PO-200159	01/30/2020	AR0004778	1 13-5310-0-5800-108-0000-3700-020-000 NN P	686.00	686.00			
172 PO-200159	01/30/2020	AR0006771	1 13-5310-0-5800-108-0000-3700-020-000 NN P	686.00	686.00			
172 PO-200159	01/30/2020	AR0001744	1 13-5310-0-5800-108-0000-3700-020-000 NN P	686.00	686.00			
172 PO-200159	01/30/2020	AR0005930	1 13-5310-0-5800-108-0000-3700-020-000 NN P	686.00	686.00			
TOTAL PAYMENT AMOUNT				2,744.00 *				
011602/00	DANIELSEN CO., THE							
146 PO-200132	01/30/2020	217493	1 13-5310-0-4700-108-0000-3700-020-000 N P	1,316.13	1,316.13			
146 PO-200132	01/30/2020	217493	2 13-5310-0-4300-108-0000-3700-020-000 N P	8.00	8.00			
TOTAL PAYMENT AMOUNT				1,324.13 *				
016279/00	P&R PAPER SUPPLY							
152 PO-200141	01/30/2020	30298121	1 13-5310-0-4300-108-0000-3700-020-000 NN P	1,953.53	1,953.53			
TOTAL PAYMENT AMOUNT				1,953.53 *				
019867/00	PAPA MURPHY'S							
928 PO-200894	01/30/2020	2023	1 13-5310-0-4700-108-0000-3700-020-000 NN P	280.00	280.00			
TOTAL PAYMENT AMOUNT				280.00 *				
021194/00	PRUDENTIAL OVERALL SUPPLY INC							
168 PO-200155	01/30/2020	180356576	1 13-5310-0-5800-108-0000-3700-020-000 NN P	77.75	77.75			
TOTAL PAYMENT AMOUNT				77.75 *				
016043/00	SHELTONS UNLIMITED MECHANICAL							
156 PO-200143	01/30/2020	20-02NUTRI	1 13-5310-0-5600-108-0000-3700-020-000 NN P	2,040.00	2,040.00			
TOTAL PAYMENT AMOUNT				2,040.00 *				

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		

011422/00	SYSCO OF SAN FRANCISCO															
148	PO-200140	01/30/2020	231640798	1	13-5310-0-4700-108-0000-3700-020-000	NN	P						1,295.34	1,295.34		
148	PO-200140	01/30/2020	231640798	2	13-5310-0-4300-108-0000-3700-020-000	NN	P						311.95	311.95		
TOTAL PAYMENT AMOUNT													1,607.29	1,607.29		
017313/00	XEROX															
209	PO-200199	01/30/2020	099139240	1	13-5310-0-4300-108-0000-3700-020-000	NN	P						31.90	31.90		
TOTAL PAYMENT AMOUNT													31.90	31.90		
TOTAL FUND													PAYMENT	10,225.13	**	10,225.13

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			
010080/00	HANCOCK PARK & DeLONG INC							
279 PO-200252	01/30/2020	4574	1 21-0000-0-6200-106-0000-8500-007-000 NN P	306.25	306.25			
TOTAL PAYMENT AMOUNT				306.25 *				306.25
TOTAL FUND PAYMENT				306.25 **				306.25
TOTAL BATCH PAYMENT				320,956.79 ***		0.00		320,956.79
TOTAL USE TAX AMOUNT								188.47
TOTAL DISTRICT PAYMENT				320,956.79 ****		0.00		320,956.79
TOTAL USE TAX AMOUNT								188.47
TOTAL FOR ALL DISTRICTS:				320,956.79 ****		0.00		320,956.79
TOTAL USE TAX AMOUNT								188.47

Number of checks to be printed: 82, not counting voids due to stub overflows. 320,956.79

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: February 19, 2020		# Attached Pages <u> </u>
From: Scott A. Loehr, Superintendent		
Principal/Administrator Initials: <u> </u>		

SUBJECT: Second Reading: Board Policies/Regulations/Exhibits	
<p>Replace BP/AR 0460 Add BP 0520 Add BP 0520.1 Replace BP 1431 Replace BP/AR 3515 Replace BP 4119.22/4219.22/4319.22 Add BP 4119.24/4219.24/4319.24 Replace BP 4216 Replace BP 5131 Add BP 5131.8 Replace BP 5132 Replace AR 5141.26 Replace BP/AR 5142 Replace BP/AR 7140 Replace BB 9323</p>	<p>Local Control and Accountability Plan Intervention for Underperforming Schools Comprehensive and Targeted Support and Improvement Waivers Campus Security Dress and Grooming Maintaining Appropriate Adult-Student Interactions Probationary/Permanent Status Conduct Mobile Communication Devices Dress and Grooming Tuberculosis Testing Safety Architectural and Engineering Services Meeting Conduct</p>
<p>Change Policy Numbers for existing CJUSD policies: Student Activity Trips - change from BP 5131.8 to BP 6153.1 Academic Freedom - change from BP 4119.24 to BP 4119.2</p>	
<p>RECOMMENDATION: CJUSD Board of Trustees approve the second reading of presented policies/regulations/exhibits.</p>	

CSBA Sample Board Policy

Philosophy, Goals, Objectives, and Comprehensive Plans

BP 0460(a)

LOCAL CONTROL AND ACCOUNTABILITY PLAN

Note: Education Code 52060-52077 require the Governing Board to adopt and annually update, on or before July 1, a local control and accountability plan (LCAP). Pursuant to Education Code 52060, as amended by AB 2878 (Ch. 826, Statutes of 2018), the LCAP must include goals and actions aligned with eight state priorities related to (1) the degree to which teachers are appropriately assigned and fully credentialed, students have sufficient access to standards-based instructional materials, and facilities are maintained in good repair; (2) implementation of and student access to state academic content and performance standards; (3) parent/guardian involvement and family engagement; (4) student achievement; (5) student engagement; (6) school climate; (7) student access to and enrollment in a broad course of study, including programs and services provided to benefit low-income students, English learners, and/or foster youth (i.e., "unduplicated students" for purposes of supplemental and concentration grants under the local control funding formula (LCFF)); and (8) student outcomes in the specified course of study. Education Code 52060 provides that, in addition to addressing the state priorities in the LCAP, the district may establish and address local priorities and goals. Examples include priorities for student wellness and other conditions of children, professional development, community involvement, and effective governance and leadership. See the accompanying administrative regulation for further information about the required content of the LCAP.

The Governing Board desires to ensure the most effective use of available funding to improve outcomes for all students. A comprehensive, data-driven planning process shall be used to identify annual goals and specific actions which are aligned with the district budget and facilitate continuous improvement of district practices.

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

(cf. 0415 - Equity)

Note: Pursuant to Education Code 52064, the State Board of Education (SBE) has adopted a template that districts must use to complete the LCAP. An electronic version of the template is available on the California Department of Education's (CDE) web site.

~~As amended by AB 1840 (Ch. 426, Statutes of 2018), Education Code 52064 requires the SBE, by January 31, 2020, to expand the template to include more specific information about the goals, actions, expenditures, and services for all students and subgroups of students, as well as information about the district, highlights of the LCAP, and annual performance as indicated by the California School Dashboard.~~

The Board shall adopt a districtwide local control and accountability plan (LCAP), based on the template adopted by the State Board of Education (SBE), that addresses the state priorities in Education Code 52060 and any local priorities adopted by the Board. The LCAP shall be updated on or before July 1 of each year and, like the district budget, shall cover the next fiscal year and two subsequent fiscal years. (Education Code 52060, 52064; 5 CCR 15494-15497)

(cf. 3100 - Budget)

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

Note: Education Code 52060 requires that the LCAP include annual goals to be achieved for all students and for each numerically significant student subgroup as defined in Education Code 52052. In addition, several state priorities address programs and services for "unduplicated students," as defined in Education Code 42238.01-42238.02.

The LCAP shall focus on improving outcomes for all students, particularly those who are "unduplicated students" or are part of any numerically significant student subgroup that is at risk of or is underperforming.

~~Note: Pursuant to Education Code 42238.01, as amended by AB 1962 (Ch. 748, Statutes of 2018), no later than the 2020-21 fiscal year, the definition of "foster youth" for the purpose of identifying unduplicated students will include a dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court in accordance with the tribe's law, provided the child would also meet one of the descriptions in Welfare and Institutions Code 300 describing when a child may be adjudged a dependent child of the juvenile court.~~

Unduplicated students include students who are eligible for free or reduced-price meals, English learners, and foster youth, as defined in Education Code 42238.01 for purposes of the local control funding formula (LCFF). (Education Code 42238.02)

(cf. 3553 - Free and Reduced Price Meals)
(cf. 6173.1 - Education for Foster Youth)
(cf. 6174 - Education for English Learners)

Numerically significant student subgroups include ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students, when there are at least 30 students in the subgroup or at least 15 foster youth or homeless students. (Education Code 52052)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)
(cf. 6173 - Education for Homeless Children)

The Superintendent or designee shall review the school plan for student achievement (SPSA) submitted by each district school pursuant to Education Code 64001 to ensure that the specific actions included in the LCAP are consistent with strategies included in the SPSA. (Education Code 52062)

(cf. 0420 - School Plans/Site Councils)

The LCAP shall also be aligned with other district and school plans to the extent possible in order to minimize duplication of effort and provide clear direction for program implementation.

(cf. 0400 - Comprehensive Plans)
(cf. 0440 - District Technology Plan)
(cf. 0450 - Comprehensive Safety Plan)

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

(cf. 5030 - Student Wellness)
(cf. 6171 - Title I Programs)
(cf. 7110 - Facilities Master Plan)

Note: Pursuant to Education Code 52064.1, ~~as added by AB 1808 (Ch. 32, Statutes of 2018)~~, districts are required, ~~by July 1, 2019~~, to develop an LCFF budget overview for parents/guardians ~~with specified information. The budget overview must be developed~~ in conjunction with, and attached as a cover to, the LCAP and annual update to the LCAP. The budget overview is subject to the requirements of Education Code 52062 and 52070 pertaining to the adoption, review, and approval of the LCAP. ~~The Superintendent of Public Instruction (SPI) is required to develop, before December 31, 2018, a template for the budget overview.~~

As part of the LCAP adoption and annual update to the LCAP, the Board shall separately adopt an LCFF budget overview for parents/guardians, based on the template developed by the SBE, which includes specified information relating to the district's budget. The budget overview shall be adopted, reviewed, and approved in the same manner as the LCAP and the annual update. (Education Code 52064.1)

Any complaint that the district has not complied with legal requirements pertaining to the LCAP may be filed pursuant to AR 1312.3 - Uniform Complaint Procedures. (Education Code 52075)

(cf. 1312.3 - Uniform Complaint Procedures)

Plan Development

The Superintendent or designee shall gather data and information needed for effective and meaningful plan development and present it to the Board and community. Such data and information shall include, but not be limited to, data regarding the number of students in student subgroups, disaggregated data on student achievement levels, and information about current programs and expenditures.

Note: Education Code 52060 requires consultation on plan development with all of the groups listed below. The Board may delegate responsibility for arranging meetings and other input opportunities to the Superintendent or designee.

5 CCR 15495 defines what it means to consult with students, including unduplicated students and other numerically significant student subgroups, and gives examples of methods that may be used for this consultation. State regulations do not provide examples of consultation with groups other than students, but consultations might include surveys, the establishment of an advisory committee consisting of representatives of all the specified groups, solicitation of feedback from the groups after a draft plan is available, discussion of the LCAP at staff meetings, and communication with parent organizations, student councils, school site councils, or other established committees or organizations. The district may expand the following paragraph to reflect district practice.

The Board shall consult with teachers, principals, administrators, other school personnel,

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

employee bargaining units, parents/guardians, and students in developing the LCAP. Consultation with students shall enable unduplicated students and other numerically significant student subgroups to review and comment on LCAP development and may include surveys of students, student forums, student advisory committees, and/or meetings with student government bodies or other groups representing students. (Education Code 52060; 5 CCR 15495)

(cf. 1220 - Citizen Advisory Committees)

(cf. 4140/4240/4340 - Bargaining Units)

(cf. 6020 - Parent Involvement)

Public Review and Input

Note: Pursuant to Education Code 52063 and 5 CCR 15495, the Board is required to establish a parent advisory committee and, if district enrollment includes at least 15 percent English learners, an English learner parent advisory committee to review and comment on the LCAP. The district may use existing parent advisory committees for these purposes if the committee composition complies with Education Code 52063 and 5 CCR 15495. However, the district should consider whether such opportunities need to be expanded to achieve significant levels of stakeholder involvement in the planning process as intended by law.

The Board shall establish a parent advisory committee to review and comment on the LCAP. The committee shall be composed of a majority of parents/guardians and shall include parents/guardians of unduplicated students as defined above. (Education Code 52063; 5 CCR 15495)

Whenever district enrollment includes at least 15 percent English learners, with at least 50 students who are English learners, the Board shall establish an English learner parent advisory committee composed of a majority of parents/guardians of English learners to review and comment on the LCAP. (Education Code 52063; 5 CCR 15495)

The Superintendent or designee shall present the LCAP to the committee(s) before it is submitted to the Board for adoption, and shall respond in writing to comments received from the committee(s). (Education Code 52062)

Note: Education Code 52062 requires notification to the public of the opportunity to submit written comments on the proposed LCAP, including notification in the primary language of parents/guardians when required by Education Code 48985. Pursuant to Education Code 48985, whenever 15 percent or more of the students in a school speak a single primary language other than English, notifications sent to parents/guardians of such students must be written in the primary language as well as in English; see BP 5145.6 - Parental Notifications.

The Superintendent or designee shall notify members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP. The notification shall be provided using the most efficient method of

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

notification possible, which may not necessarily include producing printed notices or sending notices by mail. All written notifications related to the LCAP shall be provided in the primary language of parents/guardians when required by Education Code 48985. (Education Code 52062)

(cf. 5145.6 - Parental Notifications)

Note: Pursuant to Education Code 305, the LCAP parent/guardian and community engagement process must include solicitation of input on language acquisition programs. See BP/AR 6174 - Education for English Learners for further information regarding the types of language acquisition programs that may be offered.

As part of the parent/guardian and community engagement process, the district shall solicit input on effective and appropriate instructional methods, including, but not limited to, establishing language acquisition programs to enable all students, including English learners and native English speakers, to have access to the core academic content standards and to become proficient in English. (Education Code 305-306)

~~Note: Education Code 52062, as amended by AB 1808, requires the district to consult with its special education local plan area administrator(s) to ensure that specific actions for individuals with disabilities are included in the LCAP.~~

The Superintendent or designee shall consult with the administrator(s) of the special education local plan area of which the district is a member to ensure that specific actions for students with disabilities are included in the LCAP and are consistent with strategies included in the annual assurances support plan for the education of students with disabilities. (Education Code 52062)

(cf. 0430 - Comprehensive Local Plan for Special Education)

Note: Pursuant to Education Code 42127, the Board must not adopt a district budget until the LCAP is in place for the budget year; see BP 3100 - Budget. The budget must include the expenditures necessary to implement the plan that will be effective during the subsequent fiscal year. If it does not, the County Superintendent of Schools will disapprove the district's budget.

The Board shall hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP. The public hearing shall be held at the same meeting as the budget hearing required pursuant to Education Code 42127 and AR 3100 - Budget. (Education Code 42127, 52062)

(cf. 9320 - Meetings and Notices)

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)**Adoption of the Plan**

The Board shall adopt the LCAP prior to adopting the district budget, but at the same public meeting. This meeting shall be held after the public hearing described above, but not on the same day as the hearing. (Education Code 52062)

The Board may adopt revisions to the LCAP at any time during the period in which the plan is in effect, provided the Board follows the process to adopt the LCAP pursuant to Education Code 52062 and the revisions are adopted in a public meeting. (Education Code 52062)

Submission of Plan to County Superintendent of Schools

Note: Education Code 52070 requires the district to submit the LCAP to the County Superintendent, who may seek written clarification of the contents of the plan and may submit recommendations for amendments as provided below. The County Superintendent is required to approve the LCAP on or before October 8 if it is determined that (1) the LCAP adheres to the template adopted by the SBE and follows any SBE instructions or directions for completing the template; (2) the district budget includes expenditures sufficient to implement the specific actions and strategies in the LCAP; and (3) the LCAP adheres to supplemental and concentration grant expenditure requirements specified in Education Code 42238.07 for unduplicated students. In determining whether the district has fully demonstrated that it will use supplemental and concentration funds to increase or improve services for unduplicated students, 5 CCR 15497 requires the County Superintendent to review any descriptions of districtwide or schoolwide services provided.

Education Code 52064.1, ~~as added by AB 1808~~, requires the district to file the LCFF budget overview for parents/guardians with the County Superintendent to be reviewed for adherence with the template adopted by the SPI. If the budget overview is not approved, the County Superintendent will withhold approval of the LCAP and will provide technical assistance pursuant to Education Code 52071.

Not later than five days after adoption of the LCAP, the district budget, and the budget overview for parents/guardians, the Board shall file the LCAP, the budget, and the budget overview with the County Superintendent of Schools. (Education Code 42127, 52064.1, 52070)

If the County Superintendent sends, by August 15, a written request for clarification of the contents of the LCAP, the Board shall respond in writing within 15 days of the request. If the County Superintendent then submits recommendations for amendments to the LCAP within 15 days of receiving the Board's response, the Board shall consider those recommendations in a public meeting within 15 days of receiving the recommendations. (Education Code 52070)

If the County Superintendent does not approve the district's LCAP, the Board shall accept technical assistance from the County Superintendent focused on revising the plan so that it can be approved. (Education Code 52071)

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

Monitoring Progress

Note: The following optional paragraph may be revised to reflect the district's timeline for reviewing the progress and effectiveness of strategies included in the LCAP. Reports should be provided to the Board in sufficient time to allow for any necessary changes in the annual update to the LCAP by July 1 of each year, as required by Education Code 52060-52061. The Dashboard provides a tool to assist in evaluation of district and school performance and includes all of the state priorities for the LCAP described in Education Code 52060.

The Superintendent or designee shall report to the Board, at least annually in accordance with the timeline and indicators established by the Superintendent and the Board, regarding the district's progress toward attaining each goal identified in the LCAP. Evaluation shall include, but not be limited to, an assessment of district and school performance reported on the California School Dashboard. Evaluation data shall be used to recommend any necessary revisions to the LCAP.

(cf. 0500 - Accountability)

Note: Pursuant to Education Code 52071, when a school or a numerically significant student subgroup is not making sufficient progress toward its LCAP goals, the County Superintendent may be required to provide technical assistance or the Board may request technical assistance. In addition, the Superintendent of Public Instruction may intervene in any school which has been identified as in need of intervention based on criteria specified in Education Code 52072. Pursuant to Education Code 52059.5, CDE has established a unified system of support for districts and schools that meets state requirements as well as federal Title I requirements and ensures consistency between technical assistance provided under both sets of requirements. For more information, see BP 0520 - Intervention for Underperforming Schools.

The Superintendent or designee shall seek and/or accept technical assistance or other intervention that may be required pursuant to Education Code 52071 or 52072 when a school or a numerically significant student subgroup is not making sufficient progress toward the goals in the LCAP.

(cf. 0520 - Intervention for Underperforming Schools)
(cf. 0520.1 - Comprehensive and Targeted Support and Improvement)

Technical Assistance/Intervention

~~Note: Pursuant to Education Code 52071, as amended by AB 1808, the Board may, at its discretion, request technical assistance from the County Superintendent as described in items #1-2 below. The County Superintendent may charge a fee not to exceed the cost of the service, if the provision of the service requested would create an unreasonable or untenable cost burden for the County Superintendent.~~

~~At its discretion, the Board may submit a request to the County Superintendent for technical assistance, including, but not limited to: (Education Code 52071)~~

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

1. ~~Assistance in identifying district strengths and weaknesses in regard to state priorities, which includes the review of performance data on the state and local indicators included in the Dashboard and other relevant local data, and in identifying effective, evidence-based programs or practices that address any areas of weakness.~~
2. ~~Assistance from an academic, programmatic, or fiscal expert, or team of experts, in identifying and implementing effective programs and practices that are designed to improve performance in any identified areas of weakness. The district may engage other service providers, including, but not limited to, other school districts, county offices of education, or charter schools, to provide such assistance.~~

~~Note: Pursuant to Education Code 52071, as amended by AB 1808, the district must be provided technical assistance whenever one or more numerically significant student subgroups meet the criteria for assistance and intervention established pursuant to Education Code 52064.5.~~

~~In the event that the County Superintendent requires the district to receive technical assistance based on one or more numerically significant student subgroups meeting the criteria established pursuant Education Code 52064.5, the Board shall work with the County Superintendent, or another service provider at district expense, and shall provide the County Superintendent timely documentation of the district's completion of the activities listed in items #1-2 above or substantially similar activities. (Education Code 52071)~~

~~Note: Pursuant to Education Code 52074, as amended by AB 1840, either the County Superintendent or the SPI may refer a district to the California Collaborative for Educational Excellence (CCEE) if it is determined to be necessary to help the district accomplish the goals set forth in the district's LCAP. Additionally, if a district receives an emergency apportionment pursuant to Education Code 41320-41322, the district shall be deemed to have been referred to the CCEE.~~

~~If referred to the California Collaborative for Educational Excellence by either the County Superintendent or the Superintendent of Public Instruction (SPI), the district shall implement the recommendations of that agency in order to accomplish the goals set forth in the district's LCAP. (Education Code 52071, 52074)~~

~~Note: Education Code 52072 provides that the SPI, with approval of the SBE, may intervene when a district meets both of the following criteria: (1) the district did not improve the outcomes for three or more student subgroups identified pursuant to Education Code 52052, or all of the student subgroups if the district has fewer than three subgroups, in regard to more than one state or local priority in three out of four consecutive school years; and (2) the CCEE has provided advice and assistance to the district and submits a finding that the district failed or is unable to implement the CCEE's recommendations or that the district's inadequate performance is so persistent or acute as to require intervention. For any district identified as needing intervention, the SPI or an academic trustee appointed by the SPI may, with approval of the SBE, take one or more of the actions listed in items #1-3 below.~~

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

~~If the SPI identifies the district as needing intervention, the district shall cooperate with any action taken by the SPI or any academic advisor appointed by the SPI, which may include one or more of the following: (Education Code 52072)~~

- ~~1. Revision of the district's LCAP~~
- ~~2. Revision of the district's budget in accordance with changes in the LCAP~~
- ~~3. A determination to stay or rescind any district action that would prevent the district from improving outcomes for all student subgroups, provided that action is not required by a collective bargaining agreement~~

Legal Reference:

EDUCATION CODE

- 305-306 English language education
- 17002 State School Building Lease-Purchase Law, including definition of good repair
- 33430-33436 Learning Communities for School Success Program; grants for LCAP implementation
- 41020 Audits
- 41320-41322 Emergency apportionments
- 42127 Public hearing on budget adoption
- 42238.01-42238.07 Local control funding formula
- 44258.9 County superintendent review of teacher assignment
- 47604.33 Submission of reports by charter schools**
- 47606.5 Charter schools, local control and accountability plan**
- 48985 Parental notices in languages other than English
- 51210 Course of study for grades 1-6
- 51220 Course of study for grades 7-12
- 52052 Numerically significant student subgroups
- 52059.5 Statewide system of support
- 52060-52077 Local control and accountability plan
- 52302 Regional occupational centers and programs
- 52372.5 Linked learning program
- 54692 Partnership academies
- 60119 Sufficiency of textbooks and instructional materials; hearing and resolution
- 60605.8 California Assessment of Academic Achievement; Academic Content Standards Commission
- 64001 School plan for student achievement
- 99300-99301 Early Assessment Program

WELFARE AND INSTITUTIONS CODE

300 Dependent child of the court

CODE OF REGULATIONS, TITLE 5

- 4600-4670 Uniform complaint procedures
- 15494-15497 Local control and accountability plan and spending requirements

UNITED STATES CODE, TITLE 20

- 6311 State plan**
- 6312 Local educational agency plan
- 6826 Title III funds, local plans

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

Management Resources:

CSBA PUBLICATIONS

The California School Dashboard and Small Districts, October 2018

Promising Practices for Developing and Implementing LCAPs, Governance Brief, November 2016

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CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

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California Common Core State Standards: English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, rev. 2013

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS (continued)

California Common Core State Standards: Mathematics, rev. 2013

California English Language Development Standards, 2012

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

California School Dashboard: <http://www.caschooldashboard.org>

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Center Unified SD

Board Policy

Local Control And Accountability Plan

BP 0460

Philosophy, Goals, Objectives and Comprehensive Plans

The Governing Board desires to ensure the most effective use of available funding to improve outcomes for all students. A comprehensive, data-driven planning process shall be used to identify annual goals and specific actions which are aligned with the district budget and facilitate continuous improvement of district practices.

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

(cf. 0415 - Equity)

The Board shall adopt a districtwide local control and accountability plan (LCAP), based on the template adopted by the State Board of Education (SBE), that addresses the state priorities in Education Code 52060 and any local priorities adopted by the Board. The LCAP shall be updated on or before July 1 of each year and, like the district budget, shall cover the next fiscal year and two subsequent fiscal years. (Education Code 52060, 52064; 5 CCR 15494-15497)

(cf. 3100 - Budget)

The LCAP shall focus on improving outcomes for all students, particularly those who are "unduplicated students" or are part of any numerically significant student subgroup that is at risk of or is underperforming.

Unduplicated students include students who are eligible for free or reduced-price meals, English learners, and foster youth, as defined in Education Code 42238.01 for purposes of the local control funding formula (LCFF). (Education Code 42238.02)

(cf. 3553 - Free and Reduced Price Meals)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6174 - Education for English Learners)

Numerically significant student subgroups include ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students, when there are at least 30 students in the subgroup or at least 15 foster youth or homeless students. (Education Code 52052)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. 6173 - Education for Homeless Children)

The Superintendent or designee shall review the school plan for student achievement (SPSA) submitted by each district school pursuant to Education Code 64001 to ensure that the specific actions included in the LCAP are consistent with strategies included in the SPSA. (Education Code 52062)

(cf. 0420 - School Plans/Site Councils)

The LCAP shall also be aligned with other district and school plans to the extent possible in order to minimize duplication of effort and provide clear direction for program implementation.

(cf. 0400 - Comprehensive Plans)

(cf. 0440 - District Technology Plan)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5030 - Student Wellness)

(cf. 6171 - Title I Programs)

(cf. 7110 - Facilities Master Plan)

As part of the LCAP adoption and annual update to the LCAP, the Board shall separately adopt an LCFF budget overview for parents/guardians, based on the template developed by the SBE, which includes specified information relating to the district's budget. The budget overview shall be adopted, reviewed, and approved in the same manner as the LCAP and the annual update. (Education Code 52064.1)

Any complaint that the district has not complied with legal requirements pertaining to the LCAP may be filed pursuant to AR 1312.3 - Uniform Complaint Procedures. (Education Code 52075)

(cf. 1312.3 - Uniform Complaint Procedures)

Plan Development

The Superintendent or designee shall gather data and information needed for effective and meaningful plan development and present it to the Board and community. Such data and information shall include, but not be limited to, data regarding the number of students in student subgroups, disaggregated data on student achievement levels, and information about current programs and expenditures.

The Board shall consult with teachers, principals, administrators, other school personnel, employee bargaining units, parents/guardians, and students in developing the LCAP. Consultation with students shall enable unduplicated students and other numerically significant student subgroups to review and comment on LCAP development and may include surveys of students, student forums, student advisory committees, and/or meetings with student government bodies or other groups representing students. (Education Code 52060; 5 CCR 15495)

(cf. 1220 - Citizen Advisory Committees)
(cf. 4140/4240/4340 - Bargaining Units)
(cf. 6020 - Parent Involvement)

Public Review and Input

The Board shall establish a parent advisory committee to review and comment on the LCAP. The committee shall be composed of a majority of parents/guardians and shall include parents/guardians of unduplicated students as defined above. (Education Code 52063; 5 CCR 15495)

Whenever district enrollment includes at least 15 percent English learners, with at least 50 students who are English learners, the Board shall establish an English learner parent advisory committee composed of a majority of parents/guardians of English learners to review and comment on the LCAP. (Education Code 52063; 5 CCR 15495)

The Superintendent or designee shall present the LCAP to the committee(s) before it is submitted to the Board for adoption, and shall respond in writing to comments received from the committee(s). (Education Code 52062)

The Superintendent or designee shall notify members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP. The notification shall be provided using the most efficient method of notification possible, which may not necessarily include producing printed notices or sending notices by mail. All written notifications related to the LCAP shall be provided in the primary language of parents/guardians when required by Education Code 48985. (Education Code 52062)

(cf. 5145.6 - Parental Notifications)

As part of the parent/guardian and community engagement process, the district shall solicit input on effective and appropriate instructional methods, including, but not limited to, establishing language acquisition programs to enable all students, including English learners and native English speakers, to have access to the core academic content standards and to become proficient in English. (Education Code 305-306)

The Superintendent or designee shall consult with the administrator(s) of the special education local plan area of which the district is a member to ensure that specific actions for students with disabilities are included in the LCAP and are consistent with strategies included in the annual assurances support plan for the education of students with disabilities. (Education Code 52062)

(cf. 0430 - Comprehensive Local Plan for Special Education)

The Board shall hold at least one public hearing to solicit the recommendations and

comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP. The public hearing shall be held at the same meeting as the budget hearing required pursuant to Education Code 42127 and AR 3100 - Budget. (Education Code 42127, 52062)

(cf. 9320 - Meetings and Notices)

Adoption of the Plan

The Board shall adopt the LCAP prior to adopting the district budget, but at the same public meeting. This meeting shall be held after the public hearing described above, but not on the same day as the hearing. (Education Code 52062)

The Board may adopt revisions to the LCAP at any time during the period in which the plan is in effect, provided the Board follows the process to adopt the LCAP pursuant to Education Code 52062 and the revisions are adopted in a public meeting. (Education Code 52062)

Submission of Plan to County Superintendent of Schools

Not later than five days after adoption of the LCAP, the district budget, and the budget overview for parents/guardians, the Board shall file the LCAP, the budget, and the budget overview with the County Superintendent of Schools. (Education Code 42127, 52064.1, 52070)

If the County Superintendent sends, by August 15, a written request for clarification of the contents of the LCAP, the Board shall respond in writing within 15 days of the request. If the County Superintendent then submits recommendations for amendments to the LCAP within 15 days of receiving the Board's response, the Board shall consider those recommendations in a public meeting within 15 days of receiving the recommendations. (Education Code 52070)

If the County Superintendent does not approve the district's LCAP, the Board shall accept technical assistance from the County Superintendent focused on revising the plan so that it can be approved. (Education Code 52071)

Technical Assistance/Intervention

At its discretion, the Board may submit a request to the County Superintendent for technical assistance, including, but not limited to: (Education Code 52071)

1. Assistance in identifying district strengths and weaknesses in regard to state priorities, which includes the review of performance data on the state and local indicators included in the Dashboard and other relevant local data, and in identifying effective, evidence-based programs or practices that address any areas of weakness.

2. Assistance from an academic, programmatic, or fiscal expert, or team of experts, in identifying and implementing effective programs and practices that are designed to improve performance in any identified areas of weakness. The district may engage other service providers, including, but not limited to, other school districts, county offices of education, or charter schools, to provide such assistance.

In the event that the County Superintendent requires the district to receive technical assistance based on one or more numerically significant student subgroups meeting the criteria established pursuant Education Code 52064.5, the Board shall work with the County Superintendent, or another service provider at district expense, and shall provide the County Superintendent timely documentation of the district's completion of the activities listed in items #1-2 above or substantially similar activities. (Education Code 52071)

If referred to the California Collaborative for Educational Excellence by either the County Superintendent or the Superintendent of Public Instruction (SPI), the district shall implement the recommendations of that agency in order to accomplish the goals set forth in the district's LCAP. (Education Code 52071, 52074)

If the SPI identifies the district as needing intervention, the district shall cooperate with any action taken by the SPI or any academic advisor appointed by the SPI, which may include one or more of the following: (Education Code 52072)

1. Revision of the district's LCAP
2. Revision of the district's budget in accordance with changes in the LCAP
3. A determination to stay or rescind any district action that would prevent the district from improving outcomes for all student subgroups, provided that action is not required by a collective bargaining agreement

Legal Reference:

EDUCATION CODE

305-306 English language education

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42238.01-42238.07 Local control funding formula

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52060-52077 Local control and accountability plan
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60605.8 California Assessment of Academic Achievement; Academic Content Standards Commission
64001 Single plan for student achievement
99300-99301 Early Assessment Program
WELFARE AND INSTITUTIONS CODE
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Policy CENTER UNIFIED SCHOOL DISTRICT
adopted: March 20, 2019 Antelope, California

CSBA Sample

Administrative Regulation

Philosophy, Goals, Objectives, and Comprehensive Plans

AR 0460(a)

LOCAL CONTROL AND ACCOUNTABILITY PLAN

Note: Education Code 52060-52077 require the Governing Board to adopt and annually update, on or before July 1, a three-year local control and accountability plan (LCAP). See the accompanying Board policy for information about plan development and monitoring.

Goals and Actions Addressing State and Local Priorities

Note: Education Code 52060 requires that the LCAP include annual goals, aligned with specified state priorities, to be achieved for all students and for each numerically significant subgroup as defined in Education Code 52052. Pursuant to Education Code 52052, a numerically significant subgroup includes ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students, when there are at least 30 students in the subgroup (or at least 15 foster youth or homeless students) in the school or district.

In addition, several state priorities address programs and services for "unduplicated students." For purposes of supplemental and concentration grants allocated through the local control funding formula (LCFF), "unduplicated students" are defined by Education Code 42238.02 as students eligible for free or reduced-price meals, English learners, and foster youth; see the accompanying Board policy.

The district's local control and accountability plan (LCAP) and annual updates shall include, for the district and each district school: (Education Code 52060)

1. A description of the annual goals established for all students and for each numerically significant subgroup as defined in Education Code 52052, including ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. The LCAP shall identify goals for each of the following state priorities:
 - a. The degree to which district teachers are appropriately assigned in accordance with Education Code 44258.9 and fully credentialed in the subject areas and for the students they are teaching; every district student has sufficient access to standards-aligned instructional materials as determined pursuant to Education Code 60119; and school facilities are maintained in good repair as specified in Education Code 17002

(cf. 1312.4 - Williams Uniform Complaint Procedures)

(cf. 3517 - Facilities Inspection)

(cf. 4112.2 - Certification)

(cf. 4113 - Assignment)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

- b. Implementation of the academic content and performance standards adopted by the State Board of Education (SBE), including how the programs and services will enable English learners to access the Common Core State Standards and the English language development standards for purposes of gaining academic content knowledge and English language proficiency

(cf. 6011 - Academic Standards)

(cf. 6174 - Education for English Learners)

Note: ~~Education Code 52060, as amended by AB 2878 (Ch. 826, Statutes of 2018), expands the parent involvement state priority to include family engagement.~~ Education Code 52060 provides that family engagement may include, but not be limited to, efforts by the district and schools to apply research-based practices, such as welcoming all families into the school community, engaging in effective two-way communication, supporting student success, and empowering families to advocate for equity and access. It may also include partnering with families to inform, influence, and create practices and programs that support student success and collaboration with families and the broader community, expand student learning opportunities, and promote civic participation.

- c. Parent/guardian involvement and family engagement, including efforts the district makes to seek parent/guardian input in district and school site decision making and how the district will promote parent/guardian participation in programs for unduplicated students, as defined in Education Code 42238.02 and Board policy, and students with disabilities

(cf. 3553 - Free and Reduced Price Meals)

(cf. 6020 - Parent Involvement)

(cf. 6173.1 - Education for Foster Youth)

- d. Student achievement, as measured by all of the following as applicable:

- (1) Statewide assessments of student achievement

Note: As amended by AB 1240 (Ch. 783, Statutes of 2019), Education Code 52060 adds, as a measure of student achievement, the percentage of students who have successfully completed both college entrance courses and career technical education courses.

- (2) The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University; ~~or~~ **have successfully completed** career technical education (CTE) sequences or programs of study that align with SBE-approved career technical education standards and frameworks, including, but not limited to, those described in Education Code 52302, 52372.5, or 54692; **and have successfully completed both college entrance courses and CTE sequences or programs**

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

- (3) The percentage of English learners who make progress toward English proficiency as measured by the SBE-certified assessment of English proficiency
- (4) The English learner reclassification rate
- (5) The percentage of students who have passed an Advanced Placement examination with a score of 3 or higher
- (6) The percentage of students who demonstrate college preparedness in the Early Assessment Program pursuant to Education Code 99300-99301

(cf. 0500 - Accountability)
(cf. 6141.5 - Advanced Placement)
(cf. 6162.5 - Student Assessment)
(cf. 6162.51 - State Academic Achievement Tests)
(cf. 6178 - Career Technical Education)

- e. Student engagement, as measured by school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates, as applicable

(cf. 5113.1 - Chronic Absence and Truancy)
(cf. 5147 - Dropout Prevention)
(cf. 6146.1 - High School Graduation Requirements)

- f. School climate, as measured by student suspension and expulsion rates and other local measures, including surveys of students, parents/guardians, and teachers on the sense of safety and school connectedness, as applicable

(cf. 5137 - Positive School Climate)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

- g. The extent to which students have access to and are enrolled in a broad course of study that includes all of the subject areas described in Education Code 51210 and 51220, as applicable, including the programs and services developed and provided to unduplicated students and students with disabilities, and the programs and services that are provided to benefit these students as a result of supplemental and concentration grant funding pursuant to Education Code 42238.02 and 42238.03

(cf. 6143 - Courses of Study)
(cf. 6159 - Individualized Education Program)

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

- h. Student outcomes, if available, in the subject areas described in Education Code 51210 and 51220, as applicable

Note: In addition to goals aligned with the state priorities described in item #1 above, Education Code 52060 provides that the LCAP may include goals for local priorities established by the Board; see the accompanying Board policy. **Optional** item #2 below may be revised to reflect local priorities.

- 2. Any goals identified for any local priorities established by the Board.

(cf. 0200 - Goals for the School District)

- 3. A description of the specific actions the district will take during each year of the LCAP to achieve the identified goals, including the enumeration of any specific actions necessary for that year to correct any deficiencies in regard to the state and local priorities specified in items #1-2 above. Such actions shall not supersede provisions of existing collective bargaining agreements within the district.

Note: Pursuant to Education Code 52060, in developing goals and actions for the LCAP, the Board may consider qualitative information, including, but not limited to, the results of school quality reviews conducted pursuant to Education Code 52052. Education Code 52052 authorizes the Superintendent of Public Instruction (SPI), with approval of the State Board of Education and conditional upon an appropriation in the state budget, to develop and implement a program of school quality reviews that features locally convened panels to visit schools, observe teachers, interview students, and examine student work.

For purposes of the descriptions required by items #1-3 above, the Board may consider qualitative information, including, but not limited to, findings that result from any school quality review conducted pursuant to Education Code 52052 or any other reviews. (Education Code 52060)

For any local priorities addressed in the LCAP, the Board and Superintendent or designee shall identify and include in the LCAP the method for measuring the district's progress toward achieving those goals. (Education Code 52060)

~~Note: AB 1840 (Ch. 426, Statutes of 2018) amended Education Code 52060 to require data to be reported in a manner consistent with the California School Dashboard rather than the school accountability report card.~~

To the extent practicable, data reported in the LCAP shall be reported in a manner consistent with how information is reported on the California School Dashboard. (Education Code 52060)

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)**Increase or Improvement in Services for Unduplicated Students**

Note: The following section is for use by districts that receive LCFF supplemental and/or concentration grant funds. Such districts are required to increase or improve services for unduplicated students in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated students; see BP 3100 - Budget. 5 CCR 15494-15496 specify the method for determining the percentage by which services for unduplicated students must be increased or improved above services provided to all students in the fiscal year.

The LCAP shall demonstrate how the district will increase or improve services for unduplicated students at least in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated students. (5 CCR 15494-15496)

When the district expends supplemental and/or concentration grant funds on a districtwide or schoolwide basis during the year for which the LCAP is adopted, the district's LCAP shall: (5 CCR 15496)

1. Identify those services that are being funded and provided on a districtwide or schoolwide basis
2. Describe how such services are principally directed towards, and are effective in, meeting the district's goals for unduplicated students in the state priority areas and any local priority areas
3. If the enrollment of unduplicated students is less than 55 percent of district enrollment or less than 40 percent of school enrollment, describe how these services are the most effective use of the funds to meet the district's goals for its unduplicated students in the state priority areas and any local priority areas. The description shall provide the basis for this determination, including, but not limited to, any alternatives considered and any supporting research, experiences, or educational theory.

Availability of the Plan

Note: Education Code 52065, ~~as amended by AB 1840~~, requires the district to prominently post its LCAP, ~~and any annual update or revisions to the LCAP, and LCFF budget overview for parents/guardians~~ on the homepage of its web site. In addition, the County Superintendent of Schools is required to post all district LCAPs, or links to those plans, on the county office of education web site and to transmit all such plans to the SPI, who will then post links to all plans on the California Department of Education web site.

~~Education Code 52064.1, as added by AB 1808 (Ch. 32, Statutes of 2018), provides that the LCFF budget overview for parents/guardians is also subject to the requirements of Education Code 52065.~~

LOCAL CONTROL AND ACCOUNTABILITY PLAN (continued)

The Superintendent or designee shall prominently post the LCAP, any updates or revisions to the LCAP, and the LCFE budget overview for parents/guardians on the homepage of the district's web site. (Education Code 52064.1, 52065)

(cf. 1113 - District and School Web Sites)

(10/17 12/18) 10/19

Center Unified SD

Administrative Regulation

Local Control And Accountability Plan

AR 0460

Philosophy, Goals, Objectives and Comprehensive Plans

Goals and Actions Addressing State and Local Priorities

The district's local control and accountability plan (LCAP) and annual updates shall include, for the district and each district school: (Education Code 52060)

1. A description of the annual goals established for all students and for each numerically significant subgroup as defined in Education Code 52052, including ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. The LCAP shall identify goals for each of the following state priorities:

a. The degree to which district teachers are appropriately assigned in accordance with Education Code 44258.9 and fully credentialed in the subject areas and for the students they are teaching; every district student has sufficient access to standards-aligned instructional materials as determined pursuant to Education Code 60119; and school facilities are maintained in good repair as specified in Education Code 17002

(cf. 1312.4 - Williams Uniform Complaint Procedures)

(cf. 3517 - Facilities Inspection)

(cf. 4112.2 - Certification)

(cf. 4113 - Assignment)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

b. Implementation of the academic content and performance standards adopted by the State Board of Education (SBE), including how the programs and services will enable English learners to access the Common Core State Standards and the English language development standards for purposes of gaining academic content knowledge and English language proficiency

(cf. 6011 - Academic Standards)

(cf. 6174 - Education for English Learners)

c. Parent/guardian involvement and family engagement, including efforts the district makes to seek parent/guardian input in district and school site decision making and how the district will promote parent/guardian participation in programs for unduplicated students, as defined in Education Code 42238.02 and Board policy, and students with disabilities

(cf. 3553 - Free and Reduced Price Meals)
(cf. 6020 - Parent Involvement)
(cf. 6173.1 - Education for Foster Youth)

d. Student achievement, as measured by all of the following as applicable:

(1) Statewide assessments of student achievement

(2) The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study that align with SBE-approved career technical education standards and frameworks, including, but not limited to, those described in Education Code 52302, 52372.5, or 54692

(3) The percentage of English learners who make progress toward English proficiency as measured by the SBE-certified assessment of English proficiency

(4) The English learner reclassification rate

(5) The percentage of students who have passed an Advanced Placement examination with a score of 3 or higher

(6) The percentage of students who demonstrate college preparedness in the Early Assessment Program pursuant to Education Code 99300-99301

(cf. 0500 - Accountability)
(cf. 6141.5 - Advanced Placement)
(cf. 6162.5 - Student Assessment)
(cf. 6162.51 - State Academic Achievement Tests)
(cf. 6178 - Career Technical Education)

e. Student engagement, as measured by school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates, as applicable

(cf. 5113.1 - Chronic Absence and Truancy)
(cf. 5147 - Dropout Prevention)
(cf. 6146.1 - High School Graduation Requirements)

f. School climate, as measured by student suspension and expulsion rates and other local measures, including surveys of students, parents/guardians, and teachers on the sense of safety and school connectedness, as applicable

(cf. 5137 - Positive School Climate)
(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

g. The extent to which students have access to and are enrolled in a broad course of study that includes all of the subject areas described in Education Code 51210 and 51220, as applicable, including the programs and services developed and provided to unduplicated students and students with disabilities, and the programs and services that are provided to benefit these students as a result of supplemental and concentration grant funding pursuant to Education Code 42238.02 and 42238.03

(cf. 6143 - Courses of Study)

(cf. 6159 - Individualized Education Program)

h. Student outcomes, if available, in the subject areas described in Education Code 51210 and 51220, as applicable

2. Any goals identified for any local priorities established by the Board.

(cf. 0200 - Goals for the School District)

3. A description of the specific actions the district will take during each year of the LCAP to achieve the identified goals, including the enumeration of any specific actions necessary for that year to correct any deficiencies in regard to the state and local priorities specified in items #1-2 above. Such actions shall not supersede provisions of existing collective bargaining agreements within the district.

For purposes of the descriptions required by items #1-3 above, the Board may consider qualitative information, including, but not limited to, findings that result from any school quality review conducted pursuant to Education Code 52052 or any other reviews.
(Education Code 52060)

For any local priorities addressed in the LCAP, the Board and Superintendent or designee shall identify and include in the LCAP the method for measuring the district's progress toward achieving those goals. (Education Code 52060)

To the extent practicable, data reported in the LCAP shall be reported in a manner consistent with how information is reported on the California School Dashboard.
(Education Code 52060)

Increase or Improvement in Services for Unduplicated Students

The LCAP shall demonstrate how the district will increase or improve services for unduplicated students at least in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated students. (5 CCR 15494-15496)

When the district expends supplemental and/or concentration grant funds on a

districtwide or schoolwide basis during the year for which the LCAP is adopted, the district's LCAP shall: (5 CCR 15496)

1. Identify those services that are being funded and provided on a districtwide or schoolwide basis
2. Describe how such services are principally directed towards, and are effective in, meeting the district's goals for unduplicated students in the state priority areas and any local priority areas
3. If the enrollment of unduplicated students is less than 55 percent of district enrollment or less than 40 percent of school enrollment, describe how these services are the most effective use of the funds to meet the district's goals for its unduplicated students in the state priority areas and any local priority areas. The description shall provide the basis for this determination, including, but not limited to, any alternatives considered and any supporting research, experiences, or educational theory.

Availability of the Plan

The Superintendent or designee shall prominently post the LCAP, any updates or revisions to the LCAP, and the LCFF budget overview for parents/guardians on the homepage of the district's web site. (Education Code 52064.1, 52065)

(cf. 1113 - District and School Web Sites)

Regulation CENTER UNIFIED SCHOOL DISTRICT
approved: March 20, 2019 Antelope, California

New (add)

CSBA Sample Board Policy

Philosophy, Goals, Objectives, and Comprehensive Plans

BP 0520(a)

INTERVENTION FOR UNDERPERFORMING SCHOOLS

Note: Pursuant to Education Code 52059.5, the California Department of Education (CDE) has established a single statewide system of support for districts and schools that meets state requirements as well as federal Title I requirements. The following policy reflects the purposes and requirements of the statewide system and may be revised to reflect district practice.

The Governing Board desires that all district schools provide a high-quality educational program that maximizes the achievement of each district student. The district shall provide assistance to schools to support the continuous improvement of student performance within the priorities identified in the district's local control and accountability plan (LCAP) and to enhance the achievement of low-performing student subgroups.

(cf. 0460 - Local Control and Accountability Plan)

(cf. 0500 - Accountability)

Note: Pursuant to Education Code 52071, the Governing Board may, at its discretion, request technical assistance from the County Superintendent of Schools as described in items #1-2 below. The County Superintendent may charge a fee, not to exceed the cost of the service, when the district has otherwise not been identified for technical assistance or state intervention and the service requested would create an unreasonable or untenable cost burden for the County Superintendent.

Voluntary Intervention

At its discretion, the Board may submit a request to the County Superintendent of Schools for technical assistance regarding the following: (Education Code 52071)

- 1. Identifying the district's strengths and weaknesses in regard to state priorities addressed in the LCAP, including collaboration between the district and County Superintendent to review performance data on the state and local indicators included in the California School Dashboard and other relevant local data and to identify effective, evidence-based programs or practices that address any areas of weakness**
- 2. Securing assistance from an academic, programmatic, or fiscal expert, or team of experts, to identify and implement effective programs and practices that are designed to improve performance in any areas of weakness identified by the district**

Required Intervention

In the event that the County Superintendent requires the district to receive technical assistance based on a determination that one or more numerically significant student

INTERVENTION FOR UNDERPERFORMING SCHOOLS

subgroups in a district school meet the performance criteria established pursuant Education Code 52064.5, the Board shall work with the County Superintendent and shall provide the County Superintendent timely documentation of the district's completion of the activities listed in items #1-2 above or substantially similar activities. (Education Code 52071)

With the approval of the County Superintendent, the district may, at its own expense, engage another service provider, including, but not limited to, another school district, the county office of education, or a charter school, to act as a partner to the district in filling the district's need for technical assistance. (Education Code 52071)

Note: Pursuant to Education Code 52074, either the County Superintendent or the Superintendent of Public Instruction (SPI) may refer a district to the California Collaborative for Educational Excellence (CCEE) if it is determined to be necessary to help the district accomplish the goals set forth in the district's LCAP. Additionally, if a district receives an emergency apportionment pursuant to Education Code 41320-41322, the district shall be deemed to have been referred to CCEE.

If referred to the California Collaborative for Educational Excellence by either the County Superintendent or the Superintendent of Public Instruction (SPI), the district shall implement the recommendations of that agency in order to accomplish the goals set forth in the district's LCAP. (Education Code 52071, 52074)

Note: Education Code 52072 provides that the SPI, with approval of the State Board of Education (SBE), may intervene when a district meets both of the following criteria: (1) the district did not improve the outcomes for three or more student subgroups identified pursuant to Education Code 52052, or all of the student subgroups if the district has fewer than three subgroups, in regard to more than one state or local priority in three out of four consecutive school years; and (2) the CCEE has provided advice and assistance to the district and submits a finding that the district failed or is unable to implement the CCEE's recommendations or that the district's inadequate performance, based on the California School Dashboard, is so persistent or acute as to require intervention. For any district identified as needing intervention, the SPI or an academic trustee appointed by the SPI may, with approval of the SBE, take one or more of the actions listed in items #1-3 below.

If the SPI identifies the district as needing intervention, the district shall cooperate with any action taken by the SPI or any academic advisor appointed by the SPI, which may include one or more of the following: (Education Code 52072)

- 1. Revision of the district's LCAP**
- 2. Revision of the district's budget, in conjunction with changes in the LCAP, that would allow the district to improve the outcomes for all student subgroups in regard to state and local priorities**

INTERVENTION FOR UNDERPERFORMING SCHOOLS

3. A determination to stay or rescind any district action that would prevent the district from improving outcomes for all student subgroups, provided that action is not required by a collective bargaining agreement

Note: Pursuant to 20 USC 6311, based on data in the Dashboard, schools that are in the lowest performing five percent statewide of schools receiving federal Title I funding, as well as high schools with a graduation rate lower than 67 percent averaged over two years, are identified by CDE for comprehensive support and improvement (CSI). Schools are identified for targeted support and improvement (TSI) if one or more numerically significant student subgroups meet the criteria for the lowest performing five percent of Title I schools, or for additional targeted support and improvement (ATSI) if one student group, on its own, meets these criteria. For program requirements, see BP 0520.1 - Comprehensive and Targeted Support and Improvement.

In addition, any school identified by the California Department of Education for comprehensive support and improvement, targeted support and improvement, or additional targeted support and improvement shall develop and implement a school plan in accordance with 20 USC 6311. Such schools may be required to partner with an external entity, agency, or individual with demonstrated expertise and capacity to identify and implement more rigorous interventions.

(cf. 0420 - School Plans/Site Councils)

(cf. 0520.1 - Comprehensive and Targeted Support and Improvement)

Legal Reference:

EDUCATION CODE

52052 Numerically significant student subgroups

52059.5 Statewide system of support

52060-52077 Local control and accountability plan

60640-60649 California Assessment of Student Performance and Progress

64001 School plan for student achievement

UNITED STATES CODE, TITLE 20

6311-6322 Improving basic programs for disadvantaged students, especially:

6311 State plans

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California School Dashboard

CSI/TSI/ATSI Frequently Asked Questions

California ESSA Consolidated State Plan, 2017

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments, 2016

WEB SITES

California Department of Education: <http://www.cde.ca.gov>

California School Dashboard: <http://www.caschooldashboard.org>

U.S. Department of Education: <https://www.ed.gov>

New (add)

CSBA Sample Board Policy

Philosophy, Goals, Objectives, and Comprehensive Plans

BP 0520.1(a)

COMPREHENSIVE AND TARGETED SUPPORT AND IMPROVEMENT

Note: Pursuant to 20 USC 6311, the California Department of Education (CDE) has established a system of school support and improvement to assist low-performing schools. Based on data in the California School Dashboard (or other performance data if a school is too small to receive a color-coded performance level on the Dashboard), every three years CDE identifies schools that need comprehensive support and improvement (CSI), including (1) schools in the lowest performing five percent of Title I schools and (2) all high schools (including Title I, non-Title I, traditional, and alternative schools) with a graduation rate lower than 67 percent averaged over two years. A district with school(s) that meet the criteria for CSI is eligible to apply to CDE for Title I, Part A funding to assist with the development and implementation of a plan to improve student outcomes. Such a district may also choose to provide all students in a CSI school the option to transfer to another district school, provided that priority is given to the lowest achieving students from low-income families, and may use up to five percent of its Title I allocation to pay for transportation for this purpose.

Schools will be annually identified for targeted support and improvement (TSI) if one or more student subgroups, for two consecutive years, meet the criteria for the lowest performing five percent of Title I schools. Every three years, TSI schools that have not improved will be identified for additional targeted support and improvement (ATSI).

Identification of schools for CSI and ATSI began in the 2018-19 school year. Schools will be identified for TSI for the first time beginning in 2020-21.

The Governing Board is committed to enabling all district students to meet state academic achievement standards. The district shall provide support and assistance to increase student achievement in all district schools, especially any school that has been identified by the California Department of Education (CDE) as in need of comprehensive support and improvement (CSI), targeted support and improvement (TSI), or additional targeted support and improvement (ATSI).

(cf. 0500 - Accountability)

(cf. 0520 - Intervention for Underperforming Schools)

(cf. 6011 - Academic Standards)

(cf. 6171 - Title I Programs)

When any school is identified for CSI, TSI, or ATSI, the Superintendent or designee shall notify the school community, including the principal, teachers, and parent/guardians of students of the school, of the identification and, if applicable, shall inform the school of the student subgroup(s) which are consistently underperforming at the school.

COMPREHENSIVE AND TARGETED SUPPORT AND IMPROVEMENT
(continued)

School Plan

Note: Pursuant to 20 USC 6311, the district is required to develop a school improvement plan for each school identified for CSI, TSI, or ATSI, which must be based on all state indicators in the California School Dashboard. In accordance with the discretion granted to state agencies under 20 USC 6311, CDE has determined that schools eligible for Dashboard Alternative School Status pursuant to Education Code 52052 that have fewer than 100 students are not exempted from this requirement, but they do have flexibility within the school planning process to focus on the Dashboard state indicators that are more applicable to the nature of their program. See the Frequently Asked Questions on CDE's web site.

20 USC 6311 also requires that the plan include evidence-based interventions. Such interventions are described in the U.S. Department of Education's Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments.

Upon receiving notification from CDE that a district school has been identified as eligible for CSI, TSI, or ATSI, the district shall, in partnership with principals, other school leaders, teachers, and parents/guardians, develop and implement a plan to improve student outcomes at the school. The plan shall: (20 USC 6311)

1. Be based on all state indicators in the California School Dashboard, including student performance against state-determined long-term goals, except that any school subject to the state's Dashboard Alternative School Status that has fewer than 100 students may focus on the state indicators that are more applicable to the nature of its program
2. Be based on a school-level needs assessment
3. Include evidence-based interventions
4. If the school is identified for CSI or ATSI, identify resource inequities, which may include a review of district and school-level budgets, to be addressed through implementation of the plan

(cf. 0400 - Comprehensive Plans)

The school plan for student achievement developed pursuant to Education Code 64001 may serve as the school improvement plan required for CSI, TSI, or ATSI, provided that the plan meets the requirements of 20 USC 6311. (Education Code 64001)

(cf. 0420 - School Plans/Site Councils)

The school improvement plan shall be submitted to the Board for approval. (20 USC 6311)

COMPREHENSIVE AND TARGETED SUPPORT AND IMPROVEMENT
(continued)

Note: In addition to requiring district approval of school plans, 20 USC 6311 requires that CSI plans be approved by the state educational agency. However, CDE does not directly review and approve school-level plans. Instead, the template adopted by the State Board of Education for the local control and accountability plan requires a district with school(s) identified for CSI to provide the following information within the plan summary.

If any district school is identified for CSI, the district's local control and accountability plan shall include descriptions of how the district provides support to CSI school(s) in developing the CSI plan and how the district will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

(cf. 0460 - Local Control and Accountability Plan)

Monitoring and Intervention

The Board and the Superintendent or designee shall regularly review the performance of each school identified for CSI, TSI, or ATSI.

Note: For schools identified for TSI, 20 USC 6311 requires the district to monitor the school's implementation of its plan and take action if implementation of the plan is unsuccessful after a period of years established by the district. The following paragraph extends this requirement to CSI and ATSI schools and may be modified to reflect district practice, including the number of years for determining if the plan has been successful.

After two years of implementing the school plan, if any such school has been unsuccessful in improving student outcomes to a level that exceeds initial eligibility criteria, the district shall identify the problem and take additional action as necessary.

Note: In accordance with 20 USC 6311 and CDE's California ESSA Consolidated State Plan, schools identified for ATSI and CSI are expected to meet exit criteria after four years. A school is considered to have met exit criteria if it no longer has any combination of performance levels on state indicators that meet the criteria used for identification at the time the school was identified.

For schools identified for CSI, CDE must monitor and periodically review the implementation of the school's plan. The following paragraph reflects interventions established by CDE that may be imposed if a school fails to satisfy the exit criteria for CSI within four years of the initial identification. For further information, see CDE's California ESSA Consolidated State Plan.

If a school identified for CSI fails to improve student outcomes within four years to a level that exceeds the CSI eligibility criteria, it shall be subject to more rigorous interventions that include, but are not limited to, partnering with an external entity, agency, or individual with demonstrated expertise and capacity to:

COMPREHENSIVE AND TARGETED SUPPORT AND IMPROVEMENT
(continued)

- 1. Conduct a new needs assessment that focuses on systemic factors and conduct a root cause analysis that identifies gaps between current conditions and desired conditions in student performance and progress**
- 2. Use the results of the analysis along with stakeholder feedback to develop a new improvement plan that includes:**
 - a. A prioritized set of evidence-based interventions and strategies**
 - b. A program evaluation component with support to conduct ongoing performance and progress monitoring**

Legal Reference:

EDUCATION CODE

52052 Numerically significant student subgroups

52059.5 Statewide system of support

52060-52077 Local control and accountability plan

64001 School plan for student achievement

UNITED STATES CODE, TITLE 20

6311-6322 Improving basic programs for disadvantaged students, especially:

6311 State plans

6313 Eligibility of schools and school attendance areas; funding allocation

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California School Dashboard

CSI/TSI/ATSI Frequently Asked Questions

California ESSA Consolidated State Plan, 2017

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments, 2016

WEB SITES

California Department of Education: <http://www.cde.ca.gov>

California School Dashboard: <http://www.caschooldashboard.org>

U.S. Department of Education: <https://www.ed.gov>

CSBA Sample Board Policy

Community Relations

BP 1431(a)

WAIVERS

Note: The following optional policy covers waiver requests that the State Board of Education (SBE) generally has legal authority to grant (general waivers). In order to provide districts with flexibility without undermining the basic intent of the law, Education Code 33050-33053 permit ~~districts~~ **the Governing Board** to request that ~~the SBE~~ waive sections of the Education Code, and Title 5 of the California Code of Regulations, ~~or any applicable federal law~~. Education Code 33050 exempts certain sections of the Education Code from ~~the SBE's authority~~ ~~of the SBE~~ to grant waivers. **SB 75 (Ch. 51, Statutes of 2019) amended Education Code 33050 to prohibit the waiver of specified provisions relating to funding for charter schools.**

~~However, this~~ **This** policy does not address waivers expressly authorized by law for specific programs and situations (specific waivers) such as the waiver of Education Code 56101 for students with disabilities, **the waiver of specified school site council provisions pursuant to Education Code 65001, and** waivers that may be granted by the Commission on Teacher Credentialing, or **waivers that may be specifically granted** by the Superintendent of Public Instruction such as waivers for alternative schools. See BP 6181 - Alternative Schools/Programs of Choice. For any such waiver, the process for obtaining the waiver would be as specified in the provision of law governing the program.

The Governing Board recognizes that ~~strict compliance with the law may sometimes hinder the district's ability to provide its students with an effective, well-rounded educational program.~~ **circumstances may arise in the operation of the district that require a waiver from state law or regulation.** When it is in the interest of district students, the Board may request that the State Board of Education (SBE) waive any provision of state ~~or federal~~ law or regulation which ~~it~~ **SBE** has authority to waive pursuant to Education Code 33050.

Note: The California Department of Education (CDE) ~~has instituted~~ **web site** contains an online waiver request system ~~which it encourages districts to use.~~ ~~In addition, CDE has updated~~ **as well as** guidance and Frequently Asked Questions ~~on its web site~~ to help expedite the waiver submission process. Prior to submitting a waiver request, the district should confirm that it has gathered all the data required and **has** complied with all the legal requirements for the request. The district should also review Education Code 33051 which specifies the reasons for which ~~the SBE~~ may deny the request. ~~For example, a request to waive a provision of law regarding a program that requires the existence of a site council must be approved by that site council; otherwise the request will be denied by the SBE.~~

Any waiver request to be submitted to ~~the~~ SBE shall first be approved by the Board. The Superintendent or designee shall ensure that each proposed waiver request includes all information necessary for the Board to analyze the need for the waiver and make an informed decision.

~~Prior to presenting the proposed request for Board approval, the Superintendent or designee shall consult with and obtain the approval of any advisory committee or site council when required by law.~~ **If the proposed waiver request affects a program that requires the existence of a school site council, the Superintendent or designee shall obtain the school site council's approval of the request before presenting it to the Board. As**

WAIVERS (continued)

appropriate, other councils or advisory committees, including bilingual advisory committees, shall be provided adequate opportunity to review a proposed waiver request, and the request shall include a written summary of any objections to the request by the councils or advisory committees. (Education Code 33051)

(cf. 0420 - School Plans/Site Councils)
(cf. 1220 - Citizen Advisory Committees)

Note: The following optional paragraph is for use by districts with an employee organization certified to represent the district's employees in negotiations with the district.

In addition, the Superintendent or designee shall ~~involve~~ **consult with** the exclusive representative of district employees in the development of the waiver request, and shall include in the request the exclusive representative's position regarding the waiver. (Education Code 33050, **33051**)

(cf. 4140/4240/4340 - Bargaining Units)

Note: The following paragraph is for use by districts that participate in a joint powers entity to operate a regional occupational center or program. See BP 6178.2 - Regional Occupational Center/Program.

A request for a waiver related to a regional occupational center or program operated by a joint powers agency shall be submitted as a joint waiver request with other participating school districts upon approval of a unanimous vote of the governing board of the joint powers agency. (Education Code 33050)

(cf. 6178.2 - Regional Occupational Center/Program)

Note: Education Code 33050 does not include specific requirements in regard to the public hearing that must be held before the Board submits a waiver request. CDE's General Waiver Instructions, located on its web site, state that the public hearing must be properly noticed and held during a board meeting.

To receive public testimony on each **proposal for a waiver request** ~~proposal~~, the Board shall hold a properly noticed public hearing during a Board meeting. (Education Code 33050)

Note: Education Code 33050 does not specify the length of the advanced notice required for the public hearing described above. However, CSBA believes that the notice must allow sufficient time to enable members of the public adequate opportunity to participate in the waiver request process.

CDE's General Waiver Instructions provide that distribution of the board meeting agenda is insufficient to constitute proper notice for the public hearing. The notice must specifically invite public testimony, and can be advertised by (1) printing a notice that includes the time, date, location, and subject of the hearing in a newspaper of general circulation, or (2) in small districts, posting a formal notice at each school and three public places in the district.

WAIVERS (continued)

The following optional paragraph may be revised to specify the length of the notice in accordance with district practice, and should be modified appropriately depending on the size of the district.

The notice, which shall state the time, date, location, and subject of the public hearing **and invite public testimony**, may be printed in a newspaper of general circulation **and/or** posted at each school and three public places in the district.

(cf. 9320 - Meetings and Notices)

Note: ~~The following optional paragraph addresses renewal of general waivers which have been granted by the SBE. According to CDE's State Board of Education CalEd Facts issued in January 2013, pursuant~~ Pursuant to Education Code 33051, any general waiver which has been granted for two consecutive years, or which is initially granted for two years, may be regarded as "permanent" for as long as the information on the waiver request remains current. However, ~~the~~ SBE may require updated information for a general waiver whenever it determines that information to be necessary. ~~The~~ SBE may also rescind a waiver if additional information supporting a recession is made available to ~~the~~ SBE. ~~Additionally, a district is required to apply annually for the renewal of any waiver regarding teacher credentialing.~~

If the district determines that a waiver is needed for more than one year, the Board shall reapply to SBE. When the ~~district~~ **Board** has requested and received the same general waiver from ~~the~~ SBE for two consecutive years, the Board ~~is not required~~ **does not subsequently need** to reapply annually **if provided that** the information contained on the request remains current, ~~—However, the district shall apply annually except that the district shall apply annually~~ for the renewal of any waiver regarding teacher credentialing. (Education Code 33051)

Legal Reference: (see next page)

WAIVERS (continued)

Legal Reference:

EDUCATION CODE

~~5000-5033~~ *Governing board elections*

~~10400-10407~~ *Cooperative improvement programs*

~~17047.5~~ *Facilities used by special education students*

~~17291~~ *Portable school buildings*

~~33050-33053~~ *General waiver authority*

~~37202~~ *Equity length of time*

~~41000-41360~~ *School finance*

~~41381~~ *Minimum school day*

~~41600-41854~~ *Computation of allowances*

~~41920-42842~~ *Budget requirements; local taxation by school districts*

~~44666-44669~~ *School-Based Management and Advanced Career Opportunities*

~~44681-44689~~ *Administrator Training and Evaluation*

~~45108.7~~ *Maximum number of senior management positions*

~~48660-48666~~ *Community day schools*

~~48800~~ *Attendance at community college*

~~49550-49560~~ *Meals for needy students*

~~51224.5~~ *Algebra instruction*

~~51745.6~~ ~~51747.3~~ *Charter school independent study ratio funding*

~~52160-52178~~ *Bilingual-Bicultural Education Act of 1976*

~~52522~~ *Plans for adult education*

~~54407~~ *Waiver for compensatory education programs*

~~56000-56867~~ *Special education programs*

~~58407~~ *Waiver related to individualized instruction program*

~~60119~~ *Public hearing on sufficiency of instructional materials*

~~65001~~ *School site councils*

CODE OF REGULATIONS, TITLE 5

~~3100~~ *Resource specialist caseload waivers*

~~3945~~ *Cooperative programs*

~~11960~~ *Charter school attendance*

~~11963.4~~ *Charter school percentage funding*

~~13017~~ *Waivers, compensatory education New Careers in Education Program*

~~13044~~ *Waivers, compensatory education Professional Development and Program Improvement Programs*

UNITED STATES CODE, TITLE 20

~~1400-1482~~ *Individuals with Disabilities Education Act*

~~7115~~ *Student Support and Academic Enrichment Grants*

Management Resources:

WEB SITES

California Department of Education, Waiver Office: <http://www.cde.ca.gov/re/lr/wr>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

(7/05 8/13) 10/19

Center Unified SD

Board Policy

Waivers

BP 1431

Community Relations

The Governing Board recognizes that strict compliance with the law may sometimes hinder the district's ability to provide its students with an effective, well-rounded educational program. When it is in the interest of district students, the Board may request that the State Board of Education (SBE) waive any provision of state or federal law or regulation which it has authority to waive pursuant to Education Code 33050.

Any waiver request to be submitted to the SBE shall first be approved by the Board. The Superintendent or designee shall ensure that each proposed waiver request includes all information necessary for the Board to analyze the need for the waiver and make an informed decision.

Prior to presenting the proposed request for Board approval, the Superintendent or designee shall consult with and obtain the approval of any advisory committee or site council when required by law.

(cf. 0420 - School Plans/Site Councils)
(cf. 0420.1 - School-Based Program Coordination)
(cf. 1220 - Citizen Advisory Committees)

In addition, the Superintendent or designee shall involve the exclusive representative of district employees in the development of the waiver request, and shall include in the request the exclusive representative's position regarding the waiver. (Education Code 33050)

(cf. 4140/4240/4340 - Bargaining Units)

To receive public testimony on each waiver request proposal, the Board shall hold a properly noticed public hearing during a Board meeting. (Education Code 33050)

The notice, which shall state the time, date, location, and subject of the public hearing, may be printed in a newspaper of general circulation or posted at each school and three public places in the district.

(cf. 9320 - Meetings and Notices)

When the district has requested and received the same general waiver from the SBE for two consecutive years, the Board is not required to reapply annually if the information

contained on the request remains current. However, the district shall apply annually for the renewal of any waiver regarding teacher credentialing. (Education Code 33051)

Legal Reference:

EDUCATION CODE

305-311 Structured English immersion program; parental exception waivers
5000-5033 Governing board elections
8750-8754 Grants for conservation education
10400-10407 Cooperative improvement programs
17047.5 Facilities used by special education students
17291 Portable school buildings
33050-33053 General waiver authority
37202 Equity length of time
41000-41360 School finance
41381 Minimum school day
41600-41854 Computation of allowances
41920-42842 Budget requirements; local taxation by school districts
44520-44534 New Careers Program
44666-44669 School-Based Management and Advanced Career Opportunities
44681-44689 Administrator Training and Evaluation
45108.7 Maximum number of senior management positions
48660-48666 Community day schools
48800 Attendance at community college
49550-49560 Meals for needy students
51224.5 Algebra instruction
51745.6 Charter school independent study ratio
51870-51874 Educational technology
52080-52090 Class size reduction grade 9
52122.6-52122.8 Class size reduction, impacted school sites
52160-52178 Bilingual-Bicultural Education Act of 1976
52180-52186 Bilingual teacher waiver
52200-52212 Gifted and Talented Pupils Program
52340-52346 Career Guidance Centers
52522 Plans for adult education
52850-52863 School-Based Program Coordination
54000-54028 Disadvantaged Youth Program
54100-54145 Miller-Unruh Basic Reading Program
54407 Waiver for compensatory education programs
56000-56867 Special education programs
58407 Waiver related to individualized instruction program
58900-58928 Restructuring demonstration programs
60119 Public hearing on sufficiency of instructional materials
60851 High school exit examination, waiver for student with disabilities

CODE OF REGULATIONS, TITLE 5

1032 Academic Performance Index
3100 Resource specialist caseload waivers
3945 Cooperative programs
9531 Instructional materials funding
11960 Charter school attendance
11963.4 Charter school percentage funding
13017 Waivers, compensatory education New Careers in Education Program
13044 Waivers, compensatory education Professional Development and Program
Improvement Programs
UNITED STATES CODE, TITLE 20
1400-1482 Individuals with Disabilities Education Act
7115 Safe and Drug Free Schools, authorized activities

Management Resources:

WEB SITES

California Department of Education, Waiver Office: <http://www.cde.ca.gov/re/lr/wr>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

Policy CENTER UNIFIED SCHOOL DISTRICT
adopted: November 20, 2013 Antelope, California

CSBA Sample Board Policy

Business and Noninstructional Operations

BP 3515(a)

CAMPUS SECURITY

Note: The following optional policy should be modified to reflect district practice.

The Governing Board is committed to providing a school environment that promotes the safety of students, ~~employees~~ staff, and visitors to school grounds. The Board also recognizes the importance of protecting district property, facilities, and equipment from vandalism and theft.

(cf. 4158/4258/4358 - Employee Security)

(cf. 5131.5 - Vandalism and Graffiti)

(cf. 5142 - Safety)

~~Note: A district's campus security strategy may be developed as part of the school's comprehensive school safety planning process (see BP/AR 0450 - Comprehensive Safety Plan).~~

The Superintendent or designee shall develop campus security procedures, which ~~are consistent with the goals and objectives of~~ **may be included** in the district's comprehensive safety plan and/or site-level safety plans. Such procedures shall be regularly reviewed to reflect changed circumstances and to assess their effectiveness in achieving safe school objectives.

(cf. 0450 - Comprehensive Safety Plan)

Surveillance Systems

Note: The following optional section is for use by districts that have authorized the use of surveillance systems. ~~Although courts have not ruled on the use of surveillance systems in a school setting,~~ Generally, the use of cameras (i.e., a "search" within the meaning of the Fourth Amendment) must be reasonable and the cameras must not be used in areas where there is a "reasonable expectation of privacy" (New Jersey v. T.L.O.). **To protect reasonable expectations of privacy, Thus,** cameras should not be located in areas such as bathrooms, locker rooms, or private offices. **In addition,** Education Code 51512 prohibits the use of a recording device in a classroom without the prior consent of the teacher and principal. Examples of locations where cameras may generally be used include hallways, stairwells, parking lots, and cafeterias. For language about the use of cameras on school buses, see ~~BP/AR~~ 5131.1 - Bus Conduct.

Penal Code 632 prohibits the recording of conversations unless the parties to the conversation may reasonably expect that the communication may be overheard or recorded. Thus, if the district's equipment has audio capability, it should be disabled so that sounds are not recorded.

~~Before adopting the use of such a system, a cost-benefit analysis should be conducted to determine whether surveillance cameras are the most effective method to address the particular security concerns on the campus (e.g., certain locations are difficult to monitor and other means of deterrence have not been successful). Another determination is whether the cameras will be monitored in "real time" by trained personnel or whether the images will be recorded and later used as "evidence." The district should also~~

CAMPUS SECURITY (continued)

~~determine whether the system will record images 24 hours a day, during school hours, or on some other schedule. Because audio surveillance generally requires a warrant, if the district's equipment has audio capability, it should be disabled so that sounds are not recorded.~~

~~The Board believes that reasonable use of surveillance cameras will help the district achieve its goals for campus security.~~ In consultation with the **district's** safety planning committee, **and other relevant stakeholders, and** staff, the Superintendent or designee shall identify appropriate locations for the placement of surveillance cameras. Cameras shall not be placed in areas where students, staff, or community members have a reasonable expectation of privacy. Any audio capability on the district's surveillance equipment shall be disabled so that sounds are not recorded.

(cf. 5131.1 - Bus Conduct)

(cf. 5145.12 - Search and Seizure)

Note: According to the National Institute of Justice publication **The Appropriate and Effective Use of Security Technologies in U.S. Schools: A Guide for Schools and Law Enforcement Agencies**, signage is an important component of a successful **surveillance** system and can serve as a deterrent ~~against vandals~~. The Institute **also** recommends that the signs state ~~whether or not that the system may or may not be~~ **is being** actively monitored, ~~so that potential victims are not under the impression~~ **Such language is intended to deter potential perpetrators while also not building an expectation among potential victims that a person is watching events live and will be able to provide immediate assistance.** ~~is also recommended that districts provide notice to students and parents/guardians about the district's surveillance program in order to clarify that there is no expectation of privacy in those locations where the cameras will be placed and that images from the cameras may be used in disciplinary proceedings.~~

Prior to the operation of the surveillance system, the Superintendent or designee shall ensure that signs are posted at conspicuous **and targeted** locations ~~at affected~~ **around** school buildings and grounds. These signs shall ~~inform students, staff, and visitors that surveillance may occur and shall state whether the district's system is actively monitored by school personnel~~ **state that the facility uses video surveillance equipment for security purposes and that the equipment may or may not be actively monitored at any time.** The Superintendent or designee shall also provide prior written notice to students and parents/guardians about the district's surveillance system, including the locations where surveillance may occur, ~~explaining~~ **and** that the recordings may be used in disciplinary proceedings, ~~and/or that matters captured by the camera may be referred to local law enforcement, as appropriate.~~

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

Note: Pursuant to 20 USC 1232(g) (Family Educational Rights and Privacy Act), **34 CFR 99.3**, and Education Code 49061, any recording or image **of that is directly related to a student collected and is maintained** by the district **or a person acting for the district** is considered a "student record" and thus is subject to those laws regarding access, disclosure, and retention. See BP/AR 5125 - Student Records. **Also**

CAMPUS SECURITY (continued)

see the U.S. Department of Education's [FAQs on Photos and Videos under FERPA](#), located on its web site.

In addition, a recording or image of a staff member that may be used in a personnel action is subject to the laws regarding personnel records, including an employee's right to comment on derogatory information placed in his/her a personnel file. See AR 4112.6/4212.6/4312.6 - Personnel Files.

To the extent that any images from the district's surveillance system create a student or personnel record, the Superintendent or designee shall ensure that the images are accessed, retained, and disclosed in accordance with law, Board policy, administrative regulation, and any applicable collective bargaining agreements.

(cf. 4112.6/4212.6/4312.6 - Personnel Files)
 (cf. 5125 - Student Records)
 (cf. 5125.1 - Release of Directory Information)

*Legal Reference:*EDUCATION CODE

17070.10-17079.30 Leroy F. Greene School Facilities Act, especially:

17075.50 Classroom security locks, new construction projects

17583 Classroom security locks, modernization projects

32020 Access gates

32211 Threatened disruption or interference with classes

~~32280-32288~~ **32289** School safety plans

35160 Authority of governing boards

35160.1 Broad authority of school districts

38000-38005 Security ~~patrols~~ departments

49050-49051 Searches by school employees

49060-49079 Student records

PENAL CODE

469 Unauthorized making, duplicating or possession of key to public building

~~626-626.10~~ **626.11** Disruption of schools

CALIFORNIA CODE OF REGULATIONS, TITLE 24

1010.1.9 Door operations

1010.1.11 Lockable doors from the inside

CALIFORNIA CONSTITUTION

Article 1, Section 28(c) Right to Safe Schools

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act

CODE OF FEDERAL REGULATIONS, TITLE 34

99.3 Definition of education records

COURT DECISIONS

Brannum v. Overton County School Board (2008) 516 F. 3d 489

New Jersey v. T.L.O. (1985) 469 U.S. 325

ATTORNEY GENERAL OPINIONS

83 Ops.Cal.Atty.Gen. 257 (2000)

75 Ops.Cal.Atty.Gen. 155 (1992)

Management Resources: (see next page)

CAMPUS SECURITY (continued)

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Safe Schools: A Planning Guide for Action, 2002

NATIONAL INSTITUTE OF JUSTICE PUBLICATIONS

The Appropriate and Effective Use of Security Technologies in U.S. Schools: A Guide for Schools and Law Enforcement Agencies, 1999 rev. 2005

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

FAQs on Photos and Videos under FERPA

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/lr/ss>

National Institute of Justice: <http://www.ojp.usdoj.gov/nij>

National School Safety Center: <http://www.schoolsafety.us>

U.S. Department of Education, Protecting Student Privacy: <https://studentprivacy.ed.gov>

Center Unified SD

Board Policy

Campus Security

BP 3515

Business and Noninstructional Operations

The Governing Board is committed to providing a school environment that promotes the safety of students, employees, and visitors to school grounds. The Board also recognizes the importance of protecting district property, facilities, and equipment from vandalism and theft.

The Superintendent or designee shall develop campus security procedures which are consistent with the goals and objectives of the district's comprehensive safety plan and site-level safety plans. Such procedures shall be regularly reviewed to reflect changed circumstances and to assess their effectiveness in achieving safe school objectives.

The Governing Board is committed to maintaining the security of schools and school grounds. The Superintendent or designee shall establish procedures to:

1. Minimize fire hazards.
2. Reduce the probability of faulty equipment.
3. Guard against the chance of electrical shock.
4. Maintain records and funds in a safe place.
5. Protect against vandalism and burglary.
6. Assign responsibility for use of school building keys.
7. Maintain locked buildings during nonbusiness hours.
8. Provide routine patrolling of the schools and school grounds.

(cf. 0450 - Comprehensive Safety Plan)

Surveillance Systems

The Board believes that reasonable use of surveillance cameras will help the district achieve its goals for campus security. In consultation with the safety planning committee and relevant staff, the Superintendent or designee shall identify appropriate locations for the placement of surveillance cameras. Cameras shall not be placed in areas where

students, staff, or community members have a reasonable expectation of privacy. Any audio capability on the district's surveillance equipment shall be disabled so that sounds are not recorded.

(cf. 5131.1 - Bus Conduct)

(cf. 5145.12 - Search and Seizure)

Prior to the operation of the surveillance system, the Superintendent or designee shall ensure that signs are posted at conspicuous locations at affected school buildings and grounds. These signs shall inform students, staff, and visitors that surveillance may occur and shall state whether the district's system is actively monitored by school personnel. The Superintendent or designee shall also provide prior written notice to students and parents/guardians about the district's surveillance system, including the locations where surveillance may occur, explaining that the recordings may be used in disciplinary proceedings, and that matters captured by the camera may be referred to local law enforcement, as appropriate.

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

To the extent that any images from the district's surveillance system create a student or personnel record, the Superintendent or designee shall ensure that the images are accessed, retained, and disclosed in accordance with law, Board policy, administrative regulation, and any applicable collective bargaining agreements.

(cf. 4112.6/4212.6/4312.6 - Personnel Records)

(cf. 5125 - Student Records)

(cf. 5125.1 - Release of Directory Information)

Legal Reference:

EDUCATION CODE

32020 Access gates

32211 Threatened disruption or interference with classes

32280-32288 School safety plans

35160 Authority of governing boards

35160.1 Broad authority of school districts

38000-38005 Security patrols

49050-49051 Searches by school employees

49060-49079 Student records

PENAL CODE

469 Unauthorized making, duplicating or possession of key to public building

626-626.10 Disruption of schools

CALIFORNIA CONSTITUTION

Article 1, Section 28(c) Right to Safe Schools

UNITED STATES CODE, TITLE 20
1232g Family Educational Rights and Privacy Act
COURT DECISIONS

New Jersey v. T.L.O. (1985) 469 U.S. 325

ATTORNEY GENERAL OPINIONS

83 Ops.Cal.Atty.Gen. 257 (2000)

75 Ops.Cal.Atty.Gen. 155 (1992)

Management Resources:

CSBA PUBLICATIONS

Protecting Our Schools: Governing Board Strategies to Combat School Violence, 1999

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Safe Schools: A Planning Guide for Action, 2002

NATIONAL INSTITUTE OF JUSTICE PUBLICATIONS

The Appropriate and Effective Use of Security Technologies in U.S. Schools: A Guide
for Schools and Law Enforcement Agencies, 1999

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/ls/ss>

National Institute of Justice: <http://www.ojp.usdoj.gov/nij>

Policy CENTER UNIFIED SCHOOL DISTRICT
adopted: June 20, 2007 Antelope, California

CSBA Sample Administrative Regulation

Business and Noninstructional Operations

AR 3515(a)

CAMPUS SECURITY

Note: The following optional administrative regulation may be used as a component of a comprehensive safety plan (see BP/AR 0450 - Comprehensive Safety Plan) and should be modified to reflect district practice.

The Superintendent or designee shall ~~ensure that the district's~~ **develop a campus security plan which contributes to a positive school climate, fosters social and emotional learning and student well-being, and** includes strategies to:

1. Secure the campus perimeter and school facilities in order to prevent criminal activity

These strategies include a risk management analysis of each campus' security system, lighting system, and fencing. Procedures to ensure unobstructed views and eliminate blind spots caused by doorways and landscaping shall also be considered. In addition, parking lot design may be studied, including methods to discourage through traffic.

2. Secure buildings **and interior spaces** from outsiders and discourage trespassing

These strategies may include **installing locks**, requiring visitor registration, **providing** staff and student identification tags, and patrolling ~~of~~ places used for congregating and loitering.

(cf. 1250 - Visitors/Outsiders)
(cf. 3515.2 - Disruptions)
(cf. 5112.5 - Open/Closed Campus)

3. Discourage vandalism and graffiti

These strategies may include plans to immediately cover graffiti ~~as well as and~~ **implement** campus beautification projects ~~and shall also include students and the community in these projects.~~

(cf. 3515.4 - Recovery for Property Loss or Damage)
(cf. 5131.5 - Vandalism and Graffiti)
(cf. 5137 - Positive School Climate)
(cf. 6142.4 - Service Learning/Community Service Classes)

4. Control access to keys and other school inventory

(cf. 3440 - Inventories)

CAMPUS SECURITY (continued)

5. Detect and intervene with school crime

These strategies may include ~~the creation of~~ **creating** a school watch program, **increasing adult presence and supervision**, **establishing** an anonymous crime reporting system, ~~analysis of~~ **analyzing** school crime incidents, and ~~collaboration~~ **collaborating** with local law enforcement agencies, including providing for law enforcement presence.

(cf. 3515.3 - District Police/Security Department)
(cf. 3515.7 - Firearms on School Grounds)
(cf. 3516.2 - Bomb Threats)
~~*(cf. 5116.1 - Intradistrict Open Enrollment)*~~
(cf. 5116.2 - Involuntary Student Transfers)
(cf. 5131.2 - Bullying)
(cf. 5131.7 - Weapons and Dangerous Instruments)
(cf. 5141.52 - Suicide Prevention)
(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 5145.9 - Hate-Motivated Behavior)
(cf. 6164.2 - Guidance/Counseling Services)

All staff shall receive training in building and grounds security procedures **and emergency response**.

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

Locks

All state-funded new construction and modernization projects shall include locks that allow doors to classrooms and any room with an occupancy of five or more persons to be locked from the inside. Student restrooms and doors that lock from the outside at all times are not required to have locks that can be locked from the inside. (Education Code 17075.50, 17583; 24 CCR 1010.1.9, 1010.1.11)

Keys

Note: The following optional section should be modified to reflect district practice.

All keys used in a school shall be the responsibility of the principal or designee. Keys shall be issued only to ~~those authorized~~ employees who regularly need a key in order to carry out ~~normal activities of their position~~ **their job responsibilities**.

The principal or designee shall create a key control system with a record of each key assigned and room(s) or building(s) which the key opens.

CAMPUS SECURITY (continued)

~~Keys shall be used only by authorized employees and shall never be loaned to students, parents/guardians, or volunteers, nor shall the~~ **The master key shall not ever be loaned.**

Note: Pursuant to Penal Code 469, a person who knowingly possesses, duplicates, uses, or attempts to use or duplicate, a key without authorization may be guilty of a misdemeanor.
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~~The~~ **Any person issued a key shall be responsible for its safekeeping. The duplication of school keys is prohibited. If a key is lost, the person responsible shall immediately report the loss to the principal or designee and shall pay for a replacement key.**

(6/96 3/07) 10/19

Center Unified SD

Administrative Regulation

Campus Security

AR 3515

Business and Noninstructional Operations

The Superintendent or designee shall ensure that the district's campus security plan includes strategies to:

1. Secure the campus perimeter and school facilities in order to prevent criminal activity

These strategies include a risk management analysis of each campus' security system, lighting system, and fencing. Procedures to ensure unobstructed views and eliminate blind spots caused by doorways and landscaping shall also be considered. In addition, parking lot design may be studied, including methods to discourage through traffic.

2. Secure buildings from outsiders and discourage trespassing

These strategies may include requiring visitor registration, staff and student identification tags, and patrolling of places used for congregating and loitering.

(cf. 1250 - Visitors/Outsiders)
(cf. 3515.2 - Disruptions)
(cf. 5112.5 - Open/Closed Campus)

3. Discourage vandalism and graffiti

These strategies may include plans to immediately cover graffiti as well as campus beautification projects and shall also include students and the community in these projects.

(cf. 3515.4 - Recovery for Property Loss or Damage)
(cf. 5131.5 - Vandalism, Theft and Graffiti)
(cf. 5137 - Positive School Climate)

4. Control access to keys and other school inventory

(cf. 3440 - Inventories)

5. Detect and intervene with school crime

These strategies may include the creation of a school watch program, an anonymous crime reporting system, analysis of school crime incidents, and collaboration with local law enforcement agencies, including providing for law enforcement presence.

(cf. 3515.3 - District Police/Security Department)
(cf. 5116.1 - Intradistrict Open Enrollment)
(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 5145.9 - Hate-Motivated Behavior)

All staff shall receive training in building and grounds security procedures.

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

Keys

All keys used in a school shall be the responsibility of the principal or designee. Keys shall be issued only to those employees who regularly need a key in order to carry out normal activities of their position.

The principal or designee shall create a key control system with a record of each key assigned and room(s) or building(s) which the key opens.

Persons who have keys shall be responsible for the security of the room, gate or building involved. They shall lock all doors and windows and turn off all lights, air conditioning, heat, appliance etc. when leaving the room or building.

Keys shall be used only by authorized employees and shall never be loaned to students. The master key shall not be loaned.

The person issued a key shall be responsible for its safekeeping. The duplication of school keys is prohibited. If a key is lost, the person responsible shall immediately report the loss to the principal or designee and shall pay for a replacement key.

Regulation CENTER UNIFIED SCHOOL DISTRICT
approved: June 20, 2007 Antelope, California

CSBA Sample Board Policy

All Personnel

BP 4119.22(a)

4219.22

DRESS AND GROOMING

4319.22

Note: The following **optional** policy may be revised to reflect district practice. Government Code 12949, several court cases, and Public Employment Relations Board (PERB) decisions support districts' non-negotiable management prerogative to adopt a dress code. However, in 22 PERC P29, 136, PERB determined that districts must provide the exclusive bargaining representative with an opportunity to bargain over the "effects" of the dress code which may have an impact on matters within scope of representation. Districts should consult legal counsel when prescribing or prohibiting specific items of clothing.

The Governing Board believes that appropriate dress and grooming by district employees contribute to a productive learning environment and model positive behavior. During school hours and at school activities, employees shall maintain professional standards of dress and grooming that demonstrate their high regard for education, present an image consistent with their job responsibilities and assignment, and do not endanger the health or safety of employees or students. All employees shall be held to the same standards unless their assignment provides for modified dress as approved by their supervisor.

(cf. 0415 - Equity)

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. ~~4112.21/4212.21/4312.21~~ 4119.21/4219.21/4319.21 - Professional Standards)

(cf. 4119.25/4219.25/4319.25 - Political Activities of Employees)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

The district shall allow employees to appear and dress in a manner consistent with their gender identity or gender expression. (Government Code 12949)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 4030 - Nondiscrimination in Employment)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

Note: Government Code 12926, as amended by SB 188 (Ch. 58, Statutes of 2019), defines "race," for purposes of prohibiting employment discrimination, as including traits historically associated with race, such as hair texture and protective hairstyles, as defined.

The district shall not discriminate against employees based on hair texture and protective hairstyles, including, but not limited to, braids, locks, and twists. (Government Code 12926)

~~In addition, the~~ **The** district shall not dismiss an employee, discriminate against an employee in compensation or in terms, conditions, or privileges of employment, or refuse to hire a job applicant on the basis of religious dress or grooming practices. (Government Code 12926, 12940)

DRESS AND GROOMING (continued)

This policy shall be presented to employees upon employment, through the employee handbook or other appropriate means, and may be periodically reviewed with all employees as necessary.

Legal Reference:

EDUCATION CODE

35160 Authority of governing boards

35160.1 Broad authority of school districts

GOVERNMENT CODE

3543.2 Scope of representation

12926 Definitions

12940 Unfair employment practices

12949 Dress standards, consistency with gender identity

COURT DECISIONS

San Mateo City School District v. PERB (1983) 33 Cal. 3d 850

Domico v. Rapides Parish School Board (5th Cir. 1982) 675 F.2d 100

East Hartford Education Assn. v. Board of Education (2d Cir. 1977) 562 F. 2d 856 838

Finot v. Pasadena Board of Education (1967) 250 Cal.App.2d 189

PUBLIC EMPLOYMENT RELATIONS BOARD DECISIONS

Santa Ana Unified School District (1998) 22 PERC P29, 136

Inglewood Unified School District (1985) 10 PERC P17, 000

Management Resources:

CALIFORNIA DEPARTMENT OF FAIR EMPLOYMENT AND HOUSING PUBLICATIONS

Transgender Rights in the Workplace

WEB SITES

California Department of Fair Employment and Housing: <https://www.dfeh.ca.gov>

Public Employment Relations Board: <http://www.perb.ca.gov>

(7/04 5/19) 10/19

Center Unified SD

Board Policy

Dress And Grooming

BP 4119.22

Personnel

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(cf. 0415 - Equity)

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. 4112.21/4212.21/4312.21 - Professional Standards)

(cf. 4119.25/4219.25/4319.25 - Political Activities of Employees)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

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(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 4030 - Nondiscrimination in Employment)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

In addition, the district shall not dismiss an employee, discriminate against an employee in compensation or in terms, conditions, or privileges of employment, or refuse to hire a job applicant on the basis of religious dress or grooming practices. (Government Code 12926, 12940)

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Santa Ana Unified School District (1998) 22 PERC P29, 136

Inglewood Unified School District (1985) 10 PERC P17, 000

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Public Employment Relations Board: <http://www.perb.ca.gov>

Policy CENTER UNIFIED SCHOOL DISTRICT

adopted: September 18, 2019 Antelope, California

Center Unified SD

Board Policy

Dress And Grooming

BP 4219.22

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(cf. 0415 - Equity)

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. 4112.21/4212.21/4312.21 - Professional Standards)

(cf. 4119.25/4219.25/4319.25 - Political Activities of Employees)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

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(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 4030 - Nondiscrimination in Employment)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

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PUBLIC EMPLOYMENT RELATIONS BOARD DECISIONS

Santa Ana Unified School District (1998) 22 PERC P29, 136

Inglewood Unified School District (1985) 10 PERC P17, 000

Management Resources:

CALIFORNIA DEPARTMENT OF FAIR EMPLOYMENT AND HOUSING

PUBLICATIONS

Transgender Rights in the Workplace

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Policy CENTER UNIFIED SCHOOL DISTRICT

adopted: September 18, 2019 Antelope, California

Center Unified SD

Board Policy

Dress And Grooming

BP 4319.22

Personnel

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(cf. 0415 - Equity)

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. 4112.21/4212.21/4312.21 - Professional Standards)

(cf. 4119.25/4219.25/4319.25 - Political Activities of Employees)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

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(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 4030 - Nondiscrimination in Employment)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

In addition, the district shall not dismiss an employee, discriminate against an employee in compensation or in terms, conditions, or privileges of employment, or refuse to hire a job applicant on the basis of religious dress or grooming practices. (Government Code 12926, 12940)

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CALIFORNIA DEPARTMENT OF FAIR EMPLOYMENT AND HOUSING

PUBLICATIONS

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California Department of Fair Employment and Housing: <https://www.dfeh.ca.gov>

Public Employment Relations Board: <http://www.perb.ca.gov>

Policy CENTER UNIFIED SCHOOL DISTRICT

adopted: September 18, 2019 Antelope, California

New (add)

All Personnel

BP 4119.24(a)

4219.24

MAINTAINING APPROPRIATE ADULT-STUDENT INTERACTIONS

4319.24

The Governing Board desires to provide a positive school environment that protects the safety and well-being of district students. The Board expects all adults with whom students may interact at school or in school-related activities, including employees, independent contractors, and volunteers, to maintain the highest professional and ethical standards in their interactions with students both within and outside the educational setting. Such adults shall not engage in unlawful or inappropriate interactions with students and shall avoid boundary-blurring behaviors that undermine trust in the adult-student relationship and lead to the appearance of impropriety.

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

Employees are prohibited from entering into or attempting to form a romantic or sexual relationship with any student or engaging in sexual harassment of a student, including sexual advances, flirtations, requests for sexual favors, inappropriate comments about a student's body or appearance, or other verbal, visual, or physical conduct of a sexual nature.

(cf. 5145.7 - Sexual Harassment)

Adults shall not intrude on a student's physical or emotional boundaries unless necessary in an emergency or to serve a legitimate purpose related to instruction, counseling, student health, or student or staff safety.

Any employee who observes or has knowledge of another employee's violation of this policy shall report the information to the Superintendent or designee or appropriate agency for investigation pursuant to the applicable complaint procedures. Other adults with knowledge of any violation of this policy are encouraged to report the violation to the Superintendent or designee. The Superintendent or designee shall protect anyone who reports a violation from retaliation. Immediate intervention shall be implemented when necessary to protect student safety or the integrity of the investigation.

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 5141.4 - Child Abuse Prevention and Reporting)

Employees who engage in any conduct in violation of this policy, including retaliation against a person who reports the violation or participates in the complaint process, shall be subject to discipline, up to and including dismissal. Any other adult who violates this policy may be barred from school grounds and activities in accordance with law. The Superintendent or designee may also notify law enforcement as appropriate.

(cf. 4117.7/4317.7 - Employment Status Reports)

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

MAINTAINING APPROPRIATE ADULT-STUDENT INTERACTIONS (continued)

The district's employee code of conduct addressing interactions with students shall be provided to parents/guardians at the beginning of each school year and shall be posted on school and/or district web sites. (Education Code 44050)

(cf. 1113 - District and School Web Sites)
(cf. 5145.6 - Parental Notifications)

Inappropriate Conduct

Employees shall remain vigilant of their position of authority and not abuse it when relating with students. Examples of employee conduct that can undermine professional adult-student interactions or create the appearance of impropriety include, but are not limited to:

1. Initiating inappropriate physical contact
2. Being alone with a student outside of the view of others
3. Visiting a student's home or inviting a student to visit the employee's home without parent/guardian consent
4. Maintaining personal contact with a student that has no legitimate educational purpose, by phone, letter, electronic communications, or other means, without including the student's parent/guardian or the principal

When communicating electronically with students, employees shall use district equipment or technological resources when available. Employees shall not communicate with students through any medium that is designed to eliminate records of the communications. The Superintendent or designee may monitor employee usage of district technology at any time without advance notice or consent.

(cf. 4040 - Employee Use of Technology)

5. Creating or participating in social networking sites for communication with students, other than those created by the district, without the prior written approval of the principal or designee
6. Inviting or accepting requests from students, or former students who are minors, to connect on personal social networking sites (e.g., "friending" or "following" on social media), unless the site is dedicated to school business
7. Singling out a particular student for personal attention and friendship, including giving gifts and/or nicknames to individual students

MAINTAINING APPROPRIATE ADULT-STUDENT INTERACTIONS (continued)

8. Addressing a student in an overly familiar manner, such as by using a term of endearment
9. Socializing or spending time with students outside of school-sponsored events, except as participants in community activities
10. Sending or accompanying students on personal errands unrelated to any legitimate educational purpose
11. Transporting a student in a personal vehicle without prior authorization
12. Encouraging students to confide their personal or family problems and/or relationships
13. Disclosing personal, family, or other private matters to students or sharing personal secrets with students

Legal Reference

EDUCATION CODE

44030.5 *Employment status reports*

44050 *Employee code of conduct; employee interactions with students*

44242.5 *Reports and review of alleged misconduct*

44940 *Sex offenses and narcotic offenses; compulsory leave of absence*

48980 *Parental notifications*

PENAL CODE

11164-11174.3 *Child Abuse and Neglect Reporting Act*

CODE OF REGULATIONS, TITLE 5

80303 *Reports of change in employment status, alleged misconduct*

80304 *Notice of sexual misconduct*

CSBA Sample Board Policy

Classified Personnel

BP 4216(a)

PROBATIONARY/PERMANENT STATUS

Note: Education Code 45113 mandates the Governing Board in a non-merit system district to develop rules and regulations establishing a period of probationary service of no more than one year for the personnel management of classified employees. For districts establishing the merit system pursuant to Education Code 45240-45320, rules for the efficient running of the classified service are established by the personnel commission pursuant to Education Code 45260. The following policy may be revised to reflect district practice, the collective bargaining agreement, or personnel commission rules.

~~These rules and regulations are often included in the collective bargaining agreement; if so, a separate policy is not mandated. All parts of the following policy may be revised to reflect district practice; the first two paragraphs should be revised to reflect the duration of probationary period used in the district. This policy applies only to districts not incorporating the merit system (Education Code 45240-45320).~~

~~Employees newly hired for regular positions in the classified service shall be considered probationary employees until they have satisfactorily completed one year of probationary service. Upon satisfactorily completing this period, they shall become permanent classified employees of the district.~~

The Governing Board desires to employ and retain highly qualified classified personnel to support the district's educational program and operations. Newly hired classified employees shall serve a probationary period during which the Board shall determine their suitability for long-term district employment.

Note: The following paragraph should be revised to reflect the specific length of the probationary period prescribed by the district, provided the probationary period does not exceed the time limits specified below.

Education Code 45113, as amended by AB 1353 (Ch. 542, Statutes of 2019), shortened the maximum length of the required probationary period in non-merit system districts from one year to six months or 130 days of paid service, whichever is longer. Therefore, the maximum length of the required probationary period for non-merit districts is now the same as that of districts incorporating the merit system as provided under Education Code 45301. Education Code 45113, as amended, will not override any conflicting provision of a collective bargaining agreement entered into before January 1, 2020, until the collective bargaining agreement expires or is renewed.

A probationary employee who has been employed by the district for six months or 130 days of paid service, whichever is longer, shall be classified as a permanent employee of the district. (Education Code 45113, 45301)

Probationary employees shall receive written performance evaluations by their supervisor during the probationary period. These evaluations shall indicate whether the evaluator is satisfied or not satisfied with the employee's ability, performance, and compatibility with the job.

PROBATIONARY/PERMANENT STATUS (continued)

(cf. 4215 - Evaluation/Supervision)

The ~~Superintendent or designee~~ district may, **without cause**, dismiss ~~an~~ a new employee during the ~~initial~~ probationary period.

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Permanent employees promoted to a higher classification shall be considered probationary in their new position until they have satisfactorily completed **the probationary period one year of service in that position**.

Note: AB 365 (Ch. 844, Statutes of 2001) amended Education Code 45113 to add the following requirement.
--

A permanent employee who accepts a promotion and fails to complete the probationary period for that promotional position shall be employed in the classification from which ~~he/she~~ the employee was promoted. (Education Code 45113)

This policy shall be made available to classified employees and the public. (Education Code 45113)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

Legal Reference:

EDUCATION CODE

45113 Rules and regulations for classified service in districts not incorporating the merit system

45240-45320 Merit system

Management Resources:

WEB SITES

California School Employees Association: <http://www.csea.org>

(6/96 7/02) 10/19

Center Unified SD

Board Policy

Probationary/Permanent Status

BP 4216

Personnel

Employees newly hired for regular positions in the classified service shall be considered probationary employees until they have satisfactorily completed one year of probationary service. Upon satisfactorily completing this period, they shall become permanent classified employees of the district.

Permanent employees promoted to a higher classification shall be considered probationary in their new position until they have satisfactorily completed one year of service in that position.

Probationary employees shall receive written performance evaluations by their supervisor at least twice during the probationary period. These evaluations shall indicate whether the evaluator is satisfied or not satisfied with the employee's ability, performance, and compatibility with the job.

(cf. 4215 - Evaluation/Supervision)

The Superintendent or designee may dismiss an employee during the initial probationary period. A permanent employee who was promoted to a higher classification may be returned during the probationary period to his/her former classification.

This policy shall be made available to classified employees and the public. (Education Code 45113)

Legal Reference:

EDUCATION CODE

45113 Rules and regulations for classified service in districts not incorporating the merit system

Policy CENTER UNIFIED SCHOOL DISTRICT
adopted: April 23, 1997 Antelope, California

CSBA Sample Board Policy

Students

BP 5131(a)

CONDUCT

Note: The following **optional** policy may be revised to reflect district practice.

The Governing Board believes that all students have the right to be educated in a **safe and positive** learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, going to or coming from school, at school activities, or using district transportation.

(cf. 0450 - Comprehensive Safety Plan)
(cf. 5131.1 - Bus Conduct)
(cf. 5137 - Positive School Climate)
(cf. 6145.2 - Athletic Competition)

The Superintendent or designee shall ensure that each school develops standards of conduct and discipline consistent with Board policies and administrative regulations. Students and parents/guardians shall be notified of district and school rules related to conduct.

Note: The district may modify, delete, or add to the **optional** items below to reflect district practice. Also see AR 5144.1 - Suspension and Expulsion/Due Process for conduct that constitutes grounds for suspension or expulsion.

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats

(cf. 5131.7 - Weapons and Dangerous Instruments)
(cf. 5142 - Safety)

~~Note: Education Code 234.1, as amended by AB 9 (Ch. 723, Statutes of 2011), requires the Governing Board to adopt policy prohibiting discrimination, harassment, intimidation, and bullying based on specified characteristics and requires school personnel who witness such acts to take immediate steps to intervene when safe to do so; see BP 5131.2 - Bullying, AR 5145.3 - Nondiscrimination/Harassment, and BP/AR 5145.7 - Sexual Harassment. In addition, AB 1156 (Ch. 732, Statutes of 2011) amended Education Code 32282 to encourage comprehensive safety plans to include policies and procedures aimed at the prevention of bullying; see BP 0450 - Comprehensive Safety Plan.~~

2. Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate-motivated behavior, cyberbullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption **to the school program**

CONDUCT (continued)

- (cf. 5131.2 - Bullying)*
- (cf. 5145.3 - Nondiscrimination/Harassment)*
- (cf. 5145.7 - Sexual Harassment)*
- (cf. 5145.9 - Hate-Motivated Behavior)*

3. Conduct that disrupts the orderly classroom or school environment

(cf. 5131.4 - Student Disturbances)

4. Willful defiance of staff's authority

5. Damage to or theft of property belonging to students, staff, or the district

(cf. 3515.4 - Recovery for Property Loss or Damage)
(cf. 5131.5 - Vandalism and Graffiti)

~~The district shall not be responsible for students' personal belongings which are brought on campus or to a school activity and are lost, stolen, or damaged.~~

6. Obscene acts or use of profane, vulgar, or abusive language

(cf. 5145.2 - Freedom of Speech/Expression)

7. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited **drugs substances**

(cf. 5131.6 - Alcohol and Other Drugs)
(cf. 5131.62 - Tobacco)
(cf. 5131.63 - Steroids)

Note: Penal Code 417.27 prohibits students from possessing laser pointers on school premises, unless the pointer is used for valid instructional or other school-related purpose, as provided in item #8 below. Penal Code 417.25 states that aiming or pointing a laser scope (i.e., a portable device capable of projecting a laser light on objects at a distance) at another person in a threatening manner, whether or not the laser scope is attached to a firearm, may be a misdemeanor if intended to cause a person fear of bodily harm.

8. Possession or use of a laser pointer, unless for a valid instructional or other school-related purpose **with prior permission of the principal or designee** (Penal Code 417.27)

~~Prior to bringing a laser pointer on school premises for a valid instructional or school-related purpose, a student shall obtain permission from the principal or designee.~~

CONDUCT (continued)

Note: Pursuant to Education Code 48901.5, the district may regulate the use of electronic signaling devices that operate through the transmission or receipt of radio waves. ~~Districts that choose to prohibit all possession of such devices on campus should revise item #9 accordingly; however, However,~~ student use of such devices may not be prohibited if essential for a student's health.

Additionally, Education Code 48901.7, as added by AB 272 (Ch. 42, Statutes of 2019), authorizes the Governing Board to limit or prohibit student use of smartphones while at school or while under the supervision and control of an employee of the district, except under specified circumstances. See BP 5131.8 - Mobile Communication Devices.

9. Use of a ~~cellular/digital telephone,~~ **cell phone, smart watch,** pager, or other mobile communications device during instructional time **or in an unauthorized manner in violation of district policy**

(cf. 5131.8 - Mobile Communication Devices)
(cf. 6163.4 - Student Use of Technology)

~~Such devices shall be turned off in class, except when being used for a valid instructional or other school-related purpose as determined by the teacher or other district employee, and at any other time directed by a district employee. Any device with camera, video, or voice recording function shall not be used in any manner which infringes on the privacy rights of any other person.~~

~~No student shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician or surgeon to be essential for the student's health and the use of which is limited to purposes related to the student's health. (Education Code 48901.5)~~

10. Plagiarism or dishonesty on school work or tests

(cf. 5131.9 - Academic Honesty)
(cf. 6162.54 - Test Integrity/Test Preparation)
(cf. 6162.6 - Use of Copyrighted Materials)

11. ~~Inappropriate attire~~ **Wearing of any attire that violates district or school dress codes, including gang-related apparel**

(cf. 5132 - Dress and Grooming)
(cf. 5136 - Gangs)

12. Tardiness or unexcused absence from school

(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)

CONDUCT (continued)

13. Failure to remain on school premises in accordance with school rules

(cf. 5112.5 - Open/Closed Campus)

Employees are expected to ~~provide appropriate supervision to~~ enforce standards of conduct and, ~~if when~~ they observe or receive a report of a violation of these standards, to ~~immediately~~ **appropriately** intervene or ~~call for seek~~ assistance. ~~If an employee believes a matter has not been resolved, he/she shall refer the matter to his/her supervisor or an administrator for further investigation. As necessary, the employee shall refer the matter to a supervisor or the principal or designee.~~

Note: When school officials want to search a student or ~~his/her~~ **a student's** belongings (e.g., backpack, purse, cell phone; or **other mobile communication device, or computer**) as part of an investigation of suspected student misconduct, the legality of the search will depend on whether the search is "reasonable" (*New Jersey v. T.L.O.*); see BP/AR 5145.12 - Search and Seizure. The "reasonableness" of a search depends on (1) whether there is individualized suspicion that the search will turn up evidence of a student's violation of the law or school rules and (2) whether the search is reasonably related to the objectives of the search and not excessively intrusive in light of the student's age, gender, and/or the nature of the infraction. It is recommended that the district consult with legal counsel as appropriate.

When a school ~~official-employee~~ suspects that a search of a student or ~~his/her~~ **a student's** belongings will turn up evidence of the student's violation of the law or school rules, such a search shall be conducted in accordance with BP/AR 5145.12 - Search and Seizure.

(cf. 5145.12 - Search and Seizure)

When a student uses any prohibited device, or uses a permitted device in ~~an unethical or illegal activity~~ **an unauthorized manner**, a district employee may confiscate the device. The employee shall store the ~~item in a secure manner until an appropriate time device~~ **securely until it is returned to the student or turned over to the principal or designee, as appropriate.**

Students who violate district or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, referral to a student success team or counseling services, or denial of participation in extracurricular or cocurricular activities or other privileges in accordance with Board policy and administrative regulation. The Superintendent or designee shall notify local law enforcement as appropriate.

*(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)**(cf. 5020 - Parent Rights and Responsibilities)**(cf. 5127 - Graduation Ceremonies and Activities)**(cf. 5138 - Conflict Resolution/Peer Mediation)**(cf. 5144 - Discipline)*

CONDUCT (continued)

- (cf. 5144.1 - Suspension and Expulsion/Due Process)
 (cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
 (cf. 6020 - Parent Involvement)
 (cf. 6145 - Extracurricular and Cocurricular Activities)
 (cf. 6159.4 - Behavioral Interventions for Special Education Students)
 (cf. 6164.2 - Guidance/Counseling Services)
 (cf. 6164.5 - Student Success Teams)
 (cf. 6184 - Continuation Education)
 (cf. 6185 - Community Day School)

Note: The following optional paragraph addresses students' off-campus conduct during nonschool hours; ~~also see BP 5145.2 - Freedom of Speech/Expression.~~ In general, the courts have upheld districts' discipline of students for off-campus conduct that posed a threat to the safety of other students, staff, or school property or presented a risk of substantial disruption of school activities, provided that the district was able to document the impact or disruption that the conduct had, or could be expected to have, on school activities. In addition, courts have analyzed the reasonableness of the district's policy and whether the disciplinary action taken by the district was in proportion to the student's misbehavior. ~~In adopting policy related to off-campus conduct, districts should consult with legal counsel to ensure that the policy does not violate students' First Amendment rights to freedom of speech or expression.~~

~~AB 256 (Ch. 700, Statutes of 2013) amended Pursuant to Education Code 48900, to clarify that~~ districts have the authority to suspend or expel students who engage in cyberbullying off campus, provided that the act meets the criteria specified in the definition of "bullying" in Education Code 48900 (i.e., a severe or pervasive physical or verbal act or conduct that has or can be reasonably predicted to have the effect of placing a reasonable student in fear of harm to ~~his/her~~ the student's person or property, causing a substantially detrimental effect on ~~his/her~~ the student's physical or mental health, causing substantial interference with ~~his/her~~ the student's academic performance, or causing substantial interference with ~~his/her~~ the student's ability to participate in or benefit from school services, activities, or privileges); see BP 5131.2 - Bullying.

In adopting policy related to off-campus conduct, districts should consult with legal counsel to ensure that the policy does not violate students' First Amendment rights to freedom of speech or expression. **Also see BP 5145.2 - Freedom of Speech/Expression.**

Students also may be subject to discipline, in accordance with law, Board policy, or administrative regulation, for any off-campus conduct during nonschool hours which poses a threat or danger to the safety of students, staff, or district property, or substantially disrupts school activities.

Legal Reference: (see next page)

CONDUCT (continued)*Legal Reference:*EDUCATION CODE

200-262.4 Prohibition of discrimination

32280-32289 Comprehensive safety plan

35181 Governing board authority to set policy on responsibilities of students

35291-35291.5 Rules

44807 Duty concerning conduct of students

48900-48925 Suspension and expulsion

51512 Prohibition against electronic listening or recording device in classroom without permission

CIVIL CODE

1714.1 Liability of parents and guardians for willful misconduct of minor

PENAL CODE

288.2 Harmful matter with intent to seduce

313 Harmful matter

417.25-417.27 Laser scope or laser pointer

647 Use of camera or other instrument to invade person's privacy; misdemeanor

653.2 Electronic communication devices, threats to safety

VEHICLE CODE

23123-23124 Prohibitions against use of electronic devices while driving

CODE OF REGULATIONS, TITLE 5

300-307 Duties of students

UNITED STATES CODE, TITLE 42~~2000h-2000h6~~ 20 USC 1681-1688 Title IX, 1972 Education Act AmendmentsCOURT DECISIONS*J.C. v. Beverly Hills Unified School District* (2010) 711 F.Supp.2d 1094*LaVine v. Blaine School District* (~~2000~~ 2001, 9th Cir.) 257 F.3d 981*Emmett v. Kent School District No. 415* (2000) 92 F.Supp. 1088*Bethel School District No. 403 v. Fraser* (1986) 478 U.S. 675*New Jersey v. T.L.O.* (1985) 469 U.S. 325*Tinker v. Des Moines Independent Community School District* (1969) 393 U.S. 503*Management Resources:*CSBA PUBLICATIONS*Safe Schools: Strategies for Governing Boards to Ensure Student Success*, 2011*Providing a Safe, Nondiscriminatory School Environment for All Students*, Policy Brief, April 2010*Cyberbullying: Policy Considerations for Boards*, Policy Brief, July 2007CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS*Bullying at School*, 2003WEB SITESCSBA: <http://www.csba.org>California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/lss>Center for Safe and Responsible Internet Use: <http://cyberbully.org><https://www.ewa.org/organization/center-safe-and-responsible-internet-use>National School Boards Association: <http://www.nsba.org>National School Safety Center: <http://www.schoolsafety.us>U.S. Department of Education: <http://www.ed.gov>

(3/10 3/12) 10/19

Policy Reference UPDATE Service

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Center Unified SD

Board Policy

Conduct

BP 5131

Students

The Governing Board believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, going to or coming from school, at school activities, or using district transportation.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5131.1 - Bus Conduct)

(cf. 5137 - Positive School Climate)

(cf. 6145.2 - Athletic Competition)

The Superintendent or designee shall ensure that each school develops standards of conduct and discipline consistent with Board policies and administrative regulations. Students and parents/guardians shall be notified of district and school rules related to conduct.

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats

(cf. 5131.7 - Weapons and Dangerous Instruments)

(cf. 5142 - Safety)

2. Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate-motivated behavior, cyberbullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption

(cf. 5131.2 - Bullying)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

3. Conduct that disrupts the orderly classroom or school environment

(cf. 5131.4 - Student Disturbances)

4. Willful defiance of staff's authority

5. Damage to or theft of property belonging to students, staff, or the district

(cf. 3515.4 - Recovery for Property Loss or Damage)

(cf. 5131.5 - Vandalism and Graffiti)

The district shall not be responsible for students' personal belongings which are brought on campus or to a school activity and are lost, stolen, or damaged.

6. Obscene acts or use of profane, vulgar, or abusive language

(cf. 5145.2 - Freedom of Speech/Expression)

7. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 5131.62 - Tobacco)

(cf. 5131.63 - Steroids)

8. Possession or use of a laser pointer, unless for a valid instructional or other school-related purpose (Penal Code 417.27)

Prior to bringing a laser pointer on school premises for a valid instructional or school-related purpose, a student shall obtain permission from the principal or designee.

9. Use of a cellular/digital telephone, pager, or other mobile communications device during instructional time

Such devices shall be turned off in class, except when being used for a valid instructional or other school-related purpose as determined by the teacher or other district employee, and at any other time directed by a district employee. Any device with camera, video, or voice recording function shall not be used in any manner which infringes on the privacy rights of any other person.

No student shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician or surgeon to be essential for the student's health and the use of which is limited to purposes related to the student's health.

(Education Code 48901.5)

10. Plagiarism or dishonesty on school work or tests

(cf. 5131.9 - Academic Honesty)

(cf. 6162.54 - Test Integrity/Test Preparation)

(cf. 6162.6 - Use of Copyrighted Materials)

11. Inappropriate attire

(cf. 5132 - Dress and Grooming)

12. Tardiness or unexcused absence from school

(cf. 5113 - Absences and Excuses)

(cf. 5113.1 - Chronic Absence and Truancy)

13. Failure to remain on school premises in accordance with school rules

(cf. 5112.5 - Open/Closed Campus)

Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or receive a report of a violation of these standards, to immediately intervene or call for assistance. If an employee believes a matter has not been resolved, he/she shall refer the matter to his/her supervisor or an administrator for further investigation.

When a school official suspects that a search of a student or his/her belongings will turn up evidence of the student's violation of the law or school rules, such a search shall be conducted in accordance with BP/AR 5145.12 - Search and Seizure.

(cf. 5145.12 - Search and Seizure)

When a student uses any prohibited device, or uses a permitted device in any unethical or illegal activity, a district employee may confiscate the device. The employee shall store the item in a secure manner until an appropriate time.

Students who violate district or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, referral to a student success team or counseling services, or denial of participation in extracurricular or cocurricular activities or other privileges in accordance with Board policy and administrative regulation. The Superintendent or designee shall notify local law enforcement as appropriate.

(cf. 1020 - Youth Services)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 5127 - Graduation Ceremonies and Activities)

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6020 - Parent Involvement)
(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6159.4 - Behavioral Interventions for Special Education Students)
(cf. 6164.2 - Guidance/Counseling Services)
(cf. 6164.5 - Student Success Teams)
(cf. 6184 - Continuation Education)
(cf. 6185 - Community Day School)

Students also may be subject to discipline, in accordance with law, Board policy, or administrative regulation, for any off-campus conduct during nonschool hours which poses a threat or danger to the safety of students, staff, or district property, or substantially disrupts school activities.

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination
32280-32289 Comprehensive safety plan
35181 Governing board authority to set policy on responsibilities of students
35291-35291.5 Rules
44807 Duty concerning conduct of students
48900-48925 Suspension and expulsion
51512 Prohibition against electronic listening or recording device in classroom without permission

CIVIL CODE

1714.1 Liability of parents and guardians for willful misconduct of minor

PENAL CODE

288.2 Harmful matter with intent to seduce
313 Harmful matter
417.25-417.27 Laser scope or laser pointer
647 Use of camera or other instrument to invade person's privacy; misdemeanor
653.2 Electronic communication devices, threats to safety

VEHICLE CODE

23123-23124 Prohibitions against use of electronic devices while driving

CODE OF REGULATIONS, TITLE 5

300-307 Duties of students

UNITED STATES CODE, TITLE 42

2000h-2000h6 Title IX, 1972 Education Act Amendments

COURT DECISIONS

J.C. v. Beverly Hills Unified School District, (2010) 711 F.Supp.2d 1094
LaVine v. Blaine School District, (2000, 9th Cir.) 257 F.3d 981
Emmett v. Kent School District No. 415, (2000) 92 F.Supp. 1088
Bethel School District No. 403 v. Fraser, (1986) 478 U.S. 675
New Jersey v. T.L.O., (1985) 469 U.S. 325
Tinker v. Des Moines Independent Community School District, (1969) 393 U.S. 503

Management Resources:

CSBA PUBLICATIONS

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

Providing a Safe, Nondiscriminatory School Environment for All Students, Policy Brief, April 2010

Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Bullying at School, 2003

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/lr/ss>

Center for Safe and Responsible Internet Use: <http://cyberbully.org>

National School Boards Association: <http://www.nsba.org>

National School Safety Center: <http://www.schoolsafety.us>

U.S. Department of Education: <http://www.ed.gov>

Policy CENTER UNIFIED SCHOOL DISTRICT

adopted: October 17, 2012 Antelope, California

New (add)

CSBA Sample Board Policy

Students

BP 5131.8(a)

MOBILE COMMUNICATION DEVICES

Note: The following optional policy may be revised to reflect district practice. Education Code 48901.7, as added by AB 272 (Ch. 42, Statutes of 2019), authorizes the Governing Board to limit or prohibit student use of smartphones while at school or while under the supervision and control of a district employee, except for specified purposes. In addition, Education Code 48901.5 authorizes the district to regulate the use of electronic signaling devices that operate through the transmission or receipt of radio waves unless essential for a student's health.

Districts that choose to regulate mobile communication devices differently based on grade level may revise this policy accordingly.

The Governing Board recognizes that the use of smartphones and other mobile communication devices on campus may be beneficial to student learning and well-being, but could be disruptive of the instructional program in some circumstances. The Board permits limited use of mobile communication devices on campus in accordance with law and the following policy.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5131.2 - Bullying)

(cf. 5131.4 - Student Disturbances)

(cf. 5131.9 - Academic Honesty)

(cf. 5137 - Positive School Climate)

(cf. 5141.52 - Suicide Prevention)

(cf. 6163.4 - Student Use of Technology)

Students may use cell phones, smart watches, pagers, or other mobile communication devices on campus during noninstructional time as long as the device is utilized in accordance with law and any rules that individual school sites may impose.

Mobile communication devices shall be turned off during instructional time. However, a student shall not be prohibited from possessing or using a mobile communication device under any of the following circumstances: (Education Code 48901.5, 48901.7)

- 1. In the case of an emergency, or in response to a perceived threat of danger**
- 2. When a teacher or administrator grants permission to the student to possess or use a mobile communication device, subject to any reasonable limitation imposed by that teacher or administrator**
- 3. When a licensed physician or surgeon determines that the possession or use is necessary for the student's health and well-being**

MOBILE COMMUNICATION DEVICES (continued)

4. When the possession or use is required by the student's individualized education program

(cf. 6159 - Individualized Education Program)

Smartphones and other mobile communication devices shall not be used in any manner which infringes on the privacy rights of any other person.

Note: A search of a student's personally owned mobile communication device may be subject to the Fourth Amendment of the U.S. Constitution which prohibits unreasonable search and seizure. When school officials want to search a student's mobile communication device as part of an investigation of suspected student misconduct, the legality of the search will depend on whether the search is "reasonable" (New Jersey v. T.L.O.). The "reasonableness" of a search depends on (1) whether there is individualized suspicion that the search will turn up evidence of a student's violation of the law or school rules and (2) whether the search is reasonably related to the objectives of the search and not excessively intrusive in light of the student's age, gender, and/or the nature of the infraction. It is recommended that the district consult with legal counsel as appropriate. See BP/AR 5145.12 - Search and Seizure.

When a school official reasonably suspects that a search of a student's mobile communication device will turn up evidence of the student's violation of the law or school rules, such a search shall be conducted in accordance with BP/AR 5145.12 - Search and Seizure.

(cf. 5145.12 - Search and Seizure)
(cf. 5145.2 - Freedom of Speech/Expression)

When a student uses a mobile communication device in an unauthorized manner, the student may be disciplined and a district employee may confiscate the device. The employee shall store the device securely until it is returned to the student or turned over to the principal or designee, as appropriate.

Note: The following optional paragraph addresses students' off-campus conduct during nonschool hours. In general, the courts have upheld districts' discipline of students for off-campus conduct that posed a threat to the safety of other students, staff, or school property or presented a risk of substantial disruption of school activities, provided that the district was able to document the impact or disruption that the conduct had, or could be expected to have, on school activities.

Pursuant to Education Code 48900, districts have the authority to suspend or expel students who engage in cyberbullying off campus, provided that the act meets the criteria specified in the definition of "bullying" in Education Code 48900 (i.e., a severe or pervasive physical or verbal act or conduct that has or can be reasonably predicted to have the effect of placing a reasonable student in fear of harm to the student's person or property, causing a substantially detrimental effect on the student's physical or mental health, causing substantial interference with the student's academic performance, or causing substantial interference with the student's ability to participate in or benefit from school services, activities, or privileges); see BP 5131.2 - Bullying.

MOBILE COMMUNICATION DEVICES (continued)

In adopting policy related to off-campus conduct, districts should consult with legal counsel to ensure that the policy does not violate students' First Amendment rights to freedom of speech or expression. Also see BP 5145.2 - Freedom of Speech/Expression.

A student may also be subject to discipline, in accordance with law, Board policy, or administrative regulation, for off-campus use of a mobile communication device which poses a threat or danger to the safety of students, staff, or district property or substantially disrupts school activities.

The Superintendent or designee shall inform students that the district will not be responsible for a student's mobile communication device which is brought on campus or to a school activity and is lost, stolen, or damaged.

Legal Reference: (see next page)

MOBILE COMMUNICATION DEVICES (continued)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

32280-32289 Comprehensive safety plan

35181 Governing board authority to set policy on responsibilities of students

35291-35291.5 Rules

44807 Duty concerning conduct of students

48900-48925 Suspension and expulsion, especially:

48901.5 Regulation of possession or use of electronic signaling devices

48901.7 Limitation or prohibition of student use of cell phones

51512 Prohibition against electronic listening or recording device in classroom without permission

CIVIL CODE

1714.1 Liability of parents and guardians for willful misconduct of minor

PENAL CODE

288.2 Harmful matter with intent to seduce

313 Harmful matter

647 Use of camera or other instrument to invade person's privacy; misdemeanor

653.2 Electronic communication devices, threats to safety

VEHICLE CODE

23123-23124 Prohibitions against use of electronic devices while driving

CODE OF REGULATIONS, TITLE 5

300-307 Duties of students

UNITED STATES CODE, TITLE 20

1681-1688 Discrimination based on sex or blindness

COURT DECISIONS

J.C. v. Beverly Hills Unified School District (2010) 711 F.Supp.2d 1094

New Jersey v. T.L.O. (1985) 469 U.S. 325

Tinker v. Des Moines Independent Community School District (1969) 393 U.S. 503

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National School Safety Center: <http://www.schoolsafety.us>

U.S. Department of Education: <http://www.ed.gov>

CSBA Sample Board Policy

Students

BP 5132(a)

DRESS AND GROOMING

Note: The following policy may be revised to reflect district practice. Pursuant to Education Code 35183, districts that adopt a school uniform policy are **mandated** to include specified provisions; see section on "Uniforms" below.

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to wear clothing that is suitable for the school activities in which they participate. Students shall not wear clothing that presents a health or safety hazard or ~~is likely to~~ causes a substantial disruption to the educational program.

(cf. 4119.22/4219.22/4319.22 - Dress and Grooming)

District and school rules pertaining to student attire shall be included in student handbooks, may be posted in school offices and classrooms, and may be periodically reviewed with all students as necessary.

Students shall not be prohibited from dressing in a manner consistent with their gender identity or gender expression or with their religious or cultural observance.

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

Note: Education Code 212.1, as amended by SB 188 (Ch. 58, Statutes of 2019), defines "race," for purposes of prohibiting discrimination, as including traits historically associated with race, such as hair texture and protective hairstyles.

In addition, the dress code shall not discriminate against students based on hair texture and protective hairstyles, including, but not limited to, braids, locks, and twists. (Education Code 212.1)

Note: While students do not lose their constitutional rights by virtue of entering school grounds, numerous court decisions have found that the First Amendment rights of public school students are not necessarily the same as the rights of adults in other settings and must be viewed in light of the special circumstances of the school environment. In Hazelwood School District v. Kuhlmeier, the U.S. Supreme Court ruled that a school may limit student expression as long as its decision is reasonably related to "legitimate pedagogical concerns." For instance, districts may prohibit clothing that is vulgar or causes a substantial disruption to the educational program. Districts may also prohibit clothing that promotes drug use. While districts can regulate clothing that causes a "substantial disruption," districts cannot regulate student clothing simply because the district does not approve of the message displayed. The district's ability to prohibit "hate speech," including clothing with derogatory or demeaning messages, is unclear. The 9th Circuit Court in Harper v. Poway Unified School District ruled that a school could prohibit a student from wearing a t-shirt

DRESS AND GROOMING (continued)

with a religious viewpoint against homosexuality, citing a provision in Tinker v. Des Moines which held that schools may prohibit speech that "intrudes upon the rights of other students" and interferes with their learning. However, because the student had graduated, the U.S. Supreme Court vacated the Harper decision on appeal and thus its analysis cannot be relied upon. It is recommended that the district consult legal counsel in the development of this policy and whenever it has questions about the appropriate enforcement of this policy based on student expression.

The principal or designee is authorized to enforce this policy and shall inform any student who does not reasonably conform to the dress code. The dress code shall not be enforced in a manner that discriminates against a particular viewpoint or results in a disproportionate application of the dress code based on students' gender, sexual orientation, race, ethnicity, household income, or body type or size.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 0415 - Equity)

(cf. 5145.2 - Freedom of Speech/Expression)

School administrators, teachers, and other staff shall be notified of appropriate and equitable enforcement of the dress code.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

When practical, students shall not be directed to correct a dress code violation during instructional time or in front of other students.

Repeated violations or refusal to comply with the district's dress code may result in disciplinary action.

(cf. 5144 - Discipline)

Gang-Related Apparel

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.

District policy should not include a districtwide prohibition against wearing gang-related apparel. Pursuant to Education Code 35183, such a dress code must be initiated at the school-site level and apply only to the school where it is initiated.

DRESS AND GROOMING (continued)

The principal, staff, and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a proposed dress code shall be presented to the Board, which shall approve the plan upon determining that it is necessary to protect the health and safety of the school environment. The dress code policy may be included in the school's comprehensive safety plan. (Education Code 35183)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5136 - Gangs)

When determining specific items of clothing that may be defined as gang apparel, the school shall ensure that the determination is free from bias based on race, ethnicity, national origin, immigration status, or other protected characteristics.

Uniforms

Note: In Jacobs v. Clark County School District, the 9th Circuit Court of Appeals held that a district policy requiring students to wear school uniforms did not violate students' First Amendment right to freedom of speech or expression, as such policies are viewpoint-neutral and content-neutral and not intended to suppress the expression of particular ideas.

Pursuant to Education Code 35183, the Board may approve a school-initiated plan that requires a school's students to wear uniforms when the Board determines that the policy is necessary for the health and safety of the school environment.

The Board may approve a school-initiated dress code requiring students at the school to wear a school uniform whenever the Board determines that such a dress code will promote student achievement, a positive school climate, and/or student safety.

Note: If the Board adopts a dress code policy requiring uniforms for any school, Education Code 35183 requires that the Board provide a method whereby parents/guardians may choose to have their children exempted from the adopted school uniform policy. Education Code 35183 **mandates** that the Board policy include a statement that such students shall not be penalized academically, otherwise discriminated against, or denied attendance to school.

The Superintendent or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from the school uniform policy. Students shall not be penalized academically, otherwise discriminated against, or denied attendance to school if their parents/guardians so decide. (Education Code 35183)

The Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms. (Education Code 35183)

Legal Reference: (see next page)

DRESS AND GROOMING (continued)

Legal Reference:

EDUCATION CODE

212.1 Nondiscrimination based on race or ethnicity

220 Nondiscrimination

32281 School safety plans

35183 School dress codes; uniforms

35183.5 Sun-protective clothing

48907 Student exercise of free expression

49066 Grades; effect of physical education class apparel

COURT DECISIONS

Jacobs v. Clark County School District (2008) 26 F. 3d 419

Harper v. Poway Unified School District (2006) 445 App. 3d 166

Marvin H. Jeglin et al v. San Jacinto Unified School District et al (C.D. Cal. 1993)

827 F.Supp. 1459

Arcadia Unified School District v. California Department of Education (1992) 2 Cal. 4th 251

Hazelwood School District v. Kuhlmeier (1988) 108 S. Ct. 562

Hartzell v. Connell (1984) 35 Cal. 3d 899

Tinker v. Des Moines Independent Community School District (1969) 393 U.S. 503

(10/96 5/19) 10/19

Center Unified SD

Board Policy

Dress And Grooming

BP 5132

Students

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

(cf. 4119.22/4219.22/4319.22 - Dress and Grooming)

District and school rules pertaining to student attire shall be included in student handbooks, may be posted in school offices and classrooms, and may be periodically reviewed with all students as necessary.

Students shall not be prohibited from dressing in a manner consistent with their gender identity or gender expression or with their religious or cultural observance.

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

The principal or designee is authorized to enforce this policy and shall inform any student who does not conform to the dress code. The dress code shall not be enforced in a manner that discriminates in any unlawful manner.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 0415 - Equity)

(cf. 5145.2 - Freedom of Speech/Expression)

School administrators, teachers, and other staff shall be notified of appropriate and equitable enforcement of the dress code.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

When practical, students shall not be directed to correct a dress code violation during instructional time or in front of other students.

Repeated violations or refusal to comply with the district's dress code may result in

disciplinary action.

(cf. 5144 - Discipline)

Gang-Related Apparel

The principal, staff, and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a proposed dress code shall be presented to the Board, which shall approve the plan upon determining that it is necessary to protect the health and safety of the school environment. The dress code policy may be included in the school's comprehensive safety plan. (Education Code 35183)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5136 - Gangs)

When determining specific items of clothing that may be defined as gang apparel, the school shall ensure that the determination is free from bias based on race, ethnicity, national origin, immigration status, or other protected characteristics.

Uniforms

The Board may approve a school-initiated dress code requiring students at the school to wear a school uniform whenever the Board determines that such a dress code will promote student achievement, a positive school climate, and/or student safety.

The Superintendent or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from the school uniform policy. Students shall not be penalized academically, otherwise discriminated against, or denied attendance to school if their parents/guardians so decide. (Education Code 35183)

The Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms. (Education Code 35183)

Legal Reference:

EDUCATION CODE

220 Nondiscrimination

32281 School safety plans

35183 School dress codes; uniforms

35183.5 Sun-protective clothing

48907 Student exercise of free expression

49066 Grades; effect of physical education class apparel

COURT DECISIONS

Jacobs v. Clark County School District, (2008) 26 F. 3d 419
Harper v. Poway Unified School District, (2006) 445 App. 3d 166
Marvin H. Jeglin et al v. San Jacinto Unified School District et al, (C.D. Cal. 1993)
827 F.Supp. 1459
Arcadia Unified School District v. California Department of Education, (1992) 2 Cal. 4th
251
Hazelwood School District v. Kuhlmeier, (1988) 108 S. Ct. 562
Hartzell v. Connell, (1984) 35 Cal. 3d 899
Tinker v. Des Moines Independent Community School District, (1969) 393 U.S. 503

Policy CENTER UNIFIED SCHOOL DISTRICT
adopted: September 18, 2019 Antelope, California

CSBA Sample Administrative Regulation

Students

AR 5141.26(a)

TUBERCULOSIS TESTING

Note: The following optional administrative regulation may be revised to reflect district practice.

Any student ~~with~~ **who is reasonably suspected of having** active tuberculosis shall be excluded from attendance at a district school ~~in accordance with AR 5112.2 - Exclusions from Attendance~~ **until the student provides evidence of a certificate showing that the student is free of communicable tuberculosis. (Health and Safety Code 121485, 121495, 121505)**

(cf. 5112.2 - Exclusions from Attendance)

~~Note: Item #1 below is for use by districts that maintain elementary schools. See AR 5141.32 - Health Screening for School Entry for detailed requirements of the comprehensive health screening required by Health and Safety Code 124085. Pursuant to Health and Safety Code 124040, this health screening must include screening for tuberculosis.~~

Students shall be screened or tested for tuberculosis under the following circumstances:

Note: Item #1 below is for use by districts that maintain elementary schools. See AR 5141.32 - Health Screening for School Entry for detailed requirements of the comprehensive health screening required by Health and Safety Code 124040, 124085, and 124105. **The Child Health and Disability Prevention (CHDP) office of the California Department of Health Care Services (DHCS) and the California Department of Public Health (CDPH) clarify that this health screening includes screening for tuberculosis when required by the local health department. See DHCS' CHDP School Handbook: School Entry Health Examination Requirements and CDPH's California Immunization Handbook: Pre-Kindergarten (Child Care) and School Immunization Requirements for further information.**

1. **When required by the local health department as** ~~As~~ part of the comprehensive health screening required for school entry, parents/guardians shall, within 90 days after their child's entry into first grade, provide ~~evidence within 90 days after their child's entry into first grade~~ **certification evidencing** that their child has been screened for risk of tuberculosis within the preceding 18 months. **Such certification shall be on a form approved by the California Department of Health Care Services. (Health and Safety Code 124040, 124085, 124105)**

In lieu of the certificate, parents/guardians may submit a signed waiver indicating that they do not want or are unable to obtain the health screening and evaluation services for their child and, if applicable, the reasons that they are unable to obtain the services. (Health and Safety Code 124085)

(cf. 5141.32 - Health Screening for School Entry)

TUBERCULOSIS TESTING (continued)

Note: Health and Safety Code 121515 requires the Governing Board to cooperate with the county or city health officer in carrying out any programs ordered by the health officer for the tuberculosis examinations of individuals applying for first admission to any elementary or secondary school in the district, as provided in item #2 below. The Board is authorized to use district funds, property, and personnel for this purpose.

Pursuant to 22 CCR 41301-41303, the following requirements also pertain to children enrolling in a child care center or preschool.

2. Whenever ordered by the local health officer **for the preservation and protection of public health**, students seeking admission for the first time to a district school at any grade level shall submit to tuberculosis testing. ~~Any student~~ **Students who are** subject to the **health officer's** order shall be admitted to school as follows:
 - a. The Superintendent or designee shall unconditionally admit ~~the student if he/she~~, **any student who**, prior to admission, submits a certificate, signed by any public or private medical provider, indicating that ~~he/she~~ **the student** has completed an approved tuberculosis examination and is free from active tuberculosis. (Health and Safety Code 121485, 121490, 121500; 22 CCR 41305, 41311, 41313)

(cf. 5141.3 - Health Examinations)

(cf. 5141.6 - School Health Services)

(cf. 5148 - Child Care and Development)

(cf. 5148.3 - Preschool/Early Childhood Education)

~~A student shall not be required to obtain the~~ **The Superintendent or designee shall exempt a student from the requirement to submit a certificate if his/her the student's parent/guardian, or eustodian the student if an emancipated minor, provides the Superintendent or designee with an affidavit stating that the required examination is contrary to his/her one's personal beliefs.** If there is probable cause to believe that such a student has active tuberculosis, ~~he/she~~ **the student** may be excluded from school until the Superintendent or designee is satisfied that ~~he/she~~ **the student** is not afflicted. (Health and Safety Code 121505)

- b. A student who has not submitted the certificate **or personal beliefs affidavit** may be ~~conditionally~~ **admitted provided on condition** that ~~he/she~~ **the student** receives an approved tuberculin skin test within 10 school days after admission. A student who **has** had a positive skin test and has not subsequently obtained a chest x-ray may be ~~conditionally~~ **admitted if he/she on condition that the student** receives a chest x-ray within 20 school days after admission. Any student who fails to provide the certificate within those time periods shall be prohibited from further attendance until ~~he/she provides~~ **the certificate is provided.** (Health and Safety Code 121495; 22 CCR 41315, 41327)

TUBERCULOSIS TESTING (continued)

- c. Whenever the local health officer so orders, a student may be required to complete an additional examination and provide another certificate indicating that ~~he/she~~ **the student** is free of communicable tuberculosis. (Health and Safety Code 121485)
 - d. At the discretion of the local health officer, the district may admit a student without a certificate if ~~he/she~~ **the student** is undergoing or has already undergone preventive treatment for tuberculosis infection or treatment for tuberculosis disease. (22 CCR 41319)
3. Whenever the Superintendent or designee suspects that a student who has not been examined for tuberculosis either has the disease or has been exposed, ~~he/she~~ **the Superintendent or designee** shall immediately report by telephone to the local health officer. When required by the local health officer, the district shall exclude the student from school until ~~he/she~~ **the student** is certified to be free of communicable tuberculosis. (22 CCR 41329)

The Superintendent or designee shall maintain a record of any student's tuberculosis examination as part of the student's mandatory permanent student record. (22 CCR 41323)

(cf. 5125 - Student Records)

The Superintendent or designee shall annually file a report with the local health department on the results of tuberculosis examinations for all ~~individuals~~ **new district students** required to complete such examinations in accordance with item #2 above, including, but not necessarily limited to, the number of ~~individuals~~ **students** unconditionally and conditionally admitted and the number of ~~individuals~~ **students** exempted on the basis of their personal beliefs. (22 CCR 41325)

Note: The following paragraph is optional.

All district staff shall receive information on how tuberculosis is spread and how it can be prevented and treated.

(cf. 4112.4/4212.4/4312.4 - Health Examinations)
(cf. 4119.43/4219.43/4319.43 - Universal Precautions)
(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)
(cf. 5141.22 - Infectious Diseases)

Legal Reference: (see next page)

TUBERCULOSIS TESTING (continued)

Legal Reference:

EDUCATION CODE

48213 *Prior parent notification of exclusion; exemption*

49451 *Parent's refusal to consent to health examination*

HEALTH AND SAFETY CODE

120230 *Exclusion of persons from school when residence is in isolation or quarantine*

121365 *Duties of local health officer re: tuberculosis control*

121475-121520 *Tuberculosis tests for students*

124025-124110 *Child Health and Disability Prevention Program*

CODE OF REGULATIONS, TITLE 5

202 *Exclusion of students with contagious disease*

432 *Student records*

3030 *Eligibility for special education; tuberculosis that adversely affects educational performance*

CODE OF REGULATIONS, TITLE 22

41301-41329 *Tuberculosis tests for students*

Management Resources:

CALIFORNIA DEPARTMENT OF HEALTH CARE SERVICES PUBLICATIONS

CHDP School Handbook: School Entry Health Examination Requirements, rev. January 2006

CALIFORNIA DEPARTMENT OF PUBLIC HEALTH PUBLICATIONS

California Immunization Handbook: Pre-Kindergarten (Child-Care) and School Immunization Requirements, 10th Edition, July 2019

WEB SITES

American Lung Association: <http://www.lungusa.org>

California Department of Health Care Services: <https://www.dhcs.ca.gov>

California Department of Public Health, Tuberculosis Control: <http://www.cdph.ca.gov/programs/tb>

<https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/TBCB.aspx>

Centers for Disease Control and Prevention, Tuberculosis: <http://www.cdc.gov/tb>

Health Officers Association of California: <http://www.calhealthofficers.org>

Center Unified SD

Administrative Regulation

Tuberculosis Testing

AR 5141.26

Students

Any student with active tuberculosis shall be excluded from attendance at a district school in accordance with AR 5112.2 - Exclusions from Attendance.

(cf. 5112.2 - Exclusions from Attendance)

Students shall be screened or tested for tuberculosis under the following circumstances:

1. As part of the comprehensive health screening required for school entry, parents/guardians shall provide evidence within 90 days after their child's entry into first grade that their child has been screened for risk of tuberculosis within the preceding 18 months. (Health and Safety Code 124040, 124085)

(cf. 5141.32 - Health Screening for School Entry)

2. Whenever ordered by the local health officer, students seeking admission for the first time to a district school at any grade level shall submit to tuberculosis testing. Any student subject to the order shall be admitted to school as follows:

a. The Superintendent or designee shall unconditionally admit the student if he/she, prior to admission, submits a certificate, signed by any public or private medical provider, indicating that he/she has completed an approved tuberculosis examination and is free from active tuberculosis. (Health and Safety Code 121485, 121490, 121500; 22 CCR 41305, 41311, 41313)

(cf. 5141.3 - Health Examinations)

(cf. 5141.6 - School Health Services)

(cf. 5148 - Child Care and Development)

(cf. 5148.3 - Preschool/Early Childhood Education)

A student shall not be required to obtain the certificate if his/her parent/guardian or custodian provides the Superintendent or designee with an affidavit stating that the required examination is contrary to his/her beliefs. If there is probable cause to believe that such a student has active tuberculosis, he/she may be excluded from school until the Superintendent or designee is satisfied that he/she is not afflicted. (Health and Safety Code 121505)

b. A student who has not submitted the certificate may be conditionally admitted

provided that he/she receives an approved tuberculin skin test within 10 school days after admission. A student who had a positive skin test and has not subsequently obtained a chest x-ray may be conditionally admitted if he/she receives a chest x-ray within 20 school days after admission. Any student who fails to provide the certificate within those time periods shall be prohibited from further attendance until he/she provides the certificate. (Health and Safety Code 121495; 22 CCR 41315, 41327)

c. Whenever the local health officer so orders, a student may be required to complete an additional examination and provide another certificate indicating that he/she is free of communicable tuberculosis. (Health and Safety Code 121485)

d. At the discretion of the local health officer, the district may admit a student without a certificate if he/she is undergoing or has already undergone preventive treatment for tuberculosis infection or treatment for tuberculosis disease. (22 CCR 41319)

3. Whenever the Superintendent or designee suspects that a student who has not been examined for tuberculosis either has the disease or has been exposed, he/she shall immediately report by telephone to the local health officer. When required by the local health officer, the district shall exclude the student from school until he/she is certified to be free of communicable tuberculosis. (22 CCR 41329)

The Superintendent or designee shall maintain a record of any student's tuberculosis examination as part of the student's mandatory permanent student record. (22 CCR 41323)

(cf. 5125 - Student Records)

The Superintendent or designee shall annually file a report with the local health department on the results of tuberculosis examinations for all individuals required to complete such examinations in accordance with item #2 above, including, but not necessarily limited to, the number of individuals unconditionally and conditionally admitted and the number of individuals exempted on the basis of their personal beliefs. (22 CCR 41325)

All district staff shall receive information on how tuberculosis is spread and how it can be prevented and treated.

(cf. 4112.4/4212.4/4312.4 - Health Examinations)

(cf. 4119.43/4219.43/4319.43 - Universal Precautions)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

(cf. 5141.22 - Infectious Diseases)

Legal Reference:

EDUCATION CODE

48213 Prior parent notification of exclusion; exemption

49451 Parent's refusal to consent to health examination

HEALTH AND SAFETY CODE

120230 Exclusion of persons from school when residence is in isolation or quarantine

121365 Duties of local health officer re: tuberculosis control

121475-121520 Tuberculosis tests for students

124025-124110 Child Health and Disability Prevention Program

CODE OF REGULATIONS, TITLE 5

202 Exclusion of students with contagious disease

432 Student records

3030 Eligibility for special education; tuberculosis that adversely affects educational performance

CODE OF REGULATIONS, TITLE 22

41301-41329 Tuberculosis tests for students

Management Resources:

WEB SITES

American Lung Association: <http://www.lungusa.org>

California Department of Public Health, Tuberculosis Control:

<http://www.cdph.ca.gov/programs/tb>

Centers for Disease Control and Prevention, Tuberculosis: <http://www.cdc.gov/tb>

Health Officers Association of California: <http://www.calhealthofficers.org>

Regulation CENTER UNIFIED SCHOOL DISTRICT

approved: June 16, 2010 Antelope, California

CSBA Sample Board Policy

Students

BP 5142(a)

SAFETY

Note: The following optional policy should be modified to reflect district practice.

~~The~~ Under the California Tort Claims Act (Government Code 810-996.6), ~~provides that~~ a district may be held liable for personal injuries caused by dangerous conditions on school property and ~~could be liable~~ for its employees' failure to use reasonable care to prevent foreseeable injuries resulting from school activities. The court in Dailey v. Los Angeles Unified School District held that, within ~~Within~~ the scope of their employment, school staff must exercise the degree of care "which a person of ordinary prudence, charged with (comparable) duties, would exercise under the same circumstances." (~~Dailey v. Los Angeles Unified School District~~) In J.H. v. Los Angeles Unified School District, the court held that the district had a duty to use ordinary care in supervising the after-school program.

With regard to ~~sports~~ athletic activities, the court in Kahn v. East Side Union High School District held that schools have no legal duty to eliminate risks inherent in the ~~sport~~ activity itself because students are deemed to assume those risks by participating in the activity. However, ~~but~~ schools do have a duty to use exercise due care not to increase the risks over and above those inherent in the sport. (~~Kahn v. East Side Union High School District~~)

~~The following optional policy should be modified to reflect district practice.~~

The Governing Board recognizes the importance of providing a safe school environment that is conducive to learning and ~~helps ensure~~ promotes student safety and well-being, ~~and the prevention of student injury. The Superintendent or designee shall implement a~~Appropriate practices ~~measures shall be implemented~~ to minimize the risk of harm to students, including, but not limited to, ~~practices relative to~~ protocols for maintaining safe conditions on school grounds, promoting safe use of school facilities and equipment, ~~the outdoor environment,~~ and guiding student participation in educational programs and school-sponsored activities.

- (cf. 0450 - Comprehensive Safety Plan)*
- (cf. 3320 - Claims and Actions Against the District)*
- (cf. 3514 - Environmental Safety)*
- (cf. 3514.1 - Hazardous Substances)*
- (cf. 3514.2 - Integrated Pest Management)*
- (cf. 3515 - Campus Security)*
- (cf. 3515.21 - Unmanned Aircraft Systems (Drones))*
- (cf. 3516 - Emergencies and Disaster Preparedness Plan)*
- (cf. 3530 - Risk Management/Insurance)*
- (cf. 3542 - School Bus Drivers)*
- (cf. 3543 - Transportation Safety and Emergencies)*
- (cf. 4119.42/4219.42/4319.42 - Exposure Control Plan for Bloodborne Pathogens)*
- (cf. 4119.43/4219.43/4319.43 - Universal Precautions)*
- (cf. 5131 - Conduct)*
- (cf. 5131.1 - Bus Conduct)*
- (cf. 5141 - Health Care and Emergencies)*
- (cf. 5141.22 - Infectious Diseases)*
- (cf. 5142.1 - Identification and Reporting of Missing Children)*

SAFETY (continued)

(cf. 5143 - Insurance)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 6145.2 - Athletic Competition)

(cf. 6163.2 - Animals at School)

(cf. 7111 - Evaluating Existing Buildings)

Staff-School staff shall be responsible for the proper supervision of students **at all times when students are subject to district rules, including, but not limited to,** during school hours, **during** school-sponsored activities, **before and after-school programs, morning drop-off and afternoon pick-up,** and while students are using district transportation ~~to and from school.~~

The Superintendent or designee shall ensure that students receive appropriate instruction on topics related to safety **and emergency procedures,** as well as injury and disease prevention.

(cf. 5141.7 - Sun Safety)

(cf. 6142.8 - Comprehensive Health Education)

Crossing Guards/Student Safety Patrol

Note: The following section is **optional**. School crossing guards may be employed by the **Governing** Board pursuant to Education Code 45450-45451 and by cities and counties pursuant to Vehicle Code 42200 and 42201. Education Code 49300 authorizes the Board to establish a ~~school~~ **student** safety patrol at any district school **for the purpose of assisting students in safely crossing streets.** See the accompanying administrative regulation for requirements pertaining to ~~school~~-safety patrols.

To assist students in safely crossing streets adjacent to or near school sites, the Board may employ crossing guards and/or establish a **student** safety patrol at any district school. The Superintendent or designee shall periodically examine traffic patterns within school attendance areas in order to identify locations where crossing assistance may be needed.

(cf. 5142.2 - Safe Routes to School Program)

Student Identification Cards and Safety Information

Note: The following section is for use by districts that serve students in grades 7-12.

Education Code 215.5 requires districts that issue student identification cards to have printed on either side of the card the telephone number of the National Suicide Prevention Lifeline (1-800-273-8255), and allows to have printed on the card the Crisis Text Line (texting HOME to 741741) and/or a local suicide prevention hotline telephone number.

Effective October 1, 2020, Education Code 215.5, as amended by SB 316 (Ch. 270, Statutes of 2019), requires districts to have the telephone number of the National Domestic Violence Hotline (1-800-799-7233) on either side of student identification cards.

SAFETY (continued)

If, as of January 1, 2020, the district has a supply of unissued student identification cards that do not comply with the above requirements, the cards may be issued until the supply is depleted.

Student identification cards of students in grades 7-12 shall have printed on them safety information, including the following: (Education Code 215.5, 217)

- 1. The National Suicide Prevention Lifeline telephone number and, at the district's discretion, the Crisis Text Line and/or a local suicide prevention hotline telephone number**

(cf. 5141.52 - Suicide Prevention)

- 2. The National Domestic Violence Hotline**

(cf. 5141.4 - Child Abuse Prevention and Reporting)

Legal Reference: (see next page)

SAFETY (continued)

Legal Reference:

EDUCATION CODE

- 8482-8484.65 *After School Education and Safety Program*
- 17280-17317 *Building approvals (Field Act)*
- 17365-17374 *Fitness of school facilities for occupancy*
- 32001 *Fire alarms and drills*
- 32020 *School gates; entrances for emergency vehicles*
- 32030-32034 *Eye safety*
- 32040 *First aid equipment*
- 32225-32226 *Two-way communication devices in classrooms*
- 32240-32245 *Lead-free schools*
- 32250-32254 *CDE school safety and security resources unit*
- 32280-32289 *Safety plans*
- 44807 *Duty of teachers concerning conduct of students*
- 44808 *Exemption from liability when students are not on school property*
- 44808.5 *Permission for students to leave school grounds; notice (high school)*
- 45450-45451 *Crossing guards*
- 48900 *Hazing*
- 49300-49307 *School safety patrol*
- 49330-49335 *Injurious objects*
- 49341 *Hazardous materials in school science laboratories*
- 51202 *Instruction in personal and public health and safety*

GOVERNMENT CODE

- 810-996.6 *California Tort Claims Act*

HEALTH AND SAFETY CODE

- 115725-115735 *Playground safety*
- 115775-115800 *Wooden playground equipment*
- ~~115810-115816 *Playground safety and recycling grants*~~
- 116046 *Issuance of best practices guidelines for K-12 pool safety***

PENAL CODE

- 245.6 *Hazing*

PUBLIC RESOURCES CODE

- 5411 *Purchase of equipment usable by ~~physically disabled~~ persons with disabilities*

VEHICLE CODE

- 21100 *Rules and regulations; crossing guards*
- 21201 *Rules for operation of bicycle on roadway***
- 21212 *Use of helmets*
- 42200 *Fines and forfeitures, disposition by cities*
- 42201 *Fines and forfeitures, disposition by counties*

CODE OF REGULATIONS, TITLE 5

- 202 *Exclusion of students with a contagious disease*
- 570-576 *School safety patrols*
- 5531 *Supervision of social activities*
- 5552 *Playground supervision*
- 5570 *When school shall be open and teachers present*
- 14030 *Standards for development of plans for the design and construction of school facilities***
- 14103 *Bus driver; authority over pupils*

Legal Reference continued: (see next page)

SAFETY (continued)

Legal Reference: (continued)

COURT DECISIONS

J.H. v. Los Angeles Unified School District, (2010) 183 Cal.App.4th 123

Lane v. City of Sacramento, (2010) 183 Cal. App. 4th. 1337

Wiener v. Southcoast Childcare Centers, (2004) 32 Cal.4th 1138

Kahn v. East Side Union High School District, (2003) 31 Cal.4th 990

Knight v. Jewett, (1992) 3 Cal.4th 296, 313

Hoyem v. Manhattan Beach City School District, (1978) 22 Cal. 3d 508

Dailey v. Los Angeles Unified School District, (1970) 2 Cal 3d 741

Management Resources:

AMERICAN SOCIETY FOR TESTING AND MATERIALS

F 1487-05, Standard Consumer Safety Performance Specification for Playground Equipment for Public Use, 2005 2017

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Science Safety Handbook for California Public Schools, 2014

U.S. CONSUMER PRODUCT SAFETY COMMISSION PUBLICATIONS

Handbook for Public Playground Safety Pub. No. 325, 1994, rev. 1997 Handbook, 2010

WEB SITES

American Society for Testing and Materials: <http://www.astm.org>

California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/lss>

California Department of Public Health: <http://www.cdph.ca.gov>

Centers for Disease Control and Prevention: <http://www.cdc.gov>

Environmental Protection Agency: <http://www.epa.gov>

U.S. Consumer Product Safety Commission: <http://www.cpsc.gov>

U.S. Department of Education, Safe Schools: <http://www.ed.gov/about/offices/list/osers/osep/gtss.html>

(11/02 7/06) 10/19

Center Unified SD

Board Policy

Safety

BP 5142 Students

The Governing Board recognizes the importance of providing a safe school environment that is conducive to learning and helps ensure student safety and the prevention of student injury. The Superintendent or designee shall implement appropriate practices to minimize the risk of harm to students, including, but not limited to, practices relative to school facilities and equipment, the outdoor environment, educational programs, and school-sponsored activities.

- (cf. 0450 - Comprehensive Safety Plan)
- (cf. 3320 - Claims and Actions Against the District)
- (cf. 3514 - Environmental Safety)
- (cf. 3514.1 - Hazardous Substances)
- (cf. 3514.2 - Integrated Pest Management)
- (cf. 3516 - Emergencies and Disaster Preparedness Plan)
- (cf. 3530 - Risk Management/Insurance)
- (cf. 3542 - School Bus Drivers)
- (cf. 3543 - Transportation Safety and Emergencies)
- (cf. 4119.42/4219.42/4319.42 - Exposure Control Plan for Bloodborne Pathogens)
- (cf. 4119.43/4219.43/4319.43 - Universal Precautions)
- (cf. 5131 - Conduct)
- (cf. 5131.1 - Bus Conduct)
- (cf. 5141 - Health Care and Emergencies)
- (cf. 5141.22 - Infectious Diseases)
- (cf. 5142.1 - Identification and Reporting of Missing Children)
- (cf. 5143 - Insurance)
- (cf. 5144 - Discipline)
- (cf. 5144.1 - Suspension and Expulsion/Due Process)
- (cf. 6145.2 - Athletic Competition)
- (cf. 6161.3 - Toxic Art Supplies)
- (cf. 6163.2 - Animals at School)
- (cf. 7111 - Evaluating Existing Buildings)

Staff shall be responsible for the proper supervision of students during school hours, during school-sponsored activities, and while students are using district transportation to and from school.

The Superintendent or designee shall ensure that students receive appropriate instruction on topics related to safety, as well as injury and disease prevention.

(cf. 5141.7 - Sun Safety)

(cf. 6142.8 - Comprehensive Health Education)

Crossing Guards/Safety Patrol

To assist students in safely crossing streets adjacent to or near school sites, the Board may employ crossing guards and/or establish a safety patrol at any district school. The Superintendent or designee shall periodically examine traffic patterns within school attendance areas in order to identify locations where crossing assistance may be needed.

Legal Reference:

EDUCATION CODE

8482-8484.6 After School Education and Safety Program

17280-17317 Building approvals (Field Act)

17365-17374 Fitness of school facilities for occupancy

32001 Fire alarms and drills

32020 School gates; entrances for emergency vehicles

32030-32034 Eye safety

32040 First aid equipment

32225-32226 Two-way communication devices in classrooms

32240-32245 Lead-free schools

32250-32254 CDE school safety and security resources unit

32280-32289 Safety plans

44807 Duty of teachers concerning conduct of students

44808 Exemption from liability when students are not on school property

44808.5 Permission for students to leave school grounds; notice (high school)

45450-45451 Crossing guards

48900 Hazing

49300-49307 School safety patrol

49330-49335 Injurious objects

49341 Hazardous materials in school science laboratories

51202 Instruction in personal and public health and safety

GOVERNMENT CODE

810-996.6 California Tort Claims Act

HEALTH AND SAFETY CODE

115725-115735 Playground safety

115775-115800 Wooden playground equipment

115810-115816 Playground safety and recycling grants

PENAL CODE

245.6 Hazing

PUBLIC RESOURCES CODE

5411 Purchase of equipment usable by physically disabled persons

VEHICLE CODE

21100 Rules and regulations; crossing guards
21212 Use of helmets
42200 Fines and forfeitures, disposition by cities
42201 Fines and forfeitures, disposition by counties
CODE OF REGULATIONS, TITLE 5
202 Exclusion of students with a contagious disease
570-576 School safety patrols
5531 Supervision of social activities
5552 Playground supervision
5570 When school shall be open and teachers present
14103 Bus driver; authority over pupils

COURT DECISIONS

Wiener v. Southcoast Childcare Centers, (2004) 32 Cal.4th 1138
Kahn v. East Side Union High School District, (2003) 31 Cal.4th 990
Hoyem v. Manhattan Beach City School District, (1978) 22 Cal. 3d 508
Dailey v. Los Angeles Unified School District, (1970) 2 Cal 3d 741

Management Resources:

AMERICAN SOCIETY FOR TESTING AND MATERIALS

F 1487-05, Standard Consumer Safety Performance Specification for Playground
Equipment for Public Use, 2005

U.S. CONSUMER PRODUCT SAFETY COMMISSION PUBLICATIONS

Handbook for Public Playground Safety, Pub. No. 325, 1994, rev. 1997

WEB SITES

American Society for Testing and Materials: <http://www.astm.org>

California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/ls/ss>

California Department of Public Health: <http://www.cdph.ca.gov>

Centers for Disease Control and Prevention: <http://www.cdc.gov>

Environmental Protection Agency: <http://www.epa.gov>

U.S. Consumer Product Safety Commission: <http://www.cpsc.gov>

U.S. Department of Education, Safe Schools:

<http://www.ed.gov/about/offices/list/osers/osep/gtss.html>

Policy CENTER UNIFIED SCHOOL DISTRICT
adopted: October 18, 2006 Antelope, California

Center Unified SD

Administrative Regulation

Safety

AR 5142

Students

Each principal or designee shall establish school rules for the safe and appropriate use of school equipment and materials and for student conduct consistent with law, Board policy, and administrative regulation. Copies of the rules shall be distributed to parents/guardians and shall be readily available at the school at all times.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5131 - Conduct)

(cf. 5144 - Discipline)

1. The adult is the student's custodial parent/guardian.

(cf. 5021 - Noncustodial Parents)

2. The adult has been authorized on the student's emergency card as someone to whom the student may be released when the custodial parent/guardian cannot be reached, and the principal or designee verifies the adult's identity.

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

3. The adult is an authorized law enforcement officer acting in accordance with law.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

(cf. 5145.11 - Questioning and Apprehension)

4. The adult is taking the student to emergency medical care at the request of the principal or designee.

(cf. 5141 - Health Care and Emergencies)

Supervision of Students

Teachers shall be present at their respective rooms and shall open them to admit students when school starts. (5 CCR 5570)

Every teacher shall hold students accountable for their conduct on the way to and from school, on the playgrounds, and during recess. (Education Code 44807)

The principal or designee shall require all individuals supervising students to remain alert ~~in spotting for unauthorized persons and~~ dangerous conditions, promptly report any such ~~conditions~~ observations to the principal or designee, and file a written report ~~on such conditions~~ as appropriate.

(cf. 1250 - Visitors/Outsiders)
(cf. 3530 - Risk Management/Insurance)

In arranging for appropriate supervision on playgrounds, the principal or designee shall:

1. Where playground supervision is not otherwise provided, provide for certificated employees to supervise the conduct and safety, and direct the play, of students who are on school grounds before and after school and during recess and other intermissions (5 CCR 5552)
2. Clearly identify supervision zones on the playground and require all playground supervisors to remain outside at a location from which they can observe their entire zone of supervision
3. Consider the size of the playground area, the number of areas that are not immediately visible, and the age of the students to determine the ratio of playground supervisors to students

The Superintendent or designee shall ensure that teachers, teacher aides, playground supervisors, yard aides, and volunteers who supervise students receive training in safety practices and in supervisory techniques that will help them to forestall problems and resolve conflicts. Such training shall be documented and kept on file.

(cf. 1240 - Volunteer Assistance)
(cf. 3515.2 - Disruptions)
(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 5131.4 - Student Disturbances)
(cf. 5138 - Conflict Resolution/Peer Mediation)

Student Safety Patrols

School safety patrols shall be used only at those locations where the nature of traffic will permit their safe operation. The locations where school safety patrols are used should be determined jointly with the local law enforcement agency. (5 CCR 572)

A school safety patrol shall be composed of students of the school who are selected by the principal and shall serve only with written consent from their parent/guardian. Patrol members shall be at least 10 years old and at least in the fifth grade. (Education Code 49302; 5 CCR 571)

Patrol members shall be under the supervision and control of the principal or designee and shall receive training in proper procedures, including, but not limited to, the operations specified in 5 CCR 573-574. Whenever on duty, patrol members shall wear the standard uniform required by 5 CCR 576.

Playground Safety

Any new playground or any replacement of equipment or modification of components inside an existing playground shall conform to standards set forth by the American Society for Testing and Materials and the guidelines set forth by the U.S. Consumer Product Safety Commission. (Health and Safety Code 115725)

Any playground installed between January 1, 1994, and December 31, 1999, shall conform to these standards not later than 15 years after the date of installation. (Health and Safety Code 115725)

Activities with Safety Risks

Because of concerns about the risk to student safety, the principal or designee shall not permit the following activities on campus or during school-sponsored events unless the activity is properly supervised, students wear protective gear as appropriate, and each participant has insurance coverage:

1. Trampolining
2. Scuba diving
3. Skateboarding or use of scooters
4. In-line or roller skating or use of skate shoes
5. Sailing, boating, or water skiing
6. Snow trips
7. Motorcycling
8. Target shooting
9. Horseback riding
10. Rodeo
11. Other activities determined by the principal to have a high risk to student safety

(cf. 5143 - Insurance)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6153 - School-Sponsored Trips)

Students who operate or ride as a passenger on a bicycle, nonmotorized scooter, or skateboard upon a street, bikeway, or any other public bicycle path or trail shall wear a properly fitted and fastened bicycle helmet that meets the standards of law. Students also shall be required to wear such helmets while wearing in-line or roller skates. (Vehicle Code 21212)

Laboratory Safety

The principal of each school offering laboratory work shall develop procedures for laboratory safety and designate a trained certificated employee to implement and regularly review these procedures.

Hearing Protection

The Superintendent or designee shall monitor students' exposure to excessive noise in classrooms and provide protection as necessary. The Superintendent or designee also may provide hearing conservation education to teach students ways to protect their hearing.

Eye Safety Devices

The Superintendent or designee shall provide schools with eye safety devices for use whenever students, teachers, or visitors are engaged in or observing an activity or using hazardous substances likely to cause injury to the eyes. Eye safety devices may be sold to students for an amount not to exceed their actual cost to the district. (Education Code 32030, 32031, 32033)

(cf. 3260 - Fees and Charges)

Protection Against Insect Bites

To help protect students against insect bites or stings that may spread disease or cause allergic reactions, students shall be allowed to apply insect repellent provided by their parents/guardians, under the supervision of school personnel, and in accordance with the manufacturer's directions, when engaging in outdoor activities.

Center Unified SD

Administrative Regulation

Safety

AR 5142
Students

Each principal or designee shall establish school rules for the safe and appropriate use of school equipment and materials and for student conduct consistent with law, Board policy, and administrative regulation. Copies of the rules shall be distributed to parents/guardians and shall be readily available at the school at all times.

(cf. 0450 - Comprehensive Safety Plan)
(cf. 5131 - Conduct)
(cf. 5144 - Discipline)

Release of Students

Students shall be released during the school day only to the custody of an adult if:

1. The adult is the student's custodial parent/guardian.

(cf. 5021 - Noncustodial Parents)

2. The adult has been authorized on the student's emergency card as someone to whom the student may be released when the custodial parent/guardian cannot be reached, and the principal or designee verifies the adult's identity.

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

3. The adult is an authorized law enforcement officer acting in accordance with law.

(cf. 5141.4 - Child Abuse Prevention and Reporting)
(cf. 5145.11 - Questioning and Apprehension)

4. The adult is taking the student to emergency medical care at the request of the principal or designee.

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Supervision of Students

Teachers shall be present at their respective rooms and shall open them to admit students when school starts. (5 CCR 5570)

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(cf. 3530 - Risk Management/Insurance)

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1. Where playground supervision is not otherwise provided, provide for certificated employees to supervise the conduct and safety, and direct the play, of students who are on school grounds before and after school and during recess and other intermissions (5 CCR 5552)
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(cf. 1240 - Volunteer Assistance)

(cf. 3515.2 - Disruptions)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 5131.4 - Student Disturbances)

(cf. 5138 - Conflict Resolution/Peer Mediation)

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49302; 5 CCR 571)

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(cf. 5143 - Insurance)
(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6153 - School-Sponsored Trips)

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(cf. 3260 - Fees and Charges)

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Regulation CENTER UNIFIED SCHOOL DISTRICT
approved: October 17, 2007 Antelope, California

CSBA Sample Board Policy

Facilities

BP 7140(a)

ARCHITECTURAL AND ENGINEERING SERVICES

Note: ~~Education Code 17302 requires districts to employ a licensed and certified architect or structural engineer to prepare building plans, estimates and specifications and supervise the construction of building projects.~~ Pursuant to Education Code 17266, when professional design services are used for construction or modernization of school facilities, districts are responsible for the selection of a licensed architect and/or structural engineer for necessary structural engineering and supervision of construction. Article 22 of the California Constitution allows districts to contract with qualified private entities for architectural and engineering services for all public works projects. Sample contracts are available from the American Institute of Architects, California Council.

Pursuant to Education Code 17262, the district may purchase sets of plans and specifications provided by the State Allocation Board (SAB) for use in constructing a school building of the type desired by the district.

~~In order to ensure safe construction and protect the investment of public funds, the Governing Board requires that~~ **The Governing Board desires to provide school facilities that support the educational program and meet all applicable safety and design standards. When required by law, the Board shall employ or contract with a licensed and certified architect and/or structural engineer ~~be employed~~ to design and supervise the construction of district schools and other facilities.**

(cf. 7110 - Facilities Master Plan)

The architect and/or structural engineer shall be responsible for preparing all construction plans, specifications, and estimates and for the observation of the work of construction. (Education Code 17302)

Note: Education Code 17070.50 requires the California Department of Education (CDE) to review and approve plans and specifications for new construction and modernization of school facility projects funded by SAB. During this review, CDE's School Facilities Planning Division verifies project consistency with the design standards specified in Title 5 of the Code of Regulations. Pursuant to CDE forms SFPD 4.07, Plan Submission Requirements for New Construction, and SFPD 4.08, Plan Submission Requirements for Modernization Projects, facilities projects subject to this review include those funded through the Leroy F. Greene School Facilities Act (Education Code 17070.10-17079.30) and projects that receive state funding for overcrowding relief, critically overcrowded schools, career technical education facilities, joint use facilities, or modernization funding. Board-approved educational specifications must be submitted when the project involves construction of a new school or demolition and rebuilding of 50 percent or more of the existing school's square footage.

Construction plans for school facility projects that are not funded by SAB are not required to be submitted to CDE for review and approval. However, locally funded projects must still comply with Title 5 design standards. Pursuant to Education Code 17251, a district may request that CDE, at district expense, review plans and specifications for locally funded school facility projects.

ARCHITECTURAL AND ENGINEERING SERVICES (continued)

Pursuant to Education Code 17267, all plans and specifications for school construction projects must also be filed with the Department of General Services, Division of the State Architect (DSA) to ensure compliance with Title 24 of the Code of Regulations. See DSA's web site for information regarding this process.

To ensure compliance with state design and safety standards, preliminary and final plans for any state-funded school facility project, including Board-approved educational specifications for school design when necessary, shall be submitted to the California Department of Education and the Department of General Services, Division of the State Architect. (Education Code 17267; 5 CCR 14030-14032)

Note: ~~As added by SB 50 (Ch. 407, Statutes of 1998), Education Code 17070.50 prohibits the State Allocation Board SAB from apportioning state facilities funds under the new program unless the district has certified that the services of an architect, a structural engineer, or other design professional has been selected using a "competitive process" consistent with Government Code 4526 4525-4529.5. The process required by Government Code 4526 requires that the competitive process must be based on "demonstrated competence and on the professional qualifications necessary for the satisfactory performance of the services required." See AR-7140 the accompanying administrative regulation.~~

The Superintendent or designee shall devise a competitive process for the selection of architects, and structural engineers, and other design professionals that is based on demonstrated competence and on the professional qualifications necessary for the satisfactory performance of the services required. For each project, ~~he/she~~ **the Superintendent or designee** shall recommend specific architectural and engineering firms to the Board for approval. The Board shall pay fair and reasonable amounts warranted by the provider's qualifications and competence. The Board need not select the lowest responsible bidder.

(cf. 3311 - Bids)

(cf. 3311.3 - Design-Build Contracts)

Note: ~~Although contracts for architectural and other professional services are exempted from the bidding requirements detailed in Public Contract Code 20111, State Allocation Board policy still requires a three percent disabled veteran business participation goal when contracts exceeding \$10,000 for lease-purchase building projects and certain contracts in the State Relocatable Classroom Program are awarded by school districts and funded by the State Allocation Board. Architects and other professionals who are not disabled veteran business enterprises can comply with this policy by using subcontractors for goal attainment or by meeting specified "good faith" efforts.~~

Legal Reference: (see next page)

ARCHITECTURAL AND ENGINEERING SERVICES (continued)

Legal Reference:

EDUCATION CODE

17070.10-17079.30 Leroy F. Greene School Facilities Act, especially:

17070.50 Conditions for apportionment

17250.10-17250.55 Design-build contracts

17251 School construction; duties of the California Department of Education

17262-17268 School construction plans

17280-17316 Approvals, especially:

17302 Persons qualified to prepare plans, specifications and estimates and supervise construction

17316 Contract provision regarding school district property

17371 Limitation on liability of governing board

BUSINESS AND PROFESSIONS CODE

5500-5502 Architecture

5550-5558 Architects, licensure

6700-6706.3 Engineers

6750-6766 Engineers, licensure

GOVERNMENT CODE

4525-4529.5 Contracts with private architects, engineering, land surveying, and construction project management firms

14837 Definition of small business

87100 Public officials; financial interest

PUBLIC CONTRACT CODE

20111 School district contracts

CODE OF REGULATIONS, TITLE 5

14001 Minimum standards for school facilities

14030-14036 Standards, planning, and approval of school facilities

CODE OF REGULATIONS, TITLE 24

101 et seq. California Building Standards Code

CALIFORNIA CONSTITUTION

Article 22 Architectural and engineering services

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Plan Submission Requirements for Modernization Projects, Form SFPD 4.08

Plan Submission Requirements for New Construction, Form SFPD 4.07

OFFICE OF PUBLIC SCHOOL CONSTRUCTION PUBLICATIONS

School Facility Program Handbook, January 2019

WEB SITES

American Institute of Architects California Council: <https://aiacalifornia.org>

California Department of Education, Facilities: <http://www.cde.ca.gov/lr/fa>

Department of General Services, Division of the State Architect: <https://www.dgs.ca.gov/DSA>

Department of General Services, Office of Public School Construction:

<https://www.dgs.ca.gov/OPSC>

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Center Unified SD

Board Policy

Architectural And Engineering Services

BP 7140
Facilities

In order to ensure safe construction and protect the investment of public funds, the Governing Board requires that a licensed and certified architect or structural engineer be employed to design and supervise the construction of district schools and other facilities.

The Superintendent or designee shall devise a competitive process for the selection of architects and structural engineers that is based on demonstrated competence and on the professional qualifications necessary for the satisfactory performance of the services required. For each project, he/she shall recommend specific architectural and engineering firms to the Board. The Board shall pay fair and reasonable amounts warranted by the provider's qualifications and competence. The Board need not select the lowest responsible bidder.

(cf. 3311 - Bids)
(cf. 3312.11 - State Allocation Board Contracts)

Legal Reference:

EDUCATION CODE

17070.50 Conditions for apportionment

17280-17316 Approvals, especially:

17302 Persons qualified to prepare plans, specifications and estimates and supervise construction

17316 Contract provision re school district property

17371 Limitation on liability of governing board

GOVERNMENT CODE

4525-4529.5 Contracts with private architects, engineering, land surveying, and construction project management firms

14837 Definition of small business

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PUBLIC CONTRACT CODE

20111 School district contracts

Policy CENTER UNIFIED SCHOOL DISTRICT
adopted: May 26, 1999 Antelope, California

CSBA Sample Administrative Regulation

Facilities

AR 7140(a)

ARCHITECTURAL AND ENGINEERING SERVICES

~~The Governing Board shall engage the services of a licensed architect(s) holding a valid certificate or engineer(s) holding a valid certificate for the preparation of plans, specifications or estimates for any construction project, through a signed contract. (Education Code 17302)~~

~~(cf. 3312 - Contracts)~~

Note: ~~As a condition to the receipt of state funding, Education Code 17070.50, as added by SB 50 (Ch. 407, Statutes of 1998), requires districts to select architectural and engineering services pursuant to the competitive process outlined below. When applying for state facilities funding, the district will be required to certify that any professional design services used for the project were selected using a qualification-based selection process. The Office of Public School Construction, in its School Facility Handbook, advises districts to consult with legal counsel to ensure that its process for selecting architects or structural engineers is a qualification-based selection process and complies with all other legal requirements, including the Public Contract Code and requirements for disabled veterans business enterprises.~~

Contractors for any architectural, landscape architectural, engineering, environmental, land surveying, or construction project management services shall be selected, at fair and reasonable prices, on the basis of demonstrated competence and professional qualifications necessary for the satisfactory performance of the services required. (Government Code 4526)

Note: Government Code 4526 requires that the district's selection process include at least items #1-3 below; however, the law does not prescribe the exact procedures that must be followed. Generally, elements of a "competitive process" include advertising and notice of the need for services, objective evaluation and selection criteria, and an appeals process for use by those not selected. Districts may wish to develop procedures consistent with these and other requirements in consultation with legal counsel.

The Superintendent or designee shall ensure that the selection process for projects receiving state funding: (Government Code 4526)

1. ~~Ensures that projects entail~~ **Assures** maximum participation by small business firms as defined pursuant to Government Code 14837
2. Prohibits practices which might result in unlawful activity such as rebates, kickbacks, or other unlawful consideration
3. Prohibits district employees from participating in the selection process when they have a relationship with a person or business entity seeking a contract which would subject the employee to the prohibition of Government Code 87100

~~(cf. 9270 - Conflict of Interest)~~

ARCHITECTURAL AND ENGINEERING SERVICES (continued)

Note: Pursuant to Government Code 4527, the following items are optional and may be revised to reflect district practice.

The selection process may also include: (Government Code 4527)

1. ~~Detailed evaluations~~ **Evaluation** of current statements of ~~prospective contractors'~~ qualifications and performance data **on file with the district and evaluation of statements that may be submitted by other firms regarding the proposed project**
2. Discussion with at least three firms **regarding anticipated concepts and the relative utility** of alternative approaches for furnishing the **required** services ~~with at least three firms~~
3. Selection, in order of preference, of at least three firms deemed to be the most highly qualified to provide the required services in accordance with established **district** criteria ~~and recommended in order of preference~~

Note: The following paragraph is optional and may be revised to reflect district practice. Government Code 4528 authorizes, but does not require, the district to implement the following procedures.

The district shall negotiate a contract with the best qualified firm at compensation determined by the district to be fair and reasonable. If the district is unable to negotiate a contract with the most qualified firm, the district shall negotiate a contract with the second most qualified firm and, if unsuccessful, with the third most qualified firm. If the district is unable to negotiate a satisfactory contract with any of the selected firms, the district shall select additional firms in order of their competence and qualification and continue negotiations until an agreement is reached. (Government Code 4528)

The above procedures shall not apply if the Superintendent or designee determines that the services needed are more of a technical nature and involve little professional judgment and that requiring bids would be in the public interest. (Government Code 4529)

(cf. 3311 - Bids)

Contracts shall specify that all plans, **including, but not limited to, record drawings, specifications, and estimates prepared by the ~~contractor~~ architect or structural engineer** shall become the property of the district. **The contract shall also specify terms and conditions for reuse within the district of any plans prepared by the architect or structural engineer.** (Education Code 17316)

ARCHITECTURAL AND ENGINEERING SERVICES (continued)

A contract may be awarded to a single entity for both design and construction of any school facility in excess of \$1,000,000 in accordance with AR 3311.3 - Design-Build Contracts. (Education Code 17250.20)

(cf. 3311.3 - Design-Build Contracts)

Center Unified SD

Administrative Regulation

Architectural And Engineering Services

AR 7140
Facilities

The Governing Board shall engage the services of a licensed architect(s) holding a valid certificate or engineer(s) holding a valid certificate for the preparation of plans, specifications or estimates for any construction project, through a signed contract.
(Education Code 17302)

(cf. 3312 - Contracts)

Contractors for any architectural, landscape architectural, engineering, environmental, land surveying or construction project management services shall be selected, at fair and reasonable prices, on the basis of demonstrated competence and professional qualifications necessary for the satisfactory performance of the services required.
(Government Code 4526)

The Superintendent or designee shall ensure that the selection process for projects receiving state funding: (Government Code 4526)

1. Ensures that projects entail maximum participation by small business firms as defined pursuant to Government Code 14837
2. Prohibits practices which might result in unlawful activity such as rebates, kickbacks, or other unlawful consideration
3. Prohibits district employees from participating in the selection process when they have a relationship with a person or business entity seeking a contract which would subject the employee to the prohibition of Government Code 87100

(cf. 9270 - Conflict of Interest)

The selection process may also include: (Government Code 4527)

1. Detailed evaluations of current statements of prospective contractors' qualifications and performance data
2. Discussion of alternative approaches for furnishing the services with at least three firms
3. Selection of at least three firms deemed to be the most highly qualified to provide

the required services, in accordance with established criteria and recommended in order of preference

Contracts shall specify that all plans, specifications and estimates prepared by the contractor shall become the property of the district. (Education Code 17316)

Regulation CENTER UNIFIED SCHOOL DISTRICT
approved: May 26, 1999 Antelope, California

CSBA Sample Board Bylaw

Board Bylaws

BB 9323(a)

MEETING CONDUCT

Note: Education Code 35010 **mandates** the Governing Board to "prescribe and enforce" rules for its own governance. These rules must not be inconsistent with law or with regulations prescribed by the State Board of Education. The following bylaw provides suggested rules and procedures for meeting conduct and reflects provisions of law as applicable.

Meeting Procedures

All Governing Board meetings shall begin on time and shall be guided by an agenda prepared in accordance with Board bylaws and posted and distributed in accordance with the Ralph M. Brown Act (open meeting requirements) and other applicable laws.

(cf. 9322 - Agenda/Meeting Materials)

Note: The law does not specify that a particular set of procedures must govern Board meetings. Although Robert's Rules of Order can serve as a useful guide, the Board may adopt any procedure that allows for the efficient and consistent conduct of meetings.

The Board president shall conduct Board meetings in accordance with Board bylaws and procedures that enable the Board to efficiently consider issues and carry out the will of the majority.

(cf. 9121 - President)

Note: The following **optional** paragraph limits the length of Board meetings and should be revised to reflect district practice.

The Board believes that late night meetings deter public participation, can affect the Board's decision-making ability, and can be a burden to staff. Regular Board meetings shall be adjourned at ~~10:30~~ 9:00 p.m. unless extended to a specific time determined by a majority of the Board. The meeting shall be extended no more than once and subsequently may be adjourned to a later date.

(cf. 9320 - Meetings and Notices)

Note: In Rubin v. City of Burbank, an appellate court held that inclusion of "sectarian prayer" at city council meetings, which communicated a preference for a particular religious faith and advanced one faith over another, was unconstitutional by directing the prayer "in the name of Jesus." The court held that it would be constitutional to require the city to advise those people conducting the prayer of this limitation. This opinion is consistent with an unpublished 9th Circuit federal court opinion which stated that an invocation "in the name of Jesus" was unconstitutional in that it displayed allegiance to a particular faith.

MEETING CONDUCT (continued)

Some general guidelines for invocations can be found in an Attorney General's opinion (76 Ops.Cal.Atty.Gen. 281 (1993)) which stated that a county board of supervisors could open its sessions with an invocation when the invocation is (1) not required by law as a condition to the official proceedings, (2) not part of the deliberative agenda, (3) not offered, supervised, or approved as to content by a public officer, (4) not officially limited to a particular religion, (5) not disparaging of others, and (6) not directed towards proselytizing. However, because this is an unsettled area of law that is subject to frequent litigation, it is strongly recommended that districts consult legal counsel if they wish to open meetings with an invocation. Note that a different legal analysis applies to student-led or student-initiated prayer; see BP 5127 - Graduation Ceremonies and Activities.

Quorum and Abstentions

The Board shall act by majority vote of all of the membership constituting the Board. (Education Code 35164)

(cf. 9323.2 - Actions by the Board)

Note: According to an Attorney General opinion (61 Ops.Cal.Atty.Gen. 243 (1978)), members of a public body have a duty to vote on issues before them so that the public is represented and receives the services which the public body was created to provide. Issues arise when a motion is tied and one Board member has abstained. The general parliamentary rule is that an abstention is counted as agreeing with the action taken by the majority of those who vote, whether affirmatively or negatively (66 Ops.Cal.Atty.Gen. 336 (1983)). However, a stronger argument could be made that the parliamentary rule is in conflict with Education Code 35164 which requires a majority vote of all of the membership of the Board in order for the Board to act (i.e., a majority of all of the membership of the Board must vote affirmatively in order to approve any action). In 55 Ops.Cal.Atty.Gen. 26 (1972), the Attorney General opined that, when a statutory requirement exists that requires an affirmative action of at least a majority of the members of the Board, the general rule that members not voting were deemed to have agreed with the action taken by the majority of those that voted is not applicable.

The following **optional** paragraph is consistent with CSBA's opinion that a majority of the Board must vote affirmatively for a motion to carry, but the law is not settled and contrary legal opinions may exist. It is strongly recommended that the district consult with legal counsel and modify the following paragraph to ensure consistency with district practice.

The Board believes that when no conflict of interest requires abstention, its members have a duty to vote on issues before them. When a member abstains, ~~his/her~~ the abstention shall not be counted for purposes of determining whether a majority of the membership of the Board has taken action.

(cf. 9270 - Conflict of Interest)

Note: The following paragraph applies only to districts with seven member boards and **should be deleted by districts with a three or five member board.**

~~Provided the Board typically has seven members and there are no more than two vacancies on the Board, the vacant position(s) shall not be counted for purposes of determining how~~

MEETING CONDUCT (continued)

~~many members of the Board constitute a majority. In addition, whenever any provisions of the Education Code require unanimous action of all or a specific number of the members, the vacant position(s) shall not be counted for purposes of determining the total membership constituting the Board. (Education Code 35165)~~

Public Participation

Note: Pursuant to Government Code 54953.3, ~~a~~ members of the public cannot be required to register ~~his/her~~ **their** names, complete a questionnaire, or provide other information as a condition of attending a Board meeting. If an attendance list or similar document is posted near the entrance or circulated during the meeting, it must clearly state that signing or completing the document is voluntary.

Members of the public are encouraged to attend Board meetings and to address the Board concerning any item on the agenda or within the Board's jurisdiction. So as not to inhibit public participation, persons attending Board meetings shall not be requested to sign in, complete a questionnaire, or otherwise provide their name or other information as a condition of attending the meeting.

In order to conduct district business in an orderly and efficient manner, the Board requires that public presentations to the Board comply with the following procedures:

Note: Education Code 35145.5 mandates the Board to adopt regulations which ensure that the public can address the Board regarding agenda items, as specified below.

District employees have the same right as members of the public to address the Board during a public Board meeting. In 90 Ops. Cal. Atty. Gen. 47 (2007), the Attorney General opined that, under the Ralph M. Brown Act, an administrative district employee cannot be prohibited from attending a Board meeting or from speaking during the public comment period, including comments on an employment-related issue.

1. The Board shall give members of the public an opportunity to address the Board on any item of interest to the public that is within the subject matter jurisdiction of the Board, either before or during the Board's consideration of the item. (Education Code 35145.5; Government Code 54954.3)
2. At a time so designated on the agenda at a regular meeting, members of the public may bring before the Board matters that are not listed on the agenda. The Board shall take no action or discussion on any item not appearing on the posted agenda, except as authorized by law. (Education Code 35145.5; Government Code 54954.2)
3. Without taking action, Board members or district staff members may briefly respond to statements made or questions posed by the public about items not appearing on the agenda. Additionally, on their own initiative or in response to questions posed by the

MEETING CONDUCT (continued)

public, a Board **members** or staff members may ask a question for clarification, make a brief announcement, or make a brief report on ~~his/her~~ **their** own activities. (Government Code 54954.2)

Furthermore, the Board or a Board member may provide a reference to staff or other resources for factual information, ask staff to report back to the Board at a subsequent meeting concerning any matter, or take action directing staff to place a matter of business on a future agenda. (Government Code 54954.2)

4. The Board need not allow the public to speak on any item that has already been considered by a committee composed exclusively of Board members at a public meeting where the public had the opportunity to address the committee on that item. However, if the Board determines that the item has been substantially changed since the committee heard the item, the Board shall provide an opportunity for the public to speak. (Government Code 54954.3)

(cf. 9130 - Board Committees)

5. A person wishing to be heard by the Board shall first be recognized by the president and shall then proceed to comment as briefly as the subject permits.

Note: Government Code 54954.3 authorizes **reasonable** regulations limiting the total amount of time allocated for public testimony on particular issues and for each individual speaker. **Such reasonable regulations must ensure that the intent of allowing the public an adequate opportunity to speak to the Board is carried out.** The following paragraph should be revised to reflect district practice.

~~If the Board limits the time for public comment, Government Code 54954.3, as amended by AB 1787 (Ch. 507, Statutes of 2016), requires the Board to provide at least twice the allotted time to a member of the public who utilizes a translator, as provided below.~~

In general, individual speakers shall will be allowed three minutes to address the Board on each agenda or nonagenda item, **and Tthe Board shall will** limit the total time for public input on each item to 20 minutes. **However, in exceptional circumstances when necessary to ensure full opportunity for public input, With Board consent,** the Board president may, **with Board consent,** ~~increase or decrease~~ **adjust** the amount of time allowed for public ~~presentation input,~~ depending on the topic and the number of persons wishing to be heard **and/or the time allotted for each speaker. Any such adjustment shall be done equitably so as to allow a diversity of viewpoints. The president may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add. The president may also ask members of the public with the same viewpoint to select a few individuals to address the Board on behalf of that viewpoint.**

MEETING CONDUCT (continued)

In order to ensure that non-English speakers receive the same opportunity to directly address the Board, any member of the public who utilizes a translator shall be provided at least twice the allotted time to address the Board, unless simultaneous translation equipment is used to allow the Board to hear the translated public testimony simultaneously. (Government Code 54954.3)

6. The Board president may rule on the appropriateness of a topic, subject to the following conditions:
 - a. If a topic would be suitably addressed at a later time, the Board president may indicate the time and place when it should be presented.
 - b. The Board shall not prohibit public criticism of its policies, procedures, programs, services, acts, or omissions. (Government Code 54954.3)

Note: The following **optional** item addresses the issue of specific charges or complaints against district employees in open Board meetings. Although the Board may inform the speaker of appropriate district complaint procedures, it cannot prohibit criticisms of the district and its employees, no matter how harsh. Board members and staff may briefly respond to the concerns raised by the complainant at the meeting.

In Baca v. Moreno Valley Unified School District, a federal district court issued a preliminary injunction against the district prohibiting it from enforcing its policy barring criticism of employees at public Board meetings. The court found that the district's policy violated the plaintiff's First Amendment rights by restricting the content of her speech. The court further noted that the district could not legally prevent a person from speaking in open session, even if the speech was clearly defamatory. It is recommended that the Board consult legal counsel if a question arises regarding public criticism of a district employee.

- c. The Board shall not prohibit public criticism of district employees. However, whenever a member of the public initiates specific complaints or charges against an individual employee, the Board president shall inform the complainant of the appropriate complaint procedure.

(cf. 1312.1 - Complaints Concerning District Employees)
 (cf. 9321 - Closed Session Purposes and Agendas)

Note: As provided in item #7 below, Government Code 54957.9 authorizes the Board to remove persons who willfully disrupt or disturb a meeting. Examples of disruptive conduct might include conduct that is extremely loud, disturbing, or creates a health or safety risk. In McMahon v. Albany Unified School District, the court held that a speaker's constitutional rights were not violated when he was removed from a Board meeting after dumping a substantial amount of garbage on the floor of the meeting room. Because the speaker was not removed based on the content of his speech, the court upheld his conviction for a willful disruption of a public meeting. In City of San Jose v. Garbett, the court held that a legislative body may exclude from a meeting a person who has expressed a credible threat of violence that would place a reasonable persons in fear for his/her their safety or the safety of his/her their immediate family and that serves no legitimate purpose.

MEETING CONDUCT (continued)

However, the courts have found that a person's conduct must actually disrupt the meeting in order to warrant ejection. In Norse v. City of Santa Cruz, the court held that the city council improperly ejected a member of the public who gave the council a silent Nazi salute, on the grounds that the action did not interfere with the proceedings of the meeting.

7. The Board president shall not permit any disturbance or willful interruption of Board meetings. Persistent disruption by an individual or group or any conduct or statements that threaten the safety of any person(s) at the meeting shall be grounds for the president to terminate the privilege of addressing the Board.

The Board may remove disruptive individuals and order the room cleared if necessary. In this case, members of the media not participating in the disturbance shall be allowed to remain, and individuals not participating in such disturbances may be allowed to remain at the discretion of the Board. When the room is ordered cleared due to a disturbance, further Board proceedings shall concern only matters appearing on the agenda. (Government Code 54957.9)

When such disruptive conduct occurs, the Superintendent or designee shall contact local law enforcement as necessary.

Recording by the Public

Note: Government Code 54953.5 provides that any person attending an open meeting may record it with an audio or video recorder or a still or motion picture camera unless the Board makes a reasonable finding that the recording cannot continue without noise, illumination, or obstruction of view which would persistently disrupt the meeting. Government Code 54953.6 requires a similar finding before the Board can prohibit or restrict a broadcast of its meetings.

The following paragraph extends the right to record an open meeting to include recordings made by other devices such as a cell phone.

Members of the public may record an open Board meeting using an audio or video recorder, still or motion picture camera, cell phone, or other device, provided that the noise, illumination, or obstruction of view does not persistently disrupt the meeting. The Superintendent or designee may designate locations from which members of the public may make such recordings without causing a distraction.

(cf. 9324 - Board Minutes and Recordings)

If the Board finds that noise, illumination, or obstruction of view related to these activities would persistently disrupt the proceedings, these activities shall be discontinued or restricted as determined by the Board. (Government Code 54953.5, 54953.6)

Legal Reference: (see next page)

MEETING CONDUCT (continued)

Legal Reference:

EDUCATION CODE

- 5095 Powers of remaining board members and new appointees
- 32210 Willful disturbance of public school or meeting a misdemeanor
- 35010 Prescription and enforcement of rules
- 35145.5 Agenda; public participation; regulations
- 35163 Official actions, minutes and journal
- 35164 Vote requirements
- 35165 Effect of vacancies upon majority and unanimous votes by seven member board

CODE OF CIVIL PROCEDURE

- 527.8 Workplace Violence Safety Act

GOVERNMENT CODE

- 54953.3 Prohibition against conditions for attending a board meeting
- 54953.5 Audio or video recording of proceedings
- 54953.6 Broadcasting of proceedings
- 54954.2 Agenda; posting; action on other matters
- 54954.3 Opportunity for public to address legislative body; regulations
- 54957 Closed sessions
- 54957.9 Disorderly conduct of general public during meeting; clearing of room

PENAL CODE

- 403 Disruption of assembly or meeting

COURT DECISIONS

- City of San Jose v. Garbett (2010) 190 Cal.App.4th 526
- Norse v. City of Santa Cruz (9th Cir. 2010) 629 F3d 966
- McMahon v. Albany Unified School District (2002) 104 Cal.App.4th 1275
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- Baca v. Moreno Valley Unified School District (1996) 936 F.Supp. 719

ATTORNEY GENERAL OPINIONS

- 90 Ops. Cal. Atty. Gen. 47 (2007)
- 76 Ops. Cal. Atty. Gen. 281 (1993)
- 66 Ops. Cal. Atty. Gen. 336 (1983)
- 63 Ops. Cal. Atty. Gen. 215 (1980)
- 61 Ops. Cal. Atty. Gen. 243, 253 (1978)
- 59 Ops. Cal. Atty. Gen. 532 (1976)
- 55 Ops. Cal. Atty. Gen. 26 (1972)

Management Resources:

CSBA PUBLICATIONS

- Call to Order: A Blueprint for Great Board Meetings, 2015
- The Brown Act: School Boards and Open Meeting Laws, rev. 2014

ATTORNEY GENERAL PUBLICATIONS

- The Brown Act: Open Meetings for Local Legislative Bodies, 2003

WEB SITES

- CSBA: <http://www.csba.org>
- California Attorney General's Office: <https://oag.ca.gov>

(11/06 12/16) 10/19

Policy Reference UPDATE Service

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Center Unified SD

Board Bylaw

Meeting Conduct

BB 9323

Board Bylaws

Meeting Procedures

All Governing Board meetings shall begin on time and shall be guided by an agenda prepared in accordance with Board bylaws and posted and distributed in accordance with the Ralph M. Brown Act (open meeting requirements) and other applicable laws.

(cf. 9322 - Agenda/Meeting Materials)

The Board president shall conduct Board meetings in accordance with Board bylaws and procedures that enable the Board to efficiently consider issues and carry out the will of the majority.

(cf. 9121 - President)

The Board believes that late night meetings deter public participation, can affect the Board's decision-making ability, and can be a burden to staff. Regular Board meetings shall be adjourned at 9:00 p.m. unless extended to a specific time determined by a majority of the Board. The meeting shall be extended no more than once and subsequently may be adjourned to a later date.

(cf. 9320 - Meetings and Notices)

Quorum and Abstentions

The Board shall act by majority vote of all of the membership constituting the Board.
(Education Code 35164)

(cf. 9323.2 - Actions by the Board)

The Board believes that when no conflict of interest requires abstention, its members have a duty to vote on issues before them. When a member abstains, his/her abstention shall not be counted for purposes of determining whether a majority of the membership of the Board has taken action.

(cf. 9270 - Conflict of Interest)

Public Participation

Members of the public are encouraged to attend Board meetings and to address the Board concerning any item on the agenda or within the Board's jurisdiction. So as not to inhibit public participation, persons attending Board meetings shall not be requested to sign in, complete a questionnaire, or otherwise provide their name or other information as a condition of attending the meeting.

In order to conduct district business in an orderly and efficient manner, the Board requires that public presentations to the Board comply with the following procedures:

1. The Board shall give members of the public an opportunity to address the Board on any item of interest to the public that is within the subject matter jurisdiction of the Board, either before or during the Board's consideration of the item. (Education Code 35145.5; Government Code 54954.3)
2. At a time so designated on the agenda at a regular meeting, members of the public may bring before the Board matters that are not listed on the agenda. The Board shall take no action or discussion on any item not appearing on the posted agenda, except as authorized by law. (Education Code 35145.5; Government Code 54954.2)
3. Without taking action, Board members or district staff members may briefly respond to statements made or questions posed by the public about items not appearing on the agenda. Additionally, on their own initiative or in response to questions posed by the public, a Board or staff member may ask a question for clarification, make a brief announcement, or make a brief report on his/her own activities. (Government Code 54954.2)

Furthermore, the Board or a Board member may provide a reference to staff or other resources for factual information, ask staff to report back to the Board at a subsequent meeting concerning any matter, or take action directing staff to place a matter of business on a future agenda. (Government Code 54954.2)

4. The Board need not allow the public to speak on any item that has already been considered by a committee composed exclusively of Board members at a public meeting where the public had the opportunity to address the committee on that item.

However, if the Board determines that the item has been substantially changed since the committee heard the item, the Board shall provide an opportunity for the public to speak. (Government Code 54954.3)

(cf. 9130 - Board Committees)

5. A person wishing to be heard by the Board shall first be recognized by the president and shall then proceed to comment as briefly as the subject permits.

Individual speakers shall be allowed three minutes to address the Board on each agenda

or nonagenda item. The Board shall limit the total time for public input on each item to 20 minutes. With Board consent, the Board president may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard. The president may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add.

In order to ensure that non-English speakers receive the same opportunity to directly address the Board, any member of the public who utilizes a translator shall be provided at least twice the allotted time to address the Board, unless simultaneous translation equipment is used to allow the Board to hear the translated public testimony simultaneously. (Government Code 54954.3)

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c. The Board shall not prohibit public criticism of district employees. However, whenever a member of the public initiates specific complaints or charges against an individual employee, the Board president shall inform the complainant of the appropriate complaint procedure.

(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 9321 - Closed Session Purposes and Agendas)

7. The Board president shall not permit any disturbance or willful interruption of Board meetings. Persistent disruption by an individual or group or any conduct or statements that threaten the safety of any person(s) at the meeting shall be grounds for the president to terminate the privilege of addressing the Board.

The Board may remove disruptive individuals and order the room cleared if necessary. In this case, members of the media not participating in the disturbance shall be allowed to remain, and individuals not participating in such disturbances may be allowed to remain at the discretion of the Board. When the room is ordered cleared due to a disturbance, further Board proceedings shall concern only matters appearing on the agenda. (Government Code 54957.9)

When such disruptive conduct occurs, the Superintendent or designee shall contact local law enforcement as necessary.

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(cf. 9324 - Board Minutes and Recordings)

If the Board finds that noise, illumination, or obstruction of view related to these activities would persistently disrupt the proceedings, these activities shall be discontinued or restricted as determined by the Board. (Government Code 54953.5, 54953.6)

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WEB SITES

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California Attorney General's Office: <https://oag.ca.gov>

Bylaw CENTER UNIFIED SCHOOL DISTRICT

approved: September 20, 2017 Antelope, California

Change in policy

Center Unified SD

Board Policy

Student Activity Trips

BP 5131.8 BP 6153.1

Students

The Governing Board directs the Superintendent to develop and implement rules and regulations to ensure the safety of students and to provide for the proper conduct and control of students while they are away from the school campus on school-sponsored activities.

The students on such activity trips are to be under supervision of school personnel or authorized parents at all times whether the students are members of a school group such as an athletic team, musical group, pep squad, authorized school club, or representing the school newspaper.

Students taking the team, activity or rooters' bus are under the authority of the bus driver while on the bus, and under the authority of the activity sponsor, coach, musical director, or advisor of the school club from the time they leave the bus until they return, except that rooters shall be on their own until they return. While such students are not a legal responsibility of the school district while they are away from the bus, they will be held responsible for their behavior when it brings disrepute to the school.

Students providing their own transportation to a school-sponsored activity as observers or rooters shall not be considered to be under school supervision and the district shall not be held responsible for their safety or control, but the students are to be held accountable for their acts if they are such as to bring disrepute to the school.

Legal Reference:

EDUCATION CODE

44807 Duty concerning conduct of pupils; limitation on criminal prosecution

44808 Exemption from responsibility or liability for conduct and safety of pupils off-campus; exceptions

44808.5 Permission for pupils to leave school grounds; notice (high school)

51202 Instruction in personal and public health and safety

ADMINISTRATIVE CODE, TITLE 5

14103 Authority of the driver

Policy CENTER UNIFIED SCHOOL DISTRICT

adopted: October 1, 1986 Antelope, California

change in policy

Center Unified SD

Board Policy

Academic Freedom

BP 4119.24 BP 4119.29

Personnel

Intent

The Governing Board believes that the existence and progress of a democratic society demands that there be freedom of teaching the curriculum as approved by the Board and freedom of learning in schools. The Board is responsible for the protection of these freedoms for students, teachers, and others directly concerned with the school program.

The Governing Board has the responsibility to ensure that the school fulfills its obligations to society at the local, state, and national levels. The obligation in behalf of academic freedom requires that the Board cooperate with educational personnel and with the community in a judicious and open-minded manner in policies and decisions for the preservation of that freedom.

The proper role of the Governing Board requires providing all possible support within the law to the teachers, administrators, and other staff members who are making use of their abilities and resources to maintain a climate of intellectual freedom, without license, in the schools.

Successful action in matters of academic freedom depends greatly upon the Governing Board's ability to see the true relationship between the total objectives of the educational program and the values of academic freedom. Under this criteria the Board will work with its administration for a practical and defensible balance in this relationship and will attempt to so interpret it to the community.

Criteria

Basis for judgment in matters pertaining to academic freedom within the district shall be:

1. The welfare of students, individually and collectively, in the present and for the future.
2. The intellectual maturity of the students.
3. The standards and beliefs of citizens of the community.
4. The security and dignity of teachers, administrators, and other employees.

5. The status of the problem or issue within the framework of law.
6. In the case of instructional materials, the informative, literary, and general cultural values which may assist students in intellectual growth and habits of critical thought.
7. Informed opinion in policy statements regarding academic freedom available from organizations of teachers, administrators, parents/guardians, Governing Board members, and other citizens with special interest in public education.

In cases of alleged offense, the Board will concern itself with the maintenance of fair hearing and appeal procedures. The Board will collaborate with the government, the State Board of Education, and the courts to ensure just protection of the responsible exercise of academic freedom.

Legal Reference:

EDUCATION CODE

51500 Prohibited instruction or activity (re adverse reflection upon persons because of race, color, creed, national origin or ancestry)

51501 Prohibited means of instruction

51510 Prohibited study or supplemental materials

51511 Religious matters properly included in courses of study

51512 Prohibited use of electronic listening or recording device; penalties

51530 Prohibition and definition (re advocating or teaching communism with the intent to indoctrinate, etc.)

Policy CENTER UNIFIED SCHOOL DISTRICT
adopted: September 17, 1986 Antelope, California

Center Unified School District

AGENDA REQUEST FOR:

Dept./Site: Personnel and Student Services

Date: February 7, 2020

To: Board of Trustees

From: David Grimes *DG*

Action Item X

Attached Pages 3

SUBJECT: DISTRICT CALENDARS

Attached are proposed district calendars for the school years 2020-21, 2021-22, and 2022-23. The calendars were created in a manner that preserves the following priorities:

- a. maintaining a 10 month work year for 10 month employees (no June or July work days),
- b. maintaining the district's October break,
- c. providing a relatively even split between the first and second semesters while also providing for first semester finals before Winter Break.

The calendars include student attendance days, teacher workdays, district-wide minimum days, and holidays.

The calendar for 2022-23 is newly created. The calendars for 2020-21 and 2021-22 are presented with minor adjustments from those previously approved by the board in order to include a 180 day student attendance year as well as a 184 day certificated work year.

Recommend approval of District Calendars for the school years 2020-21, 2021-22, and 2022-23.

2020-2021 CENTER JOINT UNIFIED SCHOOL DISTRICT

2020

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

AUGUST						
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30	31					

SEPTEMBER						
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27	28	29	30			

OCTOBER						
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NOVEMBER						
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DECEMBER						
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2021

JANUARY						
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JUNE						
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27	28	29	30			

	School Attendance Day
	Holiday – No School
	District-wide Minimum Day
	Teacher Work Day – No School

Please refer to the school's calendar for specific early-out dates, Back to School Night, Parent Conferences, Open House, and other school-related events.

2021-2022 CENTER JOINT UNIFIED SCHOOL DISTRICT

2021

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

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

2022

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

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

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

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

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

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

	School Attendance Day
	Holiday – No School
	District-wide Minimum Day
	Teacher Work Day – No School

Please refer to the school's calendar for specific early-out dates, Back to School Night, Parent Conferences, Open House, and other school-related events.

2022-2023 CENTER JOINT UNIFIED SCHOOL DISTRICT

2022

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

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

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

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

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

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

2023

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

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

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

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

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

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

	<i>School Attendance Day</i>
	<i>Holiday – No School</i>
	<i>District-wide Minimum Day</i>
	<i>Teacher Work Day – No School</i>

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